



# INFLUENCE OF SCHOOL ON WHEEL PROGRAMME OF NOMADIC EDUCATION ON PASTORALISTS' CHILDREN SCHOOL ENROLMENT AND RETENTION IN GOMBE STATE, NIGERIA

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## ABSTRACT

The study determined the influence of School on Wheel Programme of Nomadic Education on Pastoralists' Children School Enrolment and Retention in Gombe State, Nigeria. Two (2) research objectives guided the study. Two (2) research questions were answered and Two (2) hypotheses tested. The population of this study was 80 nomadic primary schools. Out of which 60 were purposively sample, among which were thirty (30), conventional nomadic primary school and thirty (30), nomadic primary school on wheel programme were identified within and outside the boundary of Gombe State. The study adopted ex-post-facto research design. School pro-forma was adopted and used for data collection. The data collected for the study was analyzed using mean, standard deviation and t-test statistic was used to test the null hypotheses at 0.05, level of significance. The findings of the study revealed that; nomadic school on wheel programme had significant influence on the enrolment rate of pastoralists children in Gombe State with a t-value of -4.059 and a p-value of 0.002, school on wheel programme had no significant influence on the retention rate of pastoralists children with t-value of -1.07, p-value 0.294, > 0.05 Based on the findings of this study it was concluded that school on wheel programme have positive influence on pastoralists' children's enrollment and retention rate in nomadic primary school education. The study recommended that the federal government need to provide effective mobile schools with the required facilities to motivate pupils, parents and teachers in other to enhance pupil's retention rate in nomadic primary school education

**KEYWORD:** Enrollment, Retention, Pastoralists, Nomadic, and Education.

## INTRODUCTION

Education is the bedrock for the development of any nation. This is because education provides skills and knowledge that transformed individual for better occupation and employment. Children participation in school is expected to provide all round developmental growth and bring a positive change in behavior.

Education is not just a major instrument for change and development, is also seen as a fundamental human right (Dyer, 2016). This is because it plays a vital role in empowering the children right and equally provides economic power that can assists the marginalized individuals out of poverty (Bello, Shagari and Umar, 2013).

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Education is the bedrock of development of any nation including Nigeria. The Nigeria Government on several occasions has established agencies such as National Mass Education Commission (NMEC) 1999, State Agencies of Adult Education (SAAE), Universal Basic Education (UBE). (Aderinoye, Ojokheta and Olojede, 2007) These agencies were established with the main aim at enhancing equal opportunity for Nigerian children. Despite the effort of government in providing these agencies, a lot of children of nomads due to their pastoralists' nature of life and some cultural challenges have made them out of school. It is on the basis of this condition the federal government established National Commission for Nomadic Education (NCNE) with the sole aim of providing access and qualitative education for nomad's pastoralists in Nigeria. The establishment of this agency affirms the directives of the universal declaration of human right, that every individual has the fundamental human right to education without any form of discrimination particularly at the elementary level (UNESCO, 2015). However, this commitment of the federal Government is expected to help removed educational disparities to a specific identified pastoralists' nomad as one among several marginalized group of individuals whose access to education is still in doubt.

Nomadic pastoralists child labour is a major factor militating against access, participation and retention of pupils in school, thus the common child labour found among pastoralist communities is herding, farming and early marriage which is prominent activities afflicting nomads' children. Some nomadic children may be privilege to be supported by their parents to enroll and fully participates in school education, others may not be fortunate in receiving much access and encouragement. This is further influences by incessant movement of some nomadic parents in the course of their cattle business. Jibrin, Oyinwui, and Abdullahi (2020) reported that for school enrolment and pupil's retention to be improve in the northern part of the country (Nigeria) then the influence of Parent support cannot be over ruled. Githu, Waliaula, and Milimul (2019) assert that parental economic status affects enrolment of children in preschools. Enrolment is the actual number of nomadic farmer's children of school age who enrolled into universal basic education or primary school. It is the total number of children registered in a school. Murakani (2019) revealed that migration of house hold members reduced the

probability of enrolment. Gimbo, Mujawamariya, and Saunders (2015) also in their findings exposed hindrances to primary school enrolment including protection of traditional culture, female marrying at a younger age, and inability to afford extra scholastic expenses. In the same vein, Jayachithra (2019) and Nelson, et al, (2019) indicated that the trend analysis shows a gradual increase in enrolment of school going nomad children which increases every year. Several studies show that there is a significant negative implication of nomadic movement on enrolment of nomadic children in primary schools.

School on Wheel Programme was established with the aim of adapting to the socio-economic lifestyle of nomadic people, it is an alternative mode of providing education to nomadic pastoralists in Nigeria. This is because pastoralist's children retention in school has been a major challenge especially among primary school age children (Olamiyan and Yahaya, 2016). The movement of nomad's pastoralists from the northern region of the country to middle belt to the southern parts in search of fresh pasture area affects and brings about discontinuity of their children's education. Their male children are usually involved in herding at early age where girls are either denied the privilege of schooling or sometimes, they are directed to dropout because of marriage thus making it difficult to complete school programme. Garba, Yakasai and Lawal (n.d.) opined that boys are enrolled in the primary schools than females in the north while disparity is recorded in the south this was affirm by UNESCO (2015) that most children who have been out of school are girls and that concerned are raised recently about the retention rates of boys. Retention means the ability to stayed in school up till completion of course or programme whereas drop-out is leaving school prematurely, meaning that pupils who leave school before completing a given course of programme in which they are enrolled. Malelu, Gichohi, and Mwenda (2020) are of the opinion that retention is the ability for pupils to remain and progress in school until they complete their primary education cycle. Parents/guardians interest and priority determine whether their children will be enrolled and retained in school education. Memusi in Koskei, Itagi, and Mwenda, (2020) opined that lack of parental interest, high levels of illiteracy and strong inclination to the nomadic culture account for low level of school completion among both sexes.

Ndemba, (2015) and Malelu, et al, (2020) opined that cultural factors such as early marriage, cattle rustling, among others have contributed to the poor retention of pupils in school, especially with Nigerian nomads.

Nigeria is a heterogeneous society that has many ethnic groups with different social, economic and cultural environment (United state commission on international religions freedom, 2016). Among these ethnics groups are communities of hunters, Fishermen, nomadic pastoralists and food gatherers who need special approach to fully participate in education, this is because they move from place to place in response to several and occupational demands. However, because of these culture and behavioral habits, the Federal Government as part of its efforts to ensure every individual fully enjoys their right to education, has had the positive outcome of highlighting the unmet educational needs of the pastoralist groups. Most of this group cannot easily be enrolled in existing models of primary schooling and those individuals with problem of reaching such groups with schooling are being considered through nomadic basic education. Globally, lack of continuity in education of the nomadic pastoralists' children has led to disruption in their school programs, there by bringing about the challenges in the pupil's participation. There is low level of completion of primary education with girls getting married off and boys being initiated to look after livestock, even the stock that move with them are also exposed to environmental stresses like their stock owners (Eneze, 2006). Pastoralists' movement from one location to another to look for pasture, water and food has led to frequent conflict, drought and famine. This implies that the participation of nomadic pastoralists' pupils in primary education is a major challenge in such area. Different approaches made by NCNE as well as other various policies that has placed emphasis on providing unhindered access to qualitative basic education to all Nigerians irrespective of their gender, social class, ethnicity, occupation and religion. The NCNE provided multifaceted

approach to ensure a regular and uninterrupted schooling of nomadic children through which sometimes the school move along with them otherwise known as school on wheel programme therefore, the researcher intends to fine out the Influence of School on Wheel Programme of Nomadic Education on Nomadic Pastoralist Children in nomadic primary schools in Gombe State, Nigeria.

#### **Objective of the study**

The specific objective of the study is to assess the influence of school on wheel programme of nomadic education on pastoralist's enrolment rate in primary education. Specifically the study:

- i. Determine the influence of school on wheel programme of nomadic education programme on pastoralists' children enrolment rate in primary education, Gombe State.
- ii. Determine the influence of school on wheel programme of nomadic education programme on pastoralists' children retention rate in primary education, Gombe State.

#### **METHODOLOGY**

Ex-post-facto research design was used because of the nature of this study which is expected to meet the intended objectives. The study was carried out in Gombe State, located in Northeast Nigeria. Gombe has a good number of nomadic schools with a high population of pastoralists' nomads. The target population of the study is Eighty (80) nomadic primary schools, out of which sixty (60) schools were purposively sampled, comprising of thirty (30) conventional nomadic primary schools and thirty (30) nomadic schools on wheel programme within and outside Gombe State boundary of Nigeria. School pro-forma was used for data collection, with a record of 2014/2015 to 2021/2022 academic session and analyzed using t-test, mean and standard deviation at 0.05 level of significant.

#### **Results**

Table 1. shows the data of pastoralists' male and female enrolment and retention for 2014/2015 to 2021/2022 academic sessions within the eleven (11) local governments in the state.

**Table1. Influence of school on wheel programme of nomadic education on pastoralists' male and female enrolment and retention rates in Nomadic primary school education, Gombe State.**

L. G. A.	Enrolment 2014/2015 Academic Session		2014/2015 Academic Session		Retention 2021/2022 Academic Session		2021/2022 Academic Session	
	Before School on Wheel	After School on Wheel	Before School on Wheel	After School on Wheel	Before School on Wheel	After School on Wheel	Before School on Wheel	After School on Wheel
	Male	Female	Male	Female	Male	Female	Male	Female
Akko	51	35	72	47	32	11	83	49
Balanga	92	33	226	214	59	15	233	202
Billiri	78	42	113	92	22	31	55	41
Dukku	39	17	41	36	26	13	40	28
Funakaye	28	24	79	46	30	22	42	22
Gombe	281	254	271	280	293	244	325	273
Kaltungo	106	111	170	126	63	89	153	115
Kwami	56	35	86	56	27	18	63	63
Nafada	67	24	109	64	59	17	144	114
Shamgom	112	78	319	100	53	29	43	43
Yamaltu/Deba	21	34	45	39	28	36	28	6
Grand Total	931	687	1531	1102	692	525	1209	956

**Source: Gombe State Universal Basic Education Board and Nomadic School on Wheel Programme**

**Research Question 1:** What is the influence of School on Wheel Program of nomadic education on pastoralist's male and female enrolment rate in Gombe, State?

**Table 2 Summary of Mean and Standard Deviation of Enrolment Rate of Nomadic Students before and after School on Wheel Programme in Gombe State 2014/2015 Academic session**

	Mean	Std. Deviation	Mean Difference
Enrolment before School on Wheel Programme	139.18	94.48	12.27
Enrolment after School on Wheel Programme	151.45	98.41	

Results of analysis in Table 2 show the mean and standard deviation of enrolment rate of nomadic students before and after School on Wheel Programme. The mean enrollment rate before the programme was 139.18 (SD = 94.48), while after the programme, it increased to 151.45 (SD = 98.41). The mean difference in enrollment rates before and after the programme was 12.27. These results suggest that the School on Wheel

Programme has a positive influence on the enrollment rate of nomadic students in Gombe State, as indicated by the increase in enrollment rates after the programme was implemented.

**Research Question 2:** What is the influence of School on Wheel Programme of nomadic education on retention rate of pastoralist's children in Gombe, State?

**Table 3 Summary of Mean and Standard Deviation of Retention Rate of Nomadic Students before and after School on Wheel Programme in Gombe State 2014/2015 Academic Session**

	Mean	Std. Deviation	Mean Difference
Retention before School on Wheel Programme	109.91	95.42	30.64
Retention after School on Wheel Programme	140.55	99.63	

Table 3 presents a summary of the mean and standard deviation of the retention rate of nomadic students before and after the implementation of the programme. Before the School on Wheel Programme was initiated, the mean retention rate of nomadic students was 109.91, with a standard deviation of 95.42. After the programme was implemented, there was an observable increase in the mean retention rate to 140.55; with a standard deviation of 99.63. The mean difference between the retention rates before and after the School on Wheel Programme was calculated to be 30.64. This suggests that, on average, there was a significant positive influence on the retention rate

of nomadic students following the implementation of the programme. This result indicate that the School on Wheel Programme likely played a beneficial role in improving the retention rates of nomadic students in Gombe State.

### Hypotheses

Test of Null hypotheses

The following hypotheses were tested at 0.05 level of significant in this study:

**HO<sub>1</sub>:** There is no significant influence of School on Wheel Program of nomadic education on enrolment rate of pastoralist's children in Gombe, State

**Table 4 Summary of Paired Sample t – test of Influence of School on Wheel Program of nomadic education on Enrolment Rate of pastoralist children in Gombe, State 2021/2022 Academic Session**

	Mean	Std. Deviation	Mean Difference	Df	t-value	p-value	Decision
Enrolment before School on Wheel Programme	139.18	94.48	12.27	10	-4.095	0.002	H <sub>01</sub> rejected
Enrolment after School on Wheel Programme	151.45	98.41					

The results of the paired sample t-test in Table 4 shows a significant influence of the School on Wheel Programme on the enrollment rate of pastoralist's children in Gombe State. Before the implementation of the programme, the mean enrollment rate was 139.18 with a standard deviation of 94.48. After the programme was implemented, the mean enrollment rate increased to 151.45. The mean difference in enrollment rates before and after the programme was 12.27, which was found to be statistically significant with a t-value of -4.095 and a p-value of 0.002.

Based on these result, the null hypothesis that there is no significant influence of the School on Wheel Programme on the enrolment rate of nomadic students in Gombe State is rejected. This suggests that the School on Wheel Programme has had a positive influence on increasing the enrollment rate of nomadic students in the state.

**HO<sub>2</sub>:** There is no significant influence of School on Wheel Program of nomadic education on retention rate of pastoralist's children in Gombe, State

**Table 5 Summary of Paired Sample t – test of Influence of School on Wheel Program of nomadic education on Retention Rate of pastoralist's children in Gombe, State 2021/2022 Academic Session**

	Mean	Std. Deviation	Mean Difference	df	t-value	p-value	Decision
Retention before School on Wheel Programme	109.91	95.42	30.64	10	-1.107	0.294	H <sub>02</sub> retained
Retention after School on Wheel Programme	140.55	99.63					

The results of analysis in Table 5 show a paired sample t-test used to assess the influence of the School on Wheel Programme on the retention rate of nomadic students in Gombe State. The analysis was conducted on a sample of 11 pairs of retention rates before and after the program.

The mean retention rate before the School on Wheel Programme was 109.91 with a standard deviation of 95.42, while the mean retention rate after the program was 140.55 with a standard deviation of 99.63. The mean difference in retention rates was 30.64, and the t-value was -1.107 with 10 degrees of freedom. The p-value associated with the test was 0.294, which is greater than the typical significance level of 0.05. With this result, the null hypothesis is retained, indicating that there is no significant influence of School on Wheel Programme on the retention rate of pastoralist's children in Gombe State. The program did not lead to a statistically significant improvement in retention rates among the students.

### DISCUSSION OF FINDINGS

From research question one which revealed that school on wheel programme have an influence on school enrolment rate of nomadic pastoralists children. This is also supported by the test of null hypotheses one, which also revealed that there is a significant influence of nomadic education on enrolment rate of pastoralist children in Gombe State. This clearly revealed that school on wheel programme has significant influence on pastoralists' male and female children enrolment in nomadic primary school education. These findings agree with Ngugi (2016) who in his study established that the mobile school approach of teaching are critical in expanding access and promoting enrolment and retention of learners in mobile school.

This was also affirmed by Ifeanyi, (2020) who indicated that a relevant curriculum, a suitable learning environment and divers learning practices have significant positive implication on enrolment of nomadic children in primary school. From research question two which revealed that the influence of school on wheel programme have significant influence on retention rate of nomadic education of pastoralists children This goes against the test of null hypotheses two, which also revealed that there is no significant influence of school on wheel programme of nomadic education on retention rate of pastoralist children in Gombe State. This finding agreed with Githu, et al, (2019) who reported that there was no significant difference on retention among sexes, schools and types of schools. On the contrary Elijah and Fredrick (2015) revealed that the Ghana school feeding program has contributed significantly to pupil's retention compared to the period before the program implementation.

### CONCLUSION

Based on the findings of this study it was concluded that school on wheel programme have positive influence on pastoralists' children enrolment, and retention rate in nomadic primary school education. This clearly indicate that pastoralists parent had negative attitude towards enrolling their wards in primary education with rigid and higher level of emphasis on cultural practice. The result shows that few nomads' pupils were able to complete or graduate from nomadic primary school education in any conventional nomadic primary school prior to implementation of school on wheel programme with a significant number of them (pupils) being dropout before completion as a result of low interest from both the parents and children as well.

**RECOMMENDATIONS**

The following recommendations were made in line with the findings of the study.

1. Nomadic communities need a public enlightenment on the relevance of basic education and also the need to enroll their children in nomadic primary schools especially at this twenty first century.

2. The federal Government needs to provide effective mobile schools with the required facilities to motivate pupils, parents and teachers as this will enhance pupil's retention rate.

3.

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