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Extent of Implementation of Minimum Standards of Basic Education for the Realisation of the Second Millennium Development Goal in Bayelsa State

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Abstract
The study was carried out in Salga Education Zone of Bayelsa State specifically to determine the extent of implementation of the minimum standards for basic education in order to ensure the realization of the second millennium development goal. The study adopted the descriptive research design. The population of the study comprised of all the 1,566 teachers of both public and private primary schools from the 102 public and private primary schools in the zone. A sample size of 198 teachers from the 28 public and private primary schools was randomly selected. A questionnaire was used as the main instrument for data collection. Two research questions and one null hypothesis were formulated to guide the study. The research questions were answered using mean and standard deviation while the null hypothesis was analyzed using t-test statistic. Results show that both public and private primary schools are lagging in the strict implementation of stipulated minimum standards for basic education Hence, realization of the second MDG is still an illusion. Findings also indicate that the so-called inadequate resources (both qualified manpower and facilities/equipment) have also contributed to poor implementation of the minimum standards for basic education thereby resulting to the failure of Universal Basic Education programmes in achieving its goals/objectives. It was therefore recommended that the private school-owners as well as Government agencies such as the State Universal Basic Education Board (SUBEB) and the Local Government Education Authorities (LGEAs) should ensure that resources (both human and school-facilities/equipment) are adequately provided for schools in order to enable them implement the stipulated minimum standards for the full realization of UBE objectives. Also, SUBEB should initiate regular termly supervision and monitoring programmes to ensure strict compliance of primary schools with the minimum standards of basic education.
Keywords: Basic Education, Minimum Standards, Millennium Development Goals (MDGs), School ownership, School-facilities, Human resources.

Introduction

The role of education in the transformation and development of a nation cannot be overemphasized. Hence, the required education at the primary level (basic education) to equip learners with the needed knowledge, attitudes and skills for both individual and national development cannot be underestimated. To that end, both Chukwu (2011) and Ugwuoke (2011) supported the fact that unless the citizens of a nation receive at least the required basic education, the dream of achieving a precipitous social, political and economic development would become elusive. This reminds us of the significance of the illustrious word-picture painted by Federal Republic of Nigeria (FRN, 2004) which states that education is a tool or an instrument for national development. This implies that education is indeed a requisite for sustainable living. In line with the above statements, Ityav (2014) noted that education at the primary level constitutes the basic education which is indeed the base and foundation of the required education for development.

On the other hand, basic education is seen as a nine year primary education programme (i.e. 3 years each for the junior primary, senior primary and Basic Junior Secondary (BJSS) which is meant to be accessible to all children (Durosaro, n.d.). It is the starting point of knowledge acquisition and life-long learning which potentially equips individuals with the needed skills to cope and survive in his/her environment (Eddy & Akpan, 2009). According to FRN (2004), basic education basically involves Early Child Care Education (ECCE), the primary section and the basic junior secondary education (BJSS) level. In line with the above statements, Ityav (2014) pointed out that any nation or government that devalues its basic education sector is only affording to risk its own future since education at this level is usually viewed as the foundation which must be properly laid.

Hence, at international level, basic education gained recognition. Giving credence to the above fact, Ugwuoke (2011) pointed out that the 1948 Human Rights declaration, which recognizes education as the right of every child, also advocates for at least a free basic education at the basic or elementary level. Other developments at global level in respect to required basic education include the declaration on Education for All (EFA) by the year 2000 at the Jomtien summit in 1990; the 1991 New Delhi declaration of the E-9 countries (nine countries that evidently have the highest illiterate adults/youths- Nigeria inclusive) and the Organization of Africa Unity's (OAU) declaration of 1997 to 2006 as Africa's Decade of Education with the aim of promoting

bilateral cooperation among African countries on issues relating to education specifically, in the fight against illiteracy with emphasis on a relentless pursuit of basic education (Ugwuoke, 2011). Similar, Ityav (2014) maintained that the September 2000 Millennium Summit was significant since it subsequently led to the development of the eight goals, otherwise known as the Millennium Development Goals (MDGs) which intend to meet the needs and aspirations of third world countries. Thus, Nzewi (2010) clearly pointed out that the MDGs were just an extension of the eight chapters of the United Nations millennium declarations which were proposed likely to improve third world economies (Nigeria inclusive). Hence, the eight goals which could be possibly achieved through planning, effective policy implementation and proper monitoring were listed by Ityav (2014) to include - eradicate extreme poverty and hunger, achieve universal basic education, promote gender equality and empower women, reduce child mortality, improve maternal health, combat HIV/AIDS, malaria and other diseases, ensure environmental sustainability and develop a global partnership for development.

In order to achieve the above MDGs as part of a follow-up step in keeping to the Jomtien declaration among others at the international level, the Federal Government of Nigeria (FGN, 2004) noted that a modern and vibrant education system (which is the second among the MDGs) that provides the nation with adequate and competent manpower and opportunities is the key parameter for the achievement of the overall MDGs. This basically implies that education is the main vehicle through which national goals/development can be achieved.

Meanwhile, the declarations at international summits and conferences collectively constitute the trigger-factors that prompted the then president, Chief Olusegun Obasanzo to launch the Universal Basic Education (UBE) programme at Sokoto on September 30th, 1999 (Ugwuoke, 2011). Thus, the UBE is an educational programme that is proposed to stamp-out illiteracy and reduce poverty by equipping learners with requisite knowledge, attitudes and skills to promote both individual and national development (Ogbonna, 2005). Hence, Ugwuoke (2011) stressed that the introduction of the UBE programme was a welcome development to Nigerians, believing that the scheme was the solution to the numerous challenges facing the nation's education sector and reduce the high level of illiteracy.

In line with the above statement, Anike and Tari (2011) explained that the scheme was proposed to provide the basic framework for equal educational opportunities and access to free compulsory education at the basic level with the aim namely, to purposely reduce illiteracy in Nigeria within a possible minimum time period. Hence, the specific objectives of the UBE programme which aims at reducing illiteracy were listed by the Federal Ministry of Education (FME, 2000) to include:

- To develop in the entire citizenry, a strong conscientiousness for education and a strong commitment to its vigorous promotion,
- Provision of free compulsory universal basic education for every Nigerian child of school going age,
- To reduce drastically, the incidence or high rate of drop-out from the formal school system (through improved appropriate approaches and efficiency),
- To ensure the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills as well as the ethical, moral and civic tenets required for laying solid foundation for a sustainable life-long learning,
- To cater for the learning needs/experiences of young ones and their schooling as well as other out of school children or youths through appropriate forms of complementary approaches to the provision and advancement of Universal Basic Education.

However, the above laudable UBE objectives are attainable in Nigeria only if the schools (including public and private primary schools) strictly pursue the highlighted programme objectives by complying with, and implementing the prescribed minimum standards for basic education (Ezeugwu, 2008).

A standard, as clearly captioned by UBEC (2010) is an established norm, condition or requirement which all systems work towards to achieve. It therefore implies that standards serve as bench-marks for the achievement of set goals and objectives. Hence, in the Nigerian context, the concept of minimum standards for basic education is perceived as a set of prescribed standards for the successful implementation of the UBE programme, basically in the areas of resources, process and performance (UBEC, 2010). Meanwhile, due to the limited scope of this research work, the present study was therefore restricted to cover the area of 'resources' which include both facilities (material/infrastructural) and human resources for effective implementation of minimum standards of basic education for the actualization of the 2nd MDG.

Thus, pointing directly at the body responsible for the prescription of the minimum standards, Ityav (2014) holds that UBEC is primarily responsible in prescribing the minimum standards for basic education. Further, Ityav advanced that the prescribed minimum standard is a document that contains the country's educational philosophy and is based on the national objectives and the directives of the National Council on Education namely, to ensure effective monitoring and implementation of the minimum standards for basic education throughout the country.

However, key areas that are considered crucial in meeting the minimum standard specifications or requirements for the achievement of the UBE objectives were listed by UBEC (2010) to include:

- Facilities- such as enough classrooms (that are spacious and well-ventilated), well equipped libraries with books and computers etc. (to enhance teaching-learning activities), toilets, offices, staff-room, sick bays, a source of Portable Water (PW) for example- bore-hole, spacious play grounds/football pitch, gender-sensitive and quality instructional materials, a waste disposal system/facility (e.g. an isolated land for land-fill method of disposal or an incinerator if possible), metal doors and windows, a fence-wall, staff-quarters and desks, just to name but a few.
- Human resources- for example, qualified teaching staff (with at least NCE qualification), administrators and non-academic staff.

Thus, school-facilities as put by Ogbonna (2005) are those things that enable a skillful teacher to become so effective in instructional delivery and helps him/her (the teacher) achieve a level of the instructional objectives and effectiveness which perhaps would not have been possible if those facilities are in short-supply or not available. In a broader sense, Ezeugwu, (2008) maintained that such educational facilities (school-facilities) include the available infrastructure for teaching-learning activities and as well the instructional materials. It therefore implies that the nation's educational goals can never be achieved if school-facilities/equipment are not adequately provided to schools.

To that end, Ugwuoke (2011) found that adequate provision/supply of facilities and equipment for effective implementation of UBE programme has not been met at the junior secondary school level in Enugu State. In the same vein, Nwizu (2011) indicates that inadequate resources such as the poor infrastructural and learning facilities including classrooms, libraries, ICT tools (basically the absence of computers) and poor funding are just some of the major constraints against the full implementation/actualization of the UBE programme in Nigeria.

Also, Ogbonna (2005) revealed that lack of facilities hindered the successful implementation of UBE programme at the primary school level in Enugu State. Similarly, Labo-Popoola, Bello, and Atanda, (2009) indicated that inadequate resource/instructional materials such as textbooks, laboratory equipment, audio-visual materials, among others in primary schools (basic education level) have in itself posed a serious threat/challenge to the successful implementation of the UBE programme. In addition, Labo-Popoola, et al. stressed that many schools do not have the required materials/equipment to enhance effective implementation of the UBE programme and where such are available, they are inadequate and out-of-date.

Hence, Oluremi and Oyewole (2013) are of the view that the successful implementation of the Universal Basic Education programme in Nigeria depends on the provision/availability of adequate quality-facilities and funding. By extension, it implies that the goal of achieving free basic education (the 2nd MDG) which is a right-step towards achieving Education for All (EFA) initiatives would be hampered if the basic school-facilities which are meant to promote the UBE laudable programmes are not provided to schools.

However, it is an undeniable fact that facilities/equipment would always be of no use if there are no enough qualified manpower to put them to use. In support of the above statement, Labo-Popoola, et al. (2009) admitted that teachers play a vital role in the utilization of every other resource. In other words, the role of trained manpower (including teachers and school-administrators) as an indispensable human resource in the utilization of school-facilities/equipment for the realization of educational goals cannot be undermined.

Thus, human resources are generally seen as a set of people who constitute the workforce or labor force of an organization, a business-firm or the nation's economy. Viewing the concept from an educational angle, Obomanu and Akporehwe (2011) referred to the teachers and laboratory attendants as human resources in schools. However, for the purpose of this work, human resources refer to the qualified teaching staff (with at least, NCE qualification or degree holders in education) and school-administrators that are readily available in schools. As a result, Ityav (2014) placed emphasis on the need to ensure the adequacy of qualified teachers in our primary-schools as specified in the minimum standards in order to enhance effective implementation of the set standards in schools to facilitate the actualization of the second millennium development goal (that is, a free compulsory basic education for every Nigerian child of school-going-age).

In this light, Ezeugwu (2008) reported that lack of qualified trained teachers is a major problem that militates against the smooth running of Universal Basic Education programmes at the pre-primary and primary education level in Enugu State. In the same vein, Ityav (2014) found that there are no enough qualified/quality teachers at the primary education level in Makurdi Education Zone of Benue State. According to Ityav, the inadequacy of qualified/quality teachers has hindered effective implementation of the minimum standards of basic education which had also lead to what he called the 'poor or abysmal state of products' of primary schools in the Zone. Similarly, Eddy and Akpan (2009) found out that most primary and secondary schools in Akwa Ibom State lack teachers and even among those (teachers) that are available, many are not qualified. Consequently, Eddy and Akpan concluded that among other things, lack of qualified teachers constitute the problems militating against the success of the UBE programme in Akwa Ibom State.

In addition, Major and Ominabo (2013) noted that among other things, lack of competent and qualified teachers, infrastructure and inadequate instructional materials constitute the problems facing some schools in

urban and sub-urban centres. Hence by extension, this implies that the success or effectiveness of any educational programme largely depends on the 'quality' and 'adequacy' of both human resources (professional teachers and school-administrators such as principals, head-teachers and proprietors) and other facilities as specified in the minimum standards for basic education. However, poor supervision, monitoring and evaluation are also noted as some of the militating factors against proper implementation and achievement of the UBE objectives (Major and Ominabo, 2013).

The above however, calls to mind, the words of Ukeje (2000) who affirmed that Nigeria's problem does not basically lie with requisite knowledge or policy formation but proper planning, monitoring and implementation. In addition, both Ogbonna (2005) and Ugwuoke (2011) are also of the view that there is no shortage of ideas and policies but what is missing is poor planning and full execution of such programmes and policies or proper implementation so to speak. It therefore implies that if educational policies (such as the minimum standards of basic education) are not only formulated but are equally implemented then the sector would improve and achieve its expected goals and objectives.

Also, to ensure quality instructional delivery, UBEC (2010) insists on the use of appropriate teaching-leaning methods and instructional materials which conform to the national curriculum in order to meet the evaluation criteria of the Federal Ministry of Education (FME), and Universal Basic Education Commission (UBEC). Likewise, pupils'/students' transition through school-curricula and assessment of quality learning outcomes/achievements must strictly base on a well-articulated continuous assessment package in all forms of testing needs basically through cognitive and non-cognitive tests (UBEC, 2010). Also, UBEC (2010) as cited by Ityav (2014) requires that the ideal pupils-teacher ratio per class at the primary education level should be 40:1. These of course, are commendable efforts geared towards ensuring more comfortable classrooms for pupils and quality education in Nigeria.

To that end, FME (2002) concludes that the presently existing schools (including both public and private primary schools) should strictly adhere to the minimum standards in their respective schools, using such (the minimum standards for basic education) as the bench-mark for achieving set objectives and goals in the education system. This of course is the rational for this investigation namely to enthusiastically assess the extent of implementation of minimum standards of basic education for the realization of the second millennium development goal in primary schools.

Primary schools however, are usually owned, organized and managed either by Government or private individuals. Thus, the concept of school ownership is considered as another major variable that seems to affect implementation of the set standards. According to Ogbonna (2005), the concept of school-ownership reminds us of two contrasting concepts namely public and private schools. Likewise, Fagbulu (2013) clearly pointed out that public primary schools are owned, managed and funded by Government while private primary schools are in the hands of private individuals and as it is, they are funded and managed by proprietors/proprietresses. However, despite who actually owns and caters for the responsibilities of a particular school-type (public or private schools), the worry is basically on whether or not, the primary schools are fully complying with or implementing the minimum standards of basic education in order to meet required standard.

In response to that, Ityav (2014) reported that there is a sharp disparity in the level of implementation of minimum standards for basic education between public and private schools. Thus, Ityav concludes that the difference is perhaps explained by the fact that public schools are under the direct control and supervision of Government (through Government supervisory agencies such as State Universal Basic Education Board-SUBEB and Local Government Education Authority- LGEAs) and tends to implement the set-standards than the private schools which are in private hands. Also, Ogbonna (2005) revealed that public primary schools were more strict in complying/implementing the UBE standards as compared to the privately owned primary schools in Enugu State. According to Ogbonna, Government supplies public-primary schools with the needed facilities/materials and as well employs qualified teachers (with NCE or B.ED qualifications) in various disciplines, organizes workshops and conferences for professional development, hence they (public-primary schools) appear to adhere more strictly to the UBE standards.

In contrast however, Gakure, Mukuria, and Kithae (2013), in their investigation, revealed that public primary schools performed poorly following the introduction of free primary education in Kenya. Similarly, Kapusuzoglu and Donmez (2010) found out that private primary schools are more effective in their instructional leadership behaviours (which is an aspect of the Minimum Standards for Basic Education) than the public primary schools. Hence, based on their findings, Kapusuzoglu and Donmez concluded that private schools tend to create a more learner friendly/positive learning climate and are therefore stricter in instructional supervision.

Based on the above contradicting findings, it is obvious therefore that there is an existing gap between public and private primary schools basically in the level of implementation of the stipulated Minimum Standards for Basic Education which according to Ezeugwu (2008), would eventually result to the full actualization of free compulsory basic education and the Education for All (EFA) policy in Nigeria. Hence, this present study tends to fill that gap, specifically to assess the extent of implementation of minimum standards of basic education for the

realization of the second Millennium Development Goal in Salga Education Zone of Bayelsa State.

Purpose of Study

The main purpose of the study was to assess the extent of implementation of minimum standards of basic education for the realization of the second millennium development goal in Bayelsa State. Specifically, the study seeks to determine:

1. The extent of availability of school-facilities for effective implementation of minimum standards of basic education in primary schools.
2. The extent of availability of human resources for effective implementation of minimum standards of basic education in public and private primary schools.

Research Questions

The following research questions guided the study:

1. To what extent are school-facilities available in public and private primary schools to enhance effective implementation of minimum standards for basic education?
2. What is the extent of availability of human resources in public and private primary schools for effective implementation of minimum standards of basic education?

Research Hypothesis

The following null hypothesis guided the study and was tested at 0.05 level of significance:

$H0_1$: There is no statistically significant difference in the mean ratings of the responses of public and private primary school teachers regarding the extent of availability of human resources for effective implementation of minimum standards of basic education.

Research Method

The survey research design was adopted for this study. A descriptive survey design according to Olaitain, Ali, Eyo and Sowande (2000) is a design that studies both large and small populations by gathering and analyzing data through the use of questionnaire or interview for purposes of generalization and inference. The design was therefore considered appropriate for this study because information was solicited from both private and public primary school teachers on the extent of implementation of stipulated minimum standard of basic education for the realization of the second millennium development goal using questionnaire.

The population for the study Consisted of all the 1,566 teachers in the 102 public and private primary schools in Salga Education Zone of Bayelsa State. Precisely, the Zone has 72 public primary schools with 1,296 permanent teachers and 30 registered and approved private-primary schools with 270 teachers (Planning, Research and Statistics Department SUBEB, 2014). Twenty eight (28) schools comprising 18 public and 10 private primary schools were randomly selected through simple random sampling technique precisely by balloting. The sample was made up of 198 teachers from the sampled schools.

The instrument used for data collection was a questionnaire titled, "Extent of Implementation of Minimum Standards Questionnaire (EIMSQ). The questionnaire had thirty-eight items and it was divided into two sections – A and B. Section A contained personal information about the respondents while section B contained the items which were in two clusters, basically – cluster A and B which provided answers to the two research questions. Regarding the extent of availability of school-facilities, and extent of availability of human resources for effective implementation of minimum standards for basic education, the respondents were requested to answer Very Great Extent (VGE), Moderate Extent (ME), Very Low Extent (VLE) and No Extent (NE) in conformity with the four-point Likert Scale. Meanwhile, any item with the mean of 2.50 and above was accepted while items with the mean of 2.49 and below were considered not required. Thus, the instrument items were rated – 4, 3, 2 and 1 respectively.

The instrument was face validated by three experts. Precisely, two in Educational Administration/Planning and one from Measurement and Evaluation all from the Faculty of Education, University of Nigeria, Nsukka. The comments/suggestions of the experts were used to modify the instrument which led to the production of the final version of the EIMSQ instrument items.

In order to establish the internal consistency index, the instrument was trial tested using 30 primary school teachers drawn from a similar sample outside the study area, precisely from Odi Comprehensive Primary School in Kolga Education Zone, Bayelsa State. Cronbach Alpha method was used and the following reliability coefficients; 0.70 and 0.59 were obtained for the two clusters (A and B) respectively. This gave the overall reliability index of 0.66, indicating that the instrument was reliable.

The questionnaires were administered directly on the respondents and retrieved by the researchers. This ensured 100% return of data. Data generated for this study were analyzed using mean and standard deviation in answering the two research questions. The use of standard deviation enabled the researchers to

ascertain the level of dispersion of respondents' opinions from the mean. The null hypothesis was equally tested at 0.05 level of significance using t-test statistic.
The guiding decision rule is that: reject the null hypothesis if t-calculated is greater than the p-value at 0.05 level of significance, otherwise, do not reject.

Results
The results are presented in line with the research questions and the null hypotheses using tables below:
Research Questions 1: To what extent are schools-facilities available to enhance effective implementation of minimum standards for basic education?
Table 1:

Mean scores ($\bar{X}$) and standard deviations (SD) of Public and Private Primary School Teachers' responses regarding the extent of availability of school-facilities for effective implementation of minimum standards for basic education.

	Extent of availability of school-facilities	**Teachers**					
		Public primary school-teachers			**Private primary school-teachers**		
	Item statements	$\bar{X}$	**SD**	**Decision**	$\bar{X}$	**SD**	**Decision**
1	A modern school building	3.03	0.85	ME	2.88	1.16	ME
2	Burglary-proof-windows	3.49	0.73	ME	2.95	0.92	ME
3	Head-teacher's office	3.63	0.79	VGE	3.36	1.20	ME
4	Assistant head teacher's office	1.44	0.75	NE	1.61	0.95	NE
5	A classroom office per class for classroom-teachers	3.28	0.97	ME	2.33	0.35	VLE
6	Toilet facilities for staff - (Male and Female)	3.30	0.70	ME	2.55	1.21	ME
7	Toilet facilities for pupils – Male and Female	3.47	0.55	ME	3.40	1.27	ME
8	Spacious and ventilated Classrooms	3.61	0.59	VGE	3.37	0.59	ME
9	Desks/seats for pupils in each classroom	2.46	0.81	VLE	2.69	1.07	ME
10	Teacher's tables and chairs for each classroom	1.79	1.07	VLE	2.04	0.95	VLE
11	Standard/quality instructional materials that are gender-sensitive	2.25	1.22	VLE	2.18	1.28	VLE
12	Chalkboard for each classroom	3.91	0.27	VGE	3.97	0.14	VGE
13	Sick-bay and First-Aid Box	1.16	0.42	NE	1.16	0.45	NE
14	Spacious playground for merry-go-around	3.37	0.79	ME	1.77	0.99	VLE
15	A football pitch	3.06	1.16	ME	2.54	1.42	ME
16	A block-fence with metal-gate-door	2.37	1.43	VLE	2.73	1.46	ME
17	School bus	1.47	1.09	NE	2.58	1.34	ME
18	A bore-hole for good water supply	3.21	1.29	ME	2.15	1.32	VLE
19	Library with current books	1.23	0.57	NE	1.38	0.58	NE
20	Computers	1.44	0.68	NE	1.97	0.95	VLE
21	Fire-fighting equipment	1.05	0.33	NE	1.41	0.87	NE
22	A multi-purpose assembly/examination hall	1.34	0.89	NE	1.02	0.21	NE
23	Staff quarters	1.37	0.99	NE	1.47	1.00	NE
24	Waste disposal facility	2.56	1.24	ME	2.66	1.18	ME
25	Electrified classrooms and offices	1.75	1.29	VLE	2.44	0.97	VLE
26	A power plant	1.37	0.92	NE	1.33	0.92	NE
27	Ceiling-fans in all the offices and classrooms	1.73	0.53	VLE	1.97	0.15	VLE
28	A functional meteorological garden	1.13	0.55	NE	1.56	0.87	VLE
29	All-purpose science laboratory	1.03	0.18	NE	1.22	0.66	NE
	Grand Mean	**2.28**	**0.81**	**VLE**	**2.23**	**0.91**	VLE

Table 1above indicates that items 1, 2, 3, 5, 6, 7, 8, 12, 14, 15, 18 and 24 had the mean scores of 3.03, 3.49, 3.63, 3.28, 3.30, 3.47, 3.61, 3.91, 3.37, 3.06, 3.21 and 2.56 with standard deviation of 0.85, 0.73, 0.79, 0.97, 0.70, 0.55, 0.59, 0.27, 0.79, 1.16, 1.29 and 1.24 respectively by the public primary school-teachers. Furthermore, items 1, 2, 3, 6, 7, 8, 9, 12, 15, 16, 17 and 24 had mean scores of 2.88, 2.95, 3.36, 2.55, 3.40, 3.37, 2.69, 3.97, 2.54, 2.73, 2.58 and 2.66 with standard deviation of 1.16, 0.92, 1.20, 1.21, 1.27, 0.59, 1.07, 0.14, 1.42, 1.46, 1.34

and 1.18 by private primary school-teachers. Meanwhile, items 4, 9, 10, 11, 13, 16, 17, 19, 20, 21, 22, 23, 25, 26, 27, 28 and 29 rated 1.44, 2.46, 1.79, 2.25, 1.16, 2.37, 1.47, 1.23, 1.44, 1.05, 1.34, 1.37, 1.75, 1.37, 1.73, 1.13 and 1.03 as mean scores by public-primary school-teachers while items 4, 5, 10, 11, 13, 14, 18, 19, 20, 21, 22, 23, 25, 26, 27, 28 and 29 with mean scores of 1.61, 2.33, 2.04, 2.18, 1.16, 1.77, 2.15, 1.38, 1.97, 1.41, 1.02, 1.47, 2.44, 1.33, 1.97, 1.56 and 1.22 by the private primary school teachers indicate that both public and private primary school teachers maintain that school-facilities and equipment are not sufficiently available for the effective implementation of minimum standards of basic education.

Research Questions 2: What is the extent of availability of human resources for effective implementation of minimum standards for basic education?

Table 2: Mean response of Public and Private Primary School Teachers on Extent of Availability of Human Resources for the effective implementation of minimum standards of basic education

	Extent of availability of human resources	**Teachers**					
		Public primary schools			**Private primary schools**		
	Item statements	$\bar{X}$	**SD**	**Decision**	$\bar{X}$	**SD**	**Decision**
30	A teacher teaches all the subjects in a class due to inadequate manpower	1.49	0.91	NE	3.50	0.47	VGE
31	Computer is not taught as a school subject due to lack of qualified teacher	3.96	0.63	VGE	1.73	1.17	VLE
32	Some units of basic science are not taught due to lack of qualified teachers	3.72	0.22	VGE	3.51	1.36	VGE
33	WAEC/NECO certificate holders as teachers	1.04	0.25	NE	3.96	0.63	VGE
34	Undergraduates as part-time teachers	1.22	0.72	NE	3.24	0.86	ME
35	Trained teachers with NCE qualification	3.67	0.52	VGE	2.66	1.34	ME
36	Trained teachers with first degree (B.ED qualification)	2.46	0.59	VLE	2.33	0.99	VLE
37	Trained teachers with Masters degree (M.ED) qualification	1.74	1.06	VLE	1.48	0.79	NE
38	Trained teachers with Ph.D qualification	1.03	0.18	NE	1.08	0.28	NE
	Grand Mean	**2.26**	**0.56**	**VLE**	**2.61**	**0.87**	**ME**

Data on table 2 above shows the opinions of respondents (public and private primary school teachers) on the extent of availability of human resources (manpower) for effective implementation of minimum standard of basic education. Public primary school associated items 30, 33 and 34 had mean scores of 1.49, 1.04 and 1.22 and standard deviations of 0.91, 0.25 and 0.72 indicating that public primary-school teachers disagree with such items as untrue (available to No Extent) while the same items rated 3.50, 3.96 and 3.24 with standard deviation of 0.47, 0.63 and 0.86 by private-primary-school teachers indicate that they agree with those items as true to a very great extent and moderate-extent respectively. Although, item 35 rated 3.67 with standard deviation of 0.52 by public-primary schools and 2.66 with standard deviation of 1.34 by private primary schools which indicate an extent of availability of NCE holders in both groups, items 31, 32, 36, 37 and 38 rated 1.73, 3.51, 2.33, 1.48 and 1.08 with standard deviation of 1.17, 1.36, 0.99, 0.79 and 0.28 by private primary schools while items 31, 32, 36, 37 and 38 were also rated 3.96, 3.72, 2.46, 1.74 and 1.03 with standard deviation of 0.63, 0.22, 0.59, 1.06 and 0.18 by public-primary-schools. From table 2 above, results reveal that there is the problem of insufficient trained-manpower both in public and private primary schools for effective implementation of minimum standards of basic education.

Hypothesis

H_O: There is no statistically significant difference between the mean responses of public primary school teachers and private primary school teachers regarding the extent of availability of human resources for the effective implementation of minimum standards of basic education.

Table 3:

Summary of t-test analysis of the mean responses of public and private primary school teachers regarding the extent of availability of human resources

Variable	**Source of variance**	**N**	$\bar{X}$	**SD**	**Df**	**t-cal**	**Sig. (2-tailed)**	**Decision**
School-Type	Public Primary School	108	2.37	0.23	196	- 6.045	0.96	**Not Significant**
	Private Primary School	90	2.17	0.23				

Analysis from table 3 indicates that the computed t-value is - 6.045 at a degree of freedom of 196 with a probability value of 0.96. Since the computed t-value (- 6.045) is less than the probability value of 0.96 at 0.05

level of significance, the stated null hypothesis is therefore accepted. Meaning that, there is no statistically significant difference between the mean responses of public and private primary school teachers regarding the extent of availability of human resources for the implementation of minimum standards of basic education.

Discussion of findings

From the findings on research question 1, it is notable that respondents from both public and private primary schools share some similar views. Precisely, out of the twenty nine items in cluster A, the respondents admitted twelve items to a 'very low extent' and 'not available/no-extent' since all such items rated below 2.50 (benchmark) by each group. Those commonly held items include; teachers' tables and chairs in each classroom, standard/quality instructional materials that are gender-sensitive, electrified classrooms and offices, and ceiling-fans in all the offices and classrooms were agreed upon as available to a 'very low extent' while the items that read thus: assistant head-teacher's office, sick-bay and first-aid box, library with current books, fire-fighting equipment, a multi-purpose assembly/ examination hall, staff quarters, a power plant, and all-purpose science laboratory were unanimously admitted as available to 'no extent' by both groups (public and private primary schools). Also worrisome is the fact that while respondents from private primary schools admitted other five items such as; classroom offices for teachers, spacious playground for merry-go-around, a bore-hole for good water supply, computers, and a functional meteorological garden; as available to a 'very low extent,' respondents from public primary schools similarly adopted three more items such as; school bus, computers, functional meteorological garden; as available to 'no extent,' and other two items such as; desks/seats for pupils in each classroom and a block-fence with metal-gate-door – were also admitted as available to a 'very low extent.' Although, other few items in cluster A, which includes: a chalkboard for each classroom, a modern school-building, burglary-proof-windows, toilet facilities for staff (male and female), toilet facilities for pupils (male and female), a football pitch, waste disposal facility; rated 2.50 and above by respondents from both public and private primary schools which indicated an extent of availability of some school-facilities, the results actually revealed that school-facilities and equipment are not sufficiently available for the effective implementation of minimum standards of basic education in both public and private primary schools in Salga Education Zone of Bayelsa State. In other words, school-facilities are insufficient for proper implementation of minimum standards of basic education in both public and private primary schools for the realization of the second millennium development goal in the Zone. These findings are consistent with those of Ugwuoke (2011) and Ogbonna (2005) who both found that inadequate provision/supply of facilities/equipment constitute the militating factors against successful implementation of UBE programmes in schools. Similarly, the result agrees with that of Labo-Popoola, Bello, and Atanda, (2009) who reported that the inadequacy of resource/instructional materials in primary schools (basic education level) have in itself posed a serious threat/challenge to the successful implementation of the UBE programme.

Also, research question two sought to ascertain the extent of availability of human resources for effective implementation of minimum standards for basic education. Data revealed that out of the nine items in cluster B, three items indicated the commonly held views of both public and private primary school-teachers. Specifically, respondents from both groups agreed with the item that says; some units of basic science are not taught due to lack of qualified teachers. In the same vein, respondents from both groups also adopted the items which read: trained teachers with first degree (B.ED) qualification, and trained teachers with Ph.D qualification; as available to a 'very low extent' and 'no extent' respectively. It is also evident that respondents from public primary-schools agreed with two other items in cluster B namely: computer is not taught as a school-subject due to lack of qualified teacher, and some units of basic science are not taught due to lack of qualified teachers. Meanwhile, the analysis also made it clear that respondents from private primary schools accepted three items as true. These include: a teacher teaches all the subjects in a class due to inadequate manpower; WAEC/NECO certificate holders as teachers; and undergraduates as part-time teachers. Further responses from private primary-school teachers also indicated 'no extent' of availability on the item that says- trained teachers with masters degree (M.ED) qualification while the same item was adjusted to a 'very low extent' by public-primary school-teachers. Although analysis indicate that 'trained teachers with NCE qualification' are found to be many in some public primary schools, such category of teacher are available to a 'moderate extent' in private-primary-schools. The analysis shows that there is the problem of insufficient trained-manpower both in public and private primary schools for effective implementation of minimum standards of basic education in Salga Education Zone of Bayelsa State.

The results agree with the findings of Ezeugwu (2008) who confirmed that lack of qualified/trained teachers was a problem affecting the smooth running of Universal Basic Education programmes at the pre-primary and primary education level in Enugu State. The results of this study also confirms the earlier work of Ityav (2014) who found that there are no enough qualified/quality teachers to effectively implement the minimum standards of basic education at the primary education level in Makurdi Education Zone of Benue State. The result is also consistent with the findings of Eddy and Akpan (2009) who revealed that lack of qualified

teachers constitute the major problems facing the success of the UBE programme in Akwa Ibom State.

Major findings from the test of hypothesis showed that there is no statistically significant difference between the mean responses of public and private primary school teachers regarding the extent of availability of human resources for effective implementation of minimum standards of basic education. Meaning that the null hypothesis was not rejected since the t-test analysis revealed that the computed t-value (- 6.045) is less than the probability value (0.96) at 0.05 level of significance. Implying that the respondents from both public and private primary schools share similar opinions precisely on the extent of availability of human resources for effective implementation of minimum standards of basic education.

Educational Implications of the Findings

The major findings of this investigation revealed that primary schools (public and private) do not have enough facilities/equipment and the deserved quality manpower or qualified teachers for effective implementation of the minimum standards of basic education which in-turn has made the goal of achieving the second MDG to become illusive, instead of a reality. Hence, both public and private primary schools are found lagging in the area of proper implementation of the minimum standards of basic education. This has implications for the education sector. There is urgent need for government agencies such as the State Ministry of Education in collaboration with the State Universal Basic Education Board (SUBEB) and the Local Government Education Authorities (LGEAs) including Proprietors to use available data on employment-needs in order to ensure that the schools/classrooms are adequately filled with quality/qualified "teachers who serve as an indispensable human resource" (Obomanu & Akporehwe, 2011) in the education sector. Also, SUBEB, LGEAs and private school owners need to ensure that our primary schools do not lack the necessary facilities/equipment in order to promote teaching-learning activities. In other words, the desired enabling environment should be created for learners. Therefore, the findings of this study, if strictly followed will facilitate effective implementation of the minimum standards at the basic education level which of course is a step towards achieving the goal of realizing the second millennium development goal across the state.

Conclusion and Recommendation

The study assessed the extent of implementation of minimum standards at the basic education level for the realization of the second millennium development goal in Bayelsa State. It was found that school-facilities/equipment which promote and make learning enjoyable are grossly insufficient for the effective implementation of the minimum standards both in public and private primary schools. Also worrisome is that the study confirmed that human resources (quality teachers) are insufficient in both public and private primary schools and that has also contributed to ineffective implementation of the prescribed minimum standards for the realization of the second millennium development goal at the basic education level in Salga Education Zone of Bayelsa State. Hence, there is need for these issues to be addressed. Specifically, the issue of inadequate provision of facilities/equipment and human resources need to be addressed at the basic education level in order to facilitate effective implementation of the minimum standards for the realization of the second millennium development goal.

Based on the discussions and implications of findings of this study, the following recommendations were made:

1. School administrators such as head teachers of public primary schools and private school owners should ensure that the prescribed minimum standards are strictly adhered to and implemented in their respective schools.
2. The private school owners as well as government should ensure that there are enough spacious and well-ventilated classrooms and gender-sensitive quality instructional materials to promote effective teaching and learning.
3. The State Ministry of Education in collaboration with SUBEB should ensure the adequate provision of desks and other learning materials in order to encourage learning at the basic education level. Proprietors/proprietresses should likewise do same by providing enough desks and learning materials for pupils.
4. Facilities such as staff quarters, school bus, a sick bay/first aid box, firefighting equipment, and a well-equipped all-purpose science laboratory should as well be provided for both public and private primary schools by government and private school owners respectively.
5. The private school owners as well as government agencies such as State Ministry of Education and SUBEB should ensure that a library is built in each school and well equipped with current books and computers in order to promote teaching-learning at the primary education level.
6. Employers in the education sector (including SUBEB and Private school owners) should recruit a good number of quality/qualified teachers to promote effective teaching at the basic education level.
7. Conferences, seminars and workshops should also be organized periodically by government and the

Proprietors/proprietresses respectively for professional capacity building.

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