



# EVALUATION OF THE TEACHING, LEARNING AND PERFORMANCE IN BASIC SOCIAL STUDIES IN NOMADIC PRIMARY SCHOOLS IN PLATEAU STATE

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## ABSTRACT

The study evaluate teaching, learning and performance in basic social studies in nomadic primary schools in Plateau State. The research design adopted for this study was a survey research design. Particularly the cross-sectional research design. A total population of 1000 participants were randomly selected. Purposive sampling technique was used to sample 800 officials of the National Commission for Nomadic Education, officials of local education authorities, Nomadic community leaders, officials of nomadic organizations and Headmasters, Teachers in Nomadic

## Introduction

Nigeria's National Policy on Education (NPE) defines Nomadic Education as the provision of basic education to the children of the disadvantaged and marginalized nomadic populations in the country. It estimates the population of the nomads as 9.3 million comprising of three target groups namely; nomadic pastoralists, migrant fisher folks and migrant farmers. The goals of Nomadic Education Programme (NEP) are to: provide nomads with relevant and fundamental basic education and improve their survival skills by providing them with knowledge and skills that will enable them raise their productivity and income as well as empower them to participate effectively in the socio-economic and political affairs in the country. In order to attain these goals, the National Commission for Nomadic Education (NCNE) has the mandate to: a) formulate policies and guidelines in all matters relating to nomadic education (Nigeria) provide funds for research and personnel development for the improvement of nomadic education; the develop programmes on nomadic education and provide equipment, instructional materials, construction of classrooms and other facilities for nomadic education.

The Federal Government of Nigeria realized that unless a special educational provision was made for the nomads, they would have no access to formal and non-formal education and thus established the NCNE in 1989. It is charged with the implementation of NEP, which is aimed at providing and widening access to quality basic education for nomads (i.e. nomadic pastoralists, migrant fisher folks and migrant farmers) boosting literacy and equipping them with skills and



schools in the selected Local Governments in the three senatorial Zones. The study employed three (3) research questions and three hypotheses were formulated which were tested at 0.05 level of significance and the t-test statistics was employed in testing hypotheses. Three instruments used in this research for data collection was Nomadic Education Teachers' Questionnaire" (NETQ), Nomadic Education Pupils' Questionnaire (NEPQ) and Nomads' Interview on Nomadic Education (NINE). The researchers analyzed the data with the use of means score while t-test was used to test the three (3) null hypotheses. The findings revealed that manpower was not adequately available to be used in teaching and learning of basic social studies in nomadic primary schools in Plateau State. Resources were not adequately supply to improved performance of pupils in basic social studies in nomadic primary schools in Plateau State and pupils did not have sufficient access to educational opportunities through the implementation of the nomadic education curriculum in Plateau States. The researchers therefore recommended that Plateau States government should fund National Commission for Nomadic Education (NCNE) to provide human and material resources for effective teaching, learning and better performance of children in basic social studies in nomadic primary schools. Government should employ qualified nomadic education teachers to teach the nomadic schools irrespective of where they come from and government at federal, state and local level should embark on an awareness campaign to encourage nomad to send their children and wards to nomadic primary school in their vicinity.

**Keywords:** Evaluation, Teaching, Learning, Performance, Basic Social Studies, Nomadic Education.

competencies to enhance their well-being and participation in national development and integration.

The global consensus is that education is a process that helps the whole human being, physically, mentally morally, socially and technologically. This enables one to functioning any environment in which one may find oneself. Education also performs a major role in equipping the individual with the skills and knowledge which would help to transform any economy. Thus, it is the greatest investment that any nation can make for the quick development of its economic, political, sociological and human resources. Believing that education is the cornerstone for national development, Nigeria has adapted education as the "principal instrument par excellence" for effective national development. Her philosophy of education is based on the integration of the individual in to sound and effective citizenship with equal educational opportunities at all levels through the formal and non-formal school system. More importantly, the government of Nigeria believes that the provision of functional education is the primary means of upgrading the socioeconomic condition of the rural population. Such rural populations, particularly the nomadic pastoralists and the migrant fishermen are difficult to educate. This is reflected by their



participation in existing formal and non-formal education programmes which are abysmally low; their literacy rate ranged between 0.2% and 2.0% (Tahir, 2013).

Linking Nomadic Education to social Studies in Nigeria, social Studies is viewed as a social vehicle for young emancipation and socialization for reflective thinking and living in the country. The envisaged products of social studies are selfless, resourceful, diligent, tolerant, honest, patriotic, sympathetic, affiliative and contributory to the general good and welfare of their society. Adeyoyin (2019) posits that Social Studies as a skill development subject where the focus of the subject is on the fostering of such social and intellectual skills as obedience, loyalty, cooperation, reflective thinking, critical thinking, comparing and contrasting, interpreting, extrapolating to name among others. Okobia (1985) perceives basic social studies as a means of instilling the core values of human relationships in the general polity, competencies, moral virtues and reasoned judgment for the purpose of effectively living, interacting, inter-relating and contributing positively to the economic, social, political and cultural development of the Nigerian society. Basic social studies is focused on the society and is created to sharpen the creative potentials of the learner in terms of thinking creatively and contributing ideas towards identifying societal problems as well as proffering solutions. Social studies is a programme of study which a society, uses to instil in the pupil, the knowledge, skills, attitudes and actions it considers important concerning the relationship human beings have with each other, their world and themselves (Mezieobi, 2012).

Similarly Akubue (2015), pointed out that the committee on the development of social studies programme viewed the subject as that area of curriculum that will cultivate a good citizenship in the pupil. They defined social studies as all subject matters relating to the organization and development of human society and to man as a member of a social group. According to Enem (2020) basic social studies is seen as the study of man in his environment. He opined that Nigerian educationists aimed at developing the skills and knowledge of the pupil in social studies and to achieve an overall development social studies enabled. A good basic social studies program involves a functional application for large varieties of social concepts that establish connective tissues around different subject matters such as programs are therefore designed to display an eclectic distillation of a variety of subjects disciplines including social science, art and science. Even though the focal point of this subject is man within the environment, its attention and degree of intensity sharpens on problems of human survival and growth skills, interaction skills and agent of change of both man and environment. (Luyang-Abia and Esu in Fan, 2012). In general, man is a social animal, he operates and survives in human strata. The community, promotes the appreciation of cultural heritage and builds patriotic and self-actualized citizens. Social studies inculcates the spirit of inter-dependence, unity in diversity and cooperation of all members of the local government. Social studies expose pupils to their cultural environment which enable them to develop desirable concepts, values and attitudes. It gives the learners good ideas of their environment and the problems therein, so that they may be involved deeply in life and problems of as well as national and international communities.

Earlier on the National Council of Education (NCE 1977) in Nigeria had accepted and recommended basic social Studies as a study of man as a biological, social, political, economic and spiritual being responsible and responsive to nature in all ramifications. Okam (1998) sees the functionality of Social Studies in the primary schools in Nigeria as its major concern with the propagating and instilling the norms and virtues of the Nigerian society in the minds of the young learners as



prospective Nigerian citizens. Mezieobi (2019) considers Social Studies as an integrative fusion curriculum which borrows concepts, contents and methods from the social sciences and humanities for its special use as a young subject. Kazi (2012) defines Social Studies as an eclectic distillation of social sciences for socio-civic behaviours in the society. Here according to him, Social Studies is both value-free and value-laden in orientation which classroom teachers be aware of to produce effective and prospective citizens for Nigeria as a nation. From the above various presentations, teachers are seen as the veritable variables in the above various presentations, teachers are seen as the veritable variables in the teaching and learning of Social Studies in our schools and colleges. The teachers are the most important innovative agents and decision makers in the improvement drive in the subject. They must possess the right qualification to define suitable and relevant contents, evaluate data and revise the programme.

However, the major constraints to their participation in formal and non-formal education as identified by the National Commission for Nomadic Education (1989) are as follows:

- i. Their constant migration /movements in search of water and pasture in the case of the pastoralists; and fish in the case of migrant fishermen.
- ii. The centrality of child labour in their production system, thus making it extremely difficult to allow their children to participate in formal schools.
- iii. The irrelevance of the school curriculum which is not tailored to meet the needs of sedentary groups and thus ignores the educational needs of nomadic peoples.
- iv. Their physical isolation, since they operate in largely inaccessible physical environments.
- v. A land-tenure system that makes it difficult for then nomadic people to acquire land and settle in one place.

It is based on the above contextual that the researchers seeks to evaluate the teaching, learning and performance in basic social studies in nomadic primary schools in Plateau State

### **Statement of the Problems**

Reaching the pastoral nomads with formal education remains a herculean task for Nigerian Government as millions of nomadic children still remain outside the education system despite the efforts of National Commission for Nomadic Education (NCNE) to keep them in school. It is fact that the development of any nation depends to a great extent, on the educational advancement made, the Federal Government of Nigeria decided to provide a special education for the teaming population of nomads in Nigeria especially in the Plateau state. Consequently, after establishing nomadic primary schools in most states of the federation by the NCNE, there has been shortage of manpower as most of the teachers in nomadic education programmes continued to seek transfer to conventional schools. Educational resources have also been in short supply in most nomadic primary schools. Lack of adequate funding has being largely blamed for the inadequate educational resources. To make things worse, there seems to be a lukewarm attitude by supervisors of some of these schools in difficult terrains as supervision of schools in these areas leaves little to be admired.

The aim of the nomadic education system is to take education to the nomads but Communal crises have grossly affected the operation of nomadic schools in most communities of Plateau States. In some case, the entire school is burnt down. In other, Internal Displaced Persons (IDPs) takes



shelter in the school leaving no space for educational activities. Thus, even when the situation is not that bad, tension between indigenous farmers and herdsmen do not warrant allowing children to attend school. All these factors are jointly working together to thwart the efforts of government in educating the nomads in Nigeria especially on the Plateau. In the same vein the educational development of the nomads seem not to be improved as wished by the government as the nomadic education programme seemed not to be wholly embraced by the nomads. The entire nomadic education programme therefore needs to be constantly evaluated with the aim of determining the impact of the programme on nomadic children. The statement of the problem for this study is; to evaluate the teaching, learning and performance in basic social studies in nomadic primary schools in Plateau State.

### **Aim of the Study**

The aim of this study is to evaluate of the teaching, learning and performance in basic social studies in nomadic primary schools in Plateau State. The study specifically seeks to:

- i. determine the availability of teaching and learning of basic social studies manpower in nomadic primary schools in Plateau State.
- ii. determine the performance in basic social studies pupils in nomadic primary schools in Plateau State.
- iii. ascertain the adequacy of educational resources available for the effective teaching and learning of the nomadic education curriculum in Plateau State.

### **Research Questions**

The study includes the following research questions:

- i. To what extent are the manpower available to be used in teaching and learning of basic social studies in nomadic primary schools in Plateau State?
- ii. What is the level of performance of pupils in basic social studies in nomadic primary schools in Plateau State?
- iii. What is the level of adequacy of educational resources available for the effective teaching and learning of the nomadic education curriculum in Plateau State?

### **Hypotheses**

The hypotheses formulated was tested at 0.05 level of significance.

- i. There is no significant difference between the manpower available to be used in teaching and learning of basic social studies in nomadic primary schools in Plateau State.
- ii. There is no significant difference between the level of performance of pupils in basic social studies in nomadic primary schools in Plateau State.
- iii. There is no significant difference between the level of adequacy of educational resources available for the effective teaching and learning of the nomadic education curriculum in Plateau State.

### **Methodology**

#### **Research Design**

The research design utilized for the study was a survey research design. Particularly the cross-sectional research design which is collection of fact, data and information from the respondents



at a single period of time. The choice of this design was based on survey research design appropriate since questionnaires and interview would be employed to sample respondents' opinion about the teaching, learning and performance in basic social studies in nomadic primary schools in Plateau State and it is also appropriate because it aided the researchers in collecting first – hand information to the research questions raised for the study.

### **Population of the Study**

The population of the study comprises of officials of the National Commission for Nomadic Education, officials of local education authorities, Nomadic community leaders and officials of nomadic organizations and Headmasters and Teachers in Nomadic schools. A total of 1000 participants were randomly selected from the following stakeholders of nomadic education in the three senatorial zones of Plateau states.

### **Sample**

A purposive sampling technique was used to sample 800 officials of the National Commission for Nomadic Education, officials of local education authorities, Nomadic community leaders and officials of nomadic organizations and Headmasters and Teachers in Nomadic schools in the selected Local Governments in the three senatorial zones in the state bearing in mind their age's between 18-60.

### **Instrument for Data Collection**

Three instruments designed by the researcher were used to collect data for this research. These instruments are; “Nomadic Education Teachers’ Questionnaire” (NETQ), Nomadic Education Pupils’ Questionnaire (NEPQ) and Nomads’ Interview on Nomadic Education (NINE). Section ‘A’ sought information about respondents’ bio-data. Sections B was developed after a 5 points Likert-type scale with options varying according to items specification. Section ‘C’ contained items on the extent of the availability of manpower to be used in teaching and learning of basic social studies in nomadic primary schools in Plateau State. The section had options ranging from ‘Strongly Disagree’ to ‘Strongly Agree’ with the option given rating strength from 1-5 from negative responses to positive responses.

### **Validity and Reliability of Instrument**

#### **Validation of Instrument**

The validity of an instrument is the extent to which the instrument measures what the researchers claims it to measure. Validity is the appropriateness, meaningfulness and usefulness of inferences a research makes on a test. Validity measures whether the decision taken based on tests or its results are right or wrong.

The three instruments were presented to three experts in University of Jos. One of the experts was in curriculum and instruction, the other was in mathematics education while the third was an expert in science education. The experts did a face, content and construct validation and scrutinized the entire instruments in line with the study objectives. The experts gave advice in terms of scope and coverage, content relevance, ambiguity and vagueness of expressions. Corrections and suggestions made by the experts were used to restructure the three instruments. These experts also scrutinized the instrument in terms of: clarity of instruction to the subject,



proper wording of the items, appropriateness and adequacy of the items for the study, structure and adequate timing. The comments and recommendations of these experts helped to modify the items in the instrument.

### Reliability of the instrument

The reliability of the instrument of this study depends solely on the comments made by the expert stated above in University of Jos. This was done to ensure that the instrument measures what it supposed to measure. In other words, the researchers subjected the questionnaire items to expert’s judgment to certify its content validity. The comments form the basis for the reliability of the instrument used in this study.

### Procedures for Data Collection

A letter of introduction was written to seek for consent and cooperation of the school, community and stakeholders where the research is been carry out. The letter was presented to the coordinators of nomadic education in Plateau States along with a request to grant the researchers permission to conduct the study under the coordinator’s directive. Teachers and pupils of nomadic education were contacted in their schools and their grazing location. The researchers administered the questionnaires to the teachers and the pupils, the data were collected back with the help of the research assistance. Two research assistants were trained for two days with the training manual. Thus, out of 800 questionnaire only 799 were fill and returned.

### Method of Data Analysis

Data collected was coded by converting responses into figures ranging from 1 to 5 and depending on the strength of the option. The most positive respond was scored 5 followed by 4 and down to the most negative which was scored 1. Item means were used to answer the eight (3) research questions. A benchmark mean of 3.00 which served as the test value and represented the weighed mean of the 5 responses;  $(5+4+3+2+1) = 15$  was used to answer the research question. Responses greater or equal to the benchmark mean were considered to draw positive responses while those less than the benchmark mean were considered to attract negative responses. One-sampled t-test was used to test the eight (3) null hypotheses at 0.05 level of significance. The one sampled t-test was considered appropriate because the questionnaires were administered to one homogenous group of respondents where the mean of the respondents was tested against a benchmark mean (test value) of the population.

## Results

### Research Question One

To what extent are the manpower available to be used in teaching and learning of basic social studies in nomadic primary schools in Plateau State?

**Table 1: Mean ratings on the availability of manpower to be used in teaching and learning of basic social studies in nomadic primary schools.**

S/N Availability of Manpower in Nomadic Schools	N	Mean	Std	Remarks
1. Teachers to teach in Nomadic Primary Schools	799	3.67	1.44	Partially Available
2. All subject stipulated in the nomadic education curriculum.	394	2.11	.40	Poorly Available
3. Qualified teachers in Nomadic Primary Schools	796	2.25	1.20	Poorly Available
4. Hard working teachers in Nomadic Primary Schools	389	2.26	1.38	Poorly Available
5. Special training programmes for teachers to	399	2.49	1.48	Poorly Available
6. In-service training for teachers to implement	397	3.59	1.47	Partially Available



7. Teachers who are willing to stay on their job in	390	3.26	1.39	Partially Available	Nomadic Primary Schools.
8. Incentives to enhance teachers' condition in	395	2.27	1.30	Poorly Available	Nomadic Primary Schools
<b>Overall Mean</b>			<b>2.64</b>	<b>Partially Available</b>	

Source: field work 2023.

Table 1 presents mean ratings on the extent are the manpower available to be used in teaching and learning of basic social studies in nomadic primary schools in Plateau State. The table reveals the level of availability of manpower available to be used in teaching and learning of basic social studies in nomadic primary schools. Remarks are based on the following mean ratings: Fully Availability (5.00), Availability (4.00 - 4.99), Partially Availability (3.00 - 3.99), Poorly Availability (2.00 - 2.99), and Not Availability (1.00 - 1.99). The reveals that special training programmes for teachers, teachers' incentives and teachers who expressed willingness to teach in more than one Nomadic Primary School were all poorly available. Table 1 further reveals that the manpower for all subjects stipulated in the nomadic education curriculum, qualified teachers to teach the subjects, hardworking teachers were rated as poorly available for the implementation of nomadic curriculum. The table again rated the availability of teacher's manpower to be used in teaching and learning of basic social studies in nomadic primary schools in Plateau State are as partially available. None of the items listed in Table 1 was rated as Available and Fully Available.

### Research Question Two

What is the level of adequacy of resources to improved performance of pupils in basic social studies in nomadic primary schools in Plateau State?

**Table 2: Mean ratings on the adequacy of resources to improved performance of pupils in basic social studies in nomadic primary schools in Plateau State.**

S/N Resources	N	Mean	Std	Remarks
1. Classrooms, staffroom and chairs.	799	2.31	1.48	Partially Adequate
2. Desks, Tables and Mats	798	2.16	1.26	Poorly Adequate
3. Teaching Board Chalk or Marker	798	3.53	1.57	Partially Adequate
4. Teaching Models/aids	798	1.58	1.64	Not Adequate
5. Nomadic Education curriculum	397	4.18	1.34	Adequate
6. Syllabus for every subject	398	4.18	1.30	Adequate
7. Scheme of work for every subject	397	4.30	1.43	Adequate
8. Text books, work books exercise books and writing, materials	792	3.43	1.48	Partially Adequate
9. Teachers' guide to ease lesson preparation	378	1.35	1.26	Not Available
10. Conducive learning environment	764	2.69	1.63	Poorly Adequate
11. Recreational facilities	789	1.52	1.65	Not Adequate
12. Laboratory apparatus and First aid box	791	1.48	1.48	Not Adequate
<b>Overall Mean</b>		<b>2.51</b>		<b>Partially Adequate</b>

Source: field work 2023.

Table 2 presents mean ratings on the adequacy of resources to improved performance of pupils in basic social studies in nomadic primary schools in Plateau State. Remarks are based on the following mean ratings: Fully Adequate (5.00), Adequate (4.00 - 4.99), partially Adequate (3.00 - 3.99), Poorly Adequate (2.00 - 2.99), and Not Adequate (1.00 - 1.99). Responses from the table reveal that, teaching models/aids, exercise books, writing material, teachers' guide, recreational facilities, laboratory/apparatus and first aid box were completely not available in the schools. Table





2 further reveals that classrooms, staffrooms, chairs, desks, tables, and visual aids were poorly adequate for the implementation of nomadic curriculum. It was further revealed that mats, workbooks and conducive learning environment were also poorly available. Analysis from the Table 2 also shows that chalk and makers and textbooks were partially adequate improved performance of pupils in basic social studies in nomadic primary schools in Plateau State. However, teaching boards, subject curriculum, syllabuses, diaries and curriculum were adequate to improved performance of pupils in basic social studies in nomadic primary schools in Plateau State. None of the items listed in Table 2 was fully adequate.

### Research Question Three

How much accessibility do children of nomads have to the nomadic education curriculum in Plateau States?

**Table 3: Accessibility of Nomadic children to Nomadic Education Curriculum**

S/N	Items	N	Mean	Std	Remarks
1.	Nomadic children have access to nomadic primary schools	770	4.37	1.53	Access
2.	Nomadic children have access to teachers when they attend nomadic primary schools	775	4.59	1.50	Access
3.	Nomadic children have access to school libraries in nomadic education schools	789	2.13	1.42	Poor Access
4.	Nomadic children have access to other reading Materials	787	3.16	1.42	Rare Access
5.	Nomadic children have access to classrooms	787	4.30	1.49	Access
6.	Nomadic children have access to writing Material	784	2.42	1.49	Poor Access
7.	Nomadic children have access to ICT facilities	791	1.31	1.52	No Access
8.	Nomadic children have access to recreational facilities	780	1.44	1.60	No Access
9.	Nomadic children have access to vocational learning	780	2.30	1.59	Poor Access
<b>Overall Mean</b>		<b>2.89</b>			<b>Rare Access</b>

**Source:** field work 2023.

Table 3 presents analysis on access do children of nomads have to the nomadic education curriculum in Plateau States. Remarks are based on the following mean ratings: Full Access (5.00), Access (4.00 - 4.99), Rare Access (3 - 3.99), Poor Access (2 - 2.99), and No Access (1.00 - 1.99). The table reveals that pupils have no access to ICT and recreational facilities. Pupils also have poor access to school libraries services, writing materials and vocational learning. The table also reveals that pupils have rare access to reading materials. Table 4 shows that pupils have access to nomadic primary schools and classrooms while pupils were revealed to have full access to teachers when they attend nomadic primary schools.

### Hypothesis One

There is no significant difference between the manpower available to be used in teaching and learning of basic social studies in nomadic primary schools in Plateau State.

**Table 4: One-sampled t-test on the extent of availability of teaching and learning manpower of basic social studies in nomadic primary schools.**

Factor	Cut-Off Mean	Items Mean	t	df	Sig	Remarks
Manpower	3.00	2.64	-35.17	799	0.00	Significant

**Source:** field work 2023.

Table 4 presents one-sampled t-test on the extent of availability of teaching and learning manpower of basic social studies in nomadic primary schools in Plateau State. The table reveals that  $t(799) = -35.17$  and  $p = 0.00$ . Since  $p 0.00 < 0.05$ , the mean difference was considered to be significant. The null hypothesis which states that there is no significant difference between the



mean ratings of the items on availability of manpower for teaching and learning of basic social studies in nomadic primary schools in Plateau State and the cut-off mean on the items was rejected. This implies that the mean rating of the items was significantly less than the cut-off mean. The study therefore concludes that manpower was not adequately available for the teaching and learning of basic social studies in nomadic primary schools in Plateau State.

### Hypothesis Two

There is no significant difference between adequacy of resources to improved performance of pupils in basic social studies in nomadic primary schools in Plateau State

**Table 5: One-sampled t-test on the extent of adequacy of resources to improved performance of pupils in basic social studies in nomadic primary schools.**

Factor	Cut-Off Mean	Items Mean	t	df	Sig	Remarks
Educational Resources	3.00	2.51	-24.25	799	0.00	Significant

Source: field work 2023.

Table 5 presents one-sampled t-test on the extent of adequacy of resources to improved performance of pupils in basic social studies in nomadic primary schools in Plateau State. The table reveals that  $t = (799) = -24.25$  and  $p = 0.00$ . Since  $p = 0.00 < 0.05$ , the mean difference was considered to be significant. The null hypothesis which states that there is no significant difference between the mean ratings of the items on adequacy of resources to improved performance of pupils in basic social studies in nomadic primary schools in Plateau State and the cut-off mean on the items was rejected. This implies that the mean rating of the items was significantly less than the cut-off mean. The study therefore concludes that resources were not adequately for to improved performance of pupils in basic social studies in nomadic primary schools in Plateau State.

### Hypothesis Three

There is no significant difference between the accessibility do children of nomads have to the nomadic education curriculum in Plateau States.

**Table 6: One-sampled t-test on the extent of accessibility of nomadic education curriculum by children of nomads**

Factor	Cut-Off Mean	Items Mean	t	df	Sig	Remarks
Accessibility of Nomadic schools	3.00	2.89	-25.64	799	0.00	Significant

Source: field work 2023.

Table 6 presents one-sampled t-test on the extent of accessibility of pupils to nomadic schools in Plateau States. The table reveals that  $t = (799) = -25.64$  and  $p = 0.00$ . Since  $p = 0.00 < 0.05$ , the mean difference was considered to be significant. The null hypothesis which states that there is no significant difference between the mean ratings of the items on pupils' access to nomadic primary schools in Plateau States and the cut-off mean on the items was rejected. This implies that the mean rating of the items was significantly less than the cut-off mean. The study therefore concludes that pupils did not have sufficient access to educational opportunities through the implementation of the nomadic education curriculum in Plateau States.

### Discussion of Findings

The discussion is based on the variables contained in the study which guided by the three (3) research questions and three (3) research hypothesis tested. Findings of the study reveals that the



null hypothesis which states that there is no significant difference between the mean ratings of the items on availability of manpower to be used in teaching and learning of basic social studies in nomadic primary schools in Plateau State and the cut-off mean on the items was rejected. The study submitted that, manpower was not adequately available to be used in teaching and learning of basic social studies in nomadic primary schools in Plateau State. This finding is in consonance with Balegun (2013) finding in a study on appraisal of nomadic education curriculum in selected Northern State of Nigeria that there was significant shortage of manpower to operate at full capacity of nomadic schools in selected Northern states of Nigeria. This finding is also in consonance with Duze (2011) finding that manpower significantly posed administrative constraints in implementing educational curriculum in schools including nomadic primary schools. Similarly, this finding conformed to that of Utsu (2014) submission that the nomadic education in the state is confronted with a lot of challenges which included shortage of personnel.

Another findings of the study reveals that the null hypothesis which states that there is no significant difference between the mean ratings on the items on adequacy of resources to improved performance of pupils in basic social studies in nomadic primary schools in Plateau State and the cut off mean on the items was rejected. The study concluded that resources were not adequately resources to improved performance of pupils in basic social studies in nomadic primary schools in Plateau State. This finding is in agreement with Ada (2014) who's finding on the study on impact of communal crises on nomadic education in Plateau State revealed that there is a poor state of educational resources for nomadic education in Plateau State. This finding is also in line with Duze (2011) who found that educational resources where lacking for the in implementing nomadic education curriculum in Nigeria.

Findings of the study further reveals that the null hypothesis which states that there is no significant difference between the mean ratings of the items on pupils' access to nomadic primary schools in Plateau States and the cut-off mean on the items was rejected. With the mean rating of the items less than the cut-off mean the study concluded that pupils did not have sufficient access to educational opportunities through the implementation of the nomadic education curriculum in Plateau States. This finding is in line with Yaguma (2014) finding that nomadic centres are sighted close to nomad settlement for nomads to get enrolled in school. However, the nomads do not significantly enrol in such schools. This finding is in line with Balegun (2013) submission that due to lack of the necessary facilities and manpower to operate at full capacity children of nomads are not having access to quality educational opportunities.

### **Conclusion**

Based from the findings of the study, it has concluded that both the objectives and goals of Nomadic education curriculum have not being achieved in Plateau State. The government and the nomads are to share the blame as the government has not succeeded in making nomadic education completely available and accessible to the nomads in other to improve their academic performance. On the part of the nomads, they were found not to be significantly willing to attend nomadic primary schools even where the schools are built. The study also concludes that, the provision of education to the nomads is far more than building nomadic primary schools as human and material resources were found to be inadequate in nomadic primary schools in Plateau States. The government must provide adequate human and material education resources for these schools before quality education could be taken to the nomads. For any educational programme to succeed there must be enough teachers to teach, without qualified teachers, the pupils cannot be trained adequately and satisfactorily. The academic activities of nomadic primary schools have been found to be also grossly affected by communal crises which lead to hostilities. This means more of mobile schools should be considered by the government that the permanent structure schools dominant in Plateau States.



### Recommendations

Based on the findings of this study, the following recommendations were made.

1. Plateau States government should fund National Commission for Nomadic Education (NCNE) to provide human and material resources for effective teaching, learning and better performance of children in basic social studies in nomadic primary schools.
2. Government should employ qualified nomadic education teachers to teach the nomadic schools irrespective of where they come from.
3. The government at federal, state and local level should embark on an awareness campaign to encourage nomad to send their children and wards to nomadic primary school in their vicinity.
4. The government at federal, state and local level should set a security machinery to combat the frequent communal crises between the herdsmen and the farmers in Plateau states.
5. Both the Federal and state government should organize routine workshop and seminars to sensitise the citizenry on the essentials of nomadic education.

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