

VOLUME 17, NUMBER 1, MAY 2021

ISSN 0794-2192

African Journal of Historical Sciences in *Education*

**A Journal of Historians of Education Development Society of Nigeria
An Affiliate of the International Standing Conference
for the History of Education (ISCHE)**

Secretariat:

***Department of Early Childhood and Educational Foundations
University of Ibadan, Ibadan, Nigeria***



AnyScanner



AnyScanner

African Journal of Historical Sciences in Education

Volume 17, Number 1, May 2021

*Journal of Historians of Education Development Society
Affiliate of the International Standing Conference for the
History of Education (ISCHE)*

Secretariat:

*Department of Early Childhood and Educational Foundations
University of Ibadan, Ibadan, Nigeria*

i



AnyScanner



AnyScanner

EDITORIAL BOARD

EDITOR IN-CHIEF

Prof. A.K. Okorosaye-Orubite
University of Port Harcourt

ADVISORY EDITORS

Emeritus Prof. Pai Obayan
c/o Department of *Early Childhood and Educational Foundations*
University of Ibadan.

Prof. Israel O. Osokoya
c/o Department of *Early Childhood and Educational Foundations*
University of Ibadan

Prof. Alice A. Jekayinfa
Dept. of Social Sciences Education, University of Ilorin, Ilorin

Dr. Abidoye Sarumi
Dept. of Adult Education, University of Ibadan

MANAGING EDITOR

Prof. B.O. Lawal
Dept. of *Early Childhood and Educational Foundations*
University of Ibadan

INTERNATIONAL CONSULTING EDITORS

Emeritus Prof. Michael Omolewa
Professor, Emeritus,
Faculty of Education
University of Ibadan

Prof. Davis Mathew
515 Mullica Hill Road B-114
Glassboro, NJ 08025

Prof. Augustus A. Adeyinka
Bayelsa State University
Wilberforce Island,
Amazona

Prof. Craig Campbell
Faculty of Edu. and Social Work
University of Sydney

Prof. Ian Grosvenor
University of Birmingham
Rirminoh am. R 15 2 TT, UK

Prof. Yoko Yamasaki
Naruto University of Education
Japan

African Journal of Historical Sciences in Education (AJHSE) is a biannual publication of the Historians of Education Development Society of Nigeria. It aims at promoting the ideals of the International Standing Conference for the History of Education (ISCHE) by providing an Africa-based form of communicating ideas, techniques and findings of educators and scholars working on educational problems and issues relating to education in Africa, the journal invites several types of contributions: reports on research, replications of important previous work, critical, integrated theoretical and methodological contributions and review articles. The manuscripts can have different approaches, quantitative as well as qualitative.

Manuscript submitted to (AJHSE) should;

- Having a strong introduction that clearly states the organizing points of the study, acquaints the readers to what is ahead, and makes a direct link between theory, questions, and research design if applicable.
- Have focused literature review that clearly establishes why the topic/problem warrants discussion, discussion how theory and previous research provide a framework for the problem of interest, demonstrates what the discussion is intended to do in light of the work of previous scholars, and identifies the conceptual or theoretical point to be investigated.
- Be prepared according to the style prescribed by the fifth edition of the publication manual of the American psychological Association.

Peer Review Policy

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymised refereeing by at least two anonymous referees.

Subscription Rates

Within Nigeria ₦1000.00

Outside Nigeria \$20.00

Subscription rates include postage/air speeded delivery.

Further enquiry, write

The Editors

African Journal of Historical Sciences in Education
Department of *Early Childhood and Educational Foundations*
University of Ibadan, Ibadan.

TABLE OF CONTENTS

NATIONAL SECURITY, COVID-19 PANDEMIC AND EDUCATIONAL DEVELOPMENT IN NIGERIA <i>Michael Omolewa</i>	1
RECONSTRUCTING NIGERIAN EDUCATION FOR NATIONAL EMERGENCIES: COVID'19 (CORONA VIRUS) IN PERSPECTIVE <i>Prof Rasheed Owoyele Ajetunmobi</i>	12
COPING WITH NATIONAL EMERGENCIES IN NIGERIA: EQUITABLE AND QUALITY EDUCATION TO THE RESCUE <i>Prof. Taiwo Edun</i>	20
KANT'S DEONTOLOGISM: A PANACEA TO TRANSACTIONAL SEX AND THE 'ARISTO' PHENOMENON IN NIGERIAN TERTIARY INSTITUTIONS <i>Ojebiyi, O .A (Ph.D.) & Adenigbagbe Henry Adeloje (Ph.D)</i>	33
PSYCHOLOGICAL WELL-BEING AS A DETERMINANT OF LIFE SATISFACTION AMONG POSTGRADUATE STUDENTS OF OBAFEMI AWOLOWO UNIVERSITY, ILE-IFE, NIGERIA <i>Adeniyi, W. O. (Ph.D) & Adediwura, B. S.</i>	44
PERCEIVED INFLUENCE OF NOMADIC EDUCATION ON SUSTAINABLE SOCIO-ECONOMIC DEVELOPMENT OF NOMADIC SETTLEMENTS IN KWARA STATE, NIGERIA <i>Kayode, Sadiq Toyin & Adebisi, Tajudeen Adeumi Ph.D</i>	54
ASSESSING THE IMPACT OF E-LEARNING AS A TOOL IN THIS ERA OF GLOBALIZATION FOR SOCIAL STUDIES CURRICULUM DELIVERY IN OGUN STATE, NIGERIA <i>Anderson Paingha Sele Ph.D</i>	68
EFFICACY OF CURRICULUM EVALUATION FOR SECONDARY EDUCATION PROGRAMME IN NIGERIA <i>Dorgu Theresa Ebire Ph.D</i>	78
THE PLACE OF INDIGENOUS LANGUAGES AND CULTURES IN THE DOCUMENTATION OF IGBO HISTORIES IN NATIONAL DEVELOPMENT AND STABILITY <i>Opara Felicia Nnenna & Ohaeto Chioma</i>	91

CHILDREN'S EDUCATION IN THE ERA OF THE COVID-19 PANDEMIC
IN NIGERIA: ROLE OF THE INFORMATION AND COMMUNICATIONS
TECHNOLOGY (ICT)

*Godwin Y. Nkwocha, M.A, Peter U. Iwunna, Ph.D, Obiageli C. Njoku, Ph.D & Patrick
N. Ujah, Ph.D*.....103

PRE-SERVICE TEACHERS EMOTIONAL ATTITUDE AND SENSITIVITY
TO MATHEMATICS TEACHING IN ILORIN, KWARA STATE

Dr. Mayowa Olurotimi Ogunjimi.....120

VIRTUAL CONFERENCING IN THIS ERA OF THE COVID-19 PANDEMIC:
RELEVANCE TO THE HISTORIANS OF EDUCATION DEVELOPMENT
SOCIETY OF NIGERIA

*Peter U. Iwunna, Ijeoma C. Nwokeji, Abubakar O. Ari, Catherine O. C. Okoro,
& Joel O. Alison*.....134

CHILDREN'S EDUCATION IN THE ERA OF THE COVID-19 PANDEMIC
IN NIGERIA: ROLE OF THE INFORMATION AND COMMUNICATIONS
TECHNOLOGY (ICT)

*Godwin Y. Nkwocha, M.A, Peter U. Iwunna, Ph.D, Obiageli C. Njoku, Ph.D, &
Patrick N. Ujah, Ph.D*.....149

EVOLUTION OF THE MODERNIZATION OF ISLAMIC EDUCATION IN
NIGERIA

Dr. Garba, Abdullahi.....166

SECONDARY SCHOOLS' PREPAREDNESS FOR THE 21st CENTURY IN
DELTA STATE, NIGERIA

Orifamah, Daniel.....175

THE 1973 NATIONAL SEMINAR ON EDUCATION AND ITS
IMPLICATIONS FOR NIGERIAN EDUCATION AT THE TURN OF THE
21ST CENTURY

Goke Jayesimi, Ph.D & Igbosanu Olumuyiwa A.....184

THE DEVELOPMENT OF ARABIC AND ISLAMIC SCHOLS IN IREPO
LOCAL GOVERNMENT AREA, OYO STATE, NIGERIA

Abdur-Rafiu, Jamiu Ph.D.....197

NOTE ON CONTRIBUTORS

1. Michael Omolewa, currently Emeritus Professor of the History of Education at the University of Ibadan and Emeritus Professor of History and International Studies at Babcock University, Nigeria, served as member of the Executive Council of the International Standing Conference of the History of Education, and he is Life Patron of the Historians of Education Development Society of Nigeria.
2. Prof. Taiwo Edun is of the Department of Educational Foundations and Counselling Faculty of Education, Olabisi Onabanjo University, Ago-Iwoye.
3. Ojebiyi, O. A. (Ph.D.), Department of Educational Foundations and Counselling, Faculty of Education, Obafemi Awolowo University, Ile-Ife, Nigeria
4. Adenigbagbe Henry Adelaye (Ph.D) Department of General Studies, School of Education, Osun State College of Education, Ilesa.
5. Adeniyi, W. O. (Ph.D) Department of Educational Foundations and Counselling Faculty of Education, Obafemi Awolowo University, Ile-Ife, Osun State
6. Adediwura, B. S. Department of Educational Foundations and Counselling, Faculty of Education, Obafemi Awolowo University, Ile-Ife, Osun State
7. Kayode, Sadiq Toyin, Department of Adult and Primary Education, University of Ilorin, Nigeria
8. Adebisi, Tajudeen Adeumi Ph. D., Department of Adult Education and Lifelong Learning, Obafemi Awolowo University, Ile-Ife, Nigeria
9. Anderson Paingha Sele Ph.D, Niger Delta University, Wilberforce Island, Bayelsa State, Nigeria
10. Dorgu Theresa Ebire Ph.D, Niger Delta University, Wilberforce Island, Bayelsa State, Nigeria
11. Opara Felicia Nnenna, Department of Educational Foundations, Faculty of Education, University of Nigeria Nsukka
12. Ohaeto Chioma, Department of Educational Administration and Foundations, School of General Education, Alvan Ikoku Federal College of Education, Owerri
13. Godwin Y. Nkwocha, M.A, Department of Mass Communications, University of Nigeria, Nsukka
14. Peter U. Iwunna, Ph.D, Department of Educational Foundations, University of Nigeria, Nsukka
15. Obiageli C. Njoku, Ph.D, Department of Educational Foundations, University of Nigeria, Nsukka
16. Patrick N. Ujah, Ph.D, Department of Educational Foundations, University of Nigeria, Nsukka

17. Dr. Mayowa Olurotimi Ogunjimi, Department of Adult and Primary Education, Faculty of Education, University of Ilorin, Nigeria
18. Ijeoma C. Nwokeji, Department of Educational Foundations, University of Nigeria, Nsukka
19. Abubakar O. Ari, Department of Educational Foundations, University of Nigeria, Nsukka
20. Catherine O. C. Okoro, Department of Educational Foundations, University of Nigeria, Nsukka
21. Joel O. Alison, Department of Educational Foundations, Nnamdi Azikiwe University, Awka, Anambra State, Nigeria.
22. Godwin Y. Nkwocha, M.A, Department of Mass Communications, University of Nigeria, Nsukka
23. Dr. Garba, Abdullahi, Department of History and Diplomatic Studies, Ignatius Ajuru University of Education
24. Orifamah, Daniel
25. Goke Jayesimi, Ph.D, Department of Educational Foundations and Counselling, Olabisi Onabanjo University, Ago-Iwoye, Nigeria.
26. Igbozanu Olumuyiwa A., Department of Educational Foundations and Counselling, Olabisi Onabanjo University, Ago-Iwoye, Nigeria.
27. Abdur-Rafiu, Jamiu Ph.D., Department of Arts Education, University of Ilorin, Ilorin, Nigeria

PERCEIVED INFLUENCE OF NOMADIC EDUCATION ON SUSTAINABLE SOCIO- ECONOMIC DEVELOPMENT OF NOMADIC SETTLEMENTS IN KWARA STATE, NIGERIA

Kayode, Sadiq Toyin

&

Adebisi, Tajudeen Adeumi Ph.D

Abstract

This study investigated the perceived influence of nomadic education on sustainable socio-economic development of nomadic settlements in Kwara State, Nigeria. The study adopted descriptive survey research design. The population for the study comprised 2,680 nomadic learners and 101 facilitators in Kwara State. The sample for the study comprised 378 nomadic learners and 54 facilitators. Systematic random sampling technique was used to select two Local Government Areas (LGAs) from each of the three Senatorial Districts in the State. Three nomadic education centres were selected using random sampling technique from each of the selected LGAs. Twenty-one learners and three facilitators were selected from each of the 18 nomadic education centres. Two research instruments: Learner Questionnaire (LQ) and an Interview Guide (IG) for facilitators were used to collect information from the respondents. The data collected were analysed using simple percentage scores and frequency counts. The results showed that 64.8% of nomads participated in nomadic education classes, it was also revealed that 92.5% of the respondents agreed that the knowledge gained in nomadic education classes helped the nomads to contribute meaningfully to the development of their community, it was also shown that 94% of the respondents agreed that the knowledge gained from nomadic education classes changed the nomads' mode of dressing, the type of food they eat and their level of interaction with the non-nomads in the community.

Keywords: Nomadic education, sustainable socio-economic, development, community development

Introduction

Education is a veritable tool for sustainable development and societal transformation. It should be noted that Nigeria propagates equal educational opportunities for all and sundry without discrimination in terms of sex, tribe, race, religion, and nationality. What the government wants is quality

assurance and control in the educational provision. Olokde (2008) notes education as the process of training citizens to become responsible members of the society where they live. He further notes that any country that toys with the educational provision of her citizens, such a country may not be ranked high among the developed nations of the world. However, for equal educational opportunities to be enhanced in Nigeria, the Federal Republic of Nigeria in 1976 in Bauchi, budgeted billions of Naira in the provision of education for different groups of people that are disadvantaged in terms of formal education. Ojuekaiye (2014) notes the marginalized people as nomads, Fulanis, fishermen, in riverine areas and adults that did not have opportunities for formal education at their youthful age. In 1986, the Federal Government of Nigeria launched Nomadic Education Programme for the Nomadic Fulani. National Commission for Nomadic Education (NCNE) was established by Decree No41 of 12 December, 1989.

Since 1977, Nigeria's National Policy on Education (NPE) has placed emphasis on providing unhindered access to qualitative basic education to Nigerians irrespective of their gender, social class, ethnicity, occupation and religion. As attempts to expand access to basic education intensified, it soon became obvious that the usual conventional approaches to the provision of basic education cannot succeed in the context of the highly mobile and semi-settled populations such as the nomads. Monitoring and assessment reports proved that conventional approaches such as the use of the orthodox school curriculum, permanent structures for schools, rigid formal school calendar and time schedules have failed to provide unhindered and equitable access to qualitative basic education for nomads and to boost literacy among them.

Formal school curriculum is designed to suit the needs and experiences of mainstream, permanently settled population. The curriculum derived from the background and its content draws from concepts, issues and illustrations that learners from there are familiar with and can relate to. Due consideration is not given to the peculiar circumstances and experiences of nomadic population. Learners from among the nomads have difficulty in understanding and relating. This makes learning content mostly incomprehensible. The rigidity of the formal curriculum therefore constitutes a major disincentive to full participation in education.

It was also observed by Osukoya (2008) that nomad's full participation in education using the conventional approach involving the rigid formal school calendar and time schedules prevents the nomads from participating in formal education. Learners are required to be in school at particular periods of the year and hours of the day. This method has been carefully determined

established to suit the mainstream settled population and does not give adequate consideration to the seasonal migrations and work pattern of nomadic populations.

Generally, the mainstream population appreciates and gives appreciable priority to modern education. There is therefore no serious difficulty in securing the collaboration of parents and guardians to maintain the school calendar and schedules. In the case of the nomads, low-level appreciation of modern education, conflict between their work schedules and the formal school calendar, and the critical role of children in their production systems make them extremely reluctant to send their children to school.

Furthermore, the use of permanent and immovable structures for conventional classrooms and schools are unsuitable for the nomads. The nomadic groups are continually on the move, migrating from one settlement to another in response to seasonal and occupational demands. These constant migrations disrupt their children's schooling. They do not stay long enough in a settlement for learners to complete an academic session or school year. Therefore to ensure a regular and uninterrupted schooling of children of the nomads, the "school" must move along with them.

Statement of the Problem

In Nigeria the nomads are regarded as part of disadvantaged groups in the provision of western education and other social amenities because of their isolated and mobile style of life. Nomads are believed to suffer hardships uncertainties resulting from diseases, drought, starvation, inadequate knowledge and skills to deal with environmental hazards, apart from resorting to constant migratory drift. Different researches have been carried out by scholars and researchers both within and outside the State on nomad education. Each of the researchers recognized that the migrant nomads are marginalized and need a fair deal through the provision of basic education opportunities and other social amenities to compensate their contribution to national development. For example, Umar (1998) investigated on distance education for the pastoral nomads in Nigeria. Daramola (2006) carried out a study on the history of Nomadic education in Nigeria. Mahuta (2007) researched on reforms in nomadic education and the future of Nomadic education in Nigeria. Aiidagba and Yusuf (2010) wrote on integrating mobile learning to achieve the vision of nomadic education programme in Nigeria. Enyia (2011) investigated the role of nomadic education in Nigeria using Enyia (2011)



areas of income, occupation and roles played by nomads in sustainable development, especially in Kwara State, Nigeria. All these constitute the gaps which this research seeks to fill, hence this study becomes very germane.

Purpose of the Study

The major purpose of this study is to examine the perceived influence of nomadic education on sustainable socio-economic development of rural communities in Kwara State, Nigeria. While the Specific Objectives are to:

- i. examine the extent to which the nomads (Learners) participate in nomadic education;
- ii. ascertain what subjects taught nomads by the facilitators in rural communities in Kwara State;
- iii. examine the social context in which the nomads utilize knowledge gained from nomadic education in rural communities in Kwara State and;
- iv. investigate the economic context in which the nomads put to use the knowledge gained from nomadic education.

Research Questions

In line with the objectives of this study, the following research questions are raised:

- i. To what extent are the nomads (Learners) participate in nomadic education?
- ii. What subjects are the nomads taught by the facilitators in rural communities in Kwara State?
- iii. What is the social context in which the nomads utilize knowledge gained from nomadic education in rural communities in Kwara State?
- iv. What is the economic context in which the nomads put to use the knowledge gained from nomadic education?

Methodology

The study adopted descriptive survey research design. The population for the study comprised 2,680 nomadic learners and 101 facilitators in Kwara State. The sample for the study comprised 378 nomadic learners and 54 facilitators. Systematic random sampling technique was used to select two Local Government Areas (LGAs) from each of the three Senatorial Districts in the State. Three nomadic education centres were selected using random sampling technique from each of the selected LGAs. Twenty-one learners and three facilitators were selected from each of the 18 nomadic education centres. Two research instruments: Learner Questionnaire (LQ) and an Interview Guide (IG) for facilitators were used to collect information from the respondents.

The data collected were analysed using simple percentage scores and frequency counts.

Results and Discussion

Research Questions one:

To what extent are nomads (Learners) Participate in nomadic education

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.343 ^a	.802	.116	1.10135

a. Predictors: (Constant), To what extent is your participation affected your job/ business because of the timing of the programme.

The model summary table shows that the coefficient of determinations (R square) is 0.802; this implies that about 80.2% of the variation where nomads learners participate in nomadic education while the remaining 19.8 % is explained by other factors which are not included in the model specified. The regression equation in the formulated model appears useful for making predictions since the value of R^2 is close to 1(.802).

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	60.996	1	60.996	50.286	.000 ^b
	Residual	456.076	376	1.213		
	Total	517.071	377			

a. Dependent Variable: How frequent do you attend nomadic education in you Learning Centre

b. Predictors: (Constant), To what extent is your participation affected your job/ business because of the timing of the programme.

The table shows the Analysis of Variance on whether frequency attending the nomadic education participation affected your job/ business because of the timing of the programme. The calculated ANOVA table is analyzed to see if *any* of the variables are significant. The F-statistic is compared with 1 and 376 degrees of freedom using stats tables. From the ANOVA table, $F = 50.286$, p -value = 0.000 at 0.05 (sig.). Since $F = 50.286$, p -value < sig level That is (0.000 < 0.05) (critical value), the null hypothesis is hereby rejected. This implies that nomads (learners) participated in nomadic education.

Model	Coefficients ^a		Standardized Coefficients	T	Sig.
	Unstandardized Coefficients				
	B	Std. Error	Beta		
1 (Constant)	1.016	.159		6.381	.000
To what extent is your participation affected your job/business because of the timing of the programme.	.379	.053	.343	7.091	.000

a. Dependent Variable: How frequent do you attend nomadic education in you Learning Centre

The coefficients table provides information on what extent is their participation affected their job/business because of the timing of the programme. ("Estimated Coefficients" or "beta") on the dependent variable. The t-test of the source of information is 7.091 with beta 0.343 and p-value of 0.000 less than 0.05% (critical value). Since the coefficient of nomadic education is 0.379, this implies that participation in nomadic education has a little proportion of reduction in job/business because of the timing of the programme. The study therefore indicates that a unit increase in participation of nomadic education will bring about 37.9% unit increases in the affection of job/business because of timing of the programme in the study area.

Research Question 2:

What subjects are the nomads taught by the facilitators in rural communities in Kwara State

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.226 ^a	.716	.048	.3193

a. Predictors: (Constant), Attending literacy classes affect my occupation.

The model summary table shows that the coefficient of determinations (square) is 0.716; this simply implies that about 71.6% of the variation on

attending literacy classes' affect their occupation is explained by what subjects are the nomads taught, while the remaining 28.4% is explained by other factors which are not included in the model. The regression equation (model formulated) appears useful for making predictions since the value of R^2 is closed to 1(0.716)

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	2.059	1	2.059	20.186	.000 ^b
Residual	38.344	376	.102		
Total	40.402	377			

a. Dependent Variable: Are you provided with learning materials

b. Predictors: (Constant), Attending literacy classes affect my occupation.

The table shows the Analysis of Variance on the provision of learning material and attending literacy classes affected their occupation, the calculated ANOVA table is analyzed to indicate significance of the variables. The F-statistic is compared with 1 and 376 degrees of freedom using statistical tables. From the ANOVA table, $F = 20.186$, $p\text{-value} = 0.000 \leq 0.05$ (sig.). Since $p\text{-value} 0.000 \leq 0.05$ (critical value), the null hypothesis is rejected and the alternative accepted. This implies that if there is a provision of learning material this will not make attending literacy classes affect my occupation.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.425	.070		20.493	.000
Attending literacy classes affect my occupation.	-.173	.038	-.226	-4.493	.000

a. Dependent Variable: Are you provided with learning materials

The table "Coefficients" provides information effect of individual variables (the "Estimated Coefficients" or "beta") on the dependent variable. The t-test of the source of information is -4.493 with beta -0.226 and p-value

of 0.000 less than 0.05% (critical value). This implies that the overall results provide support for the alternative hypothesis, that is, provision of learning materials reduce the affection of their occupation. Since the coefficient of attending literacy classes affecting their occupation is -0.173, therefore the result shows that provision of learning material has a positive effect on attending literacy classes affecting their occupation and a 17.3% increase in provision of learning material will bring about 17.3% increase in the attending literacy classes affecting their occupation.

Research Question Three

What is the social Context in which nomads utilize knowledge gained from nomadic education in rural communities in Kwara State?

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.685 ^a	.739	.468	.1710

a. Predictors: (Constant), Can you now read and write in English

The table above shows that the coefficient of determinations (R square) is 0.739; this implies that about 73.9% of the variation in the social context in which nomads utilize knowledge gained from nomadic education while the remaining 26.1% is explained by other factors which are not included in the model specified. The regression equation in the formula model appears not useful for making predictions since the value of R^2 is close to 1(0.739).

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	9.720	1	9.720	332.233	.000
	Residual	11.000	376	.029		
	Total	20.720	377			

a. Dependent Variable: Nomadic education training helps me to relate well with people

b. Predictors: (Constant), Can you now read and write in English

The table shows the Analysis of Variance on the help nomadic education training give to relate well people. The calculated ANOVA table is analyzed to see if *any* of the variables are significant. The F-statistic is compared with 1 and 376 degrees of freedom using stats tables. From the ANOVA table, $F = 332.233 \leq p\text{-value} = 0.000$ at 0.05 (sig.). Since $F = 332.233 \leq p\text{-value} 0.000$ at 0.05 (critical value), the null hypothesis is hereby rejected. The study therefore accepts the alternative hypothesis. This implies that the social Context in which nomads utilize knowledge gained from nomadic education in rural communities in Kwara State?

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	.500	.032		15.692	.000
Can you now read and write in English	.500	.027	.685	18.227	.000

a. Dependent Variable: Nomadic education training helps me to relate well with people

The Coefficients table provides information on nomadic education training helps me to relate well with people (the "Estimated Coefficients" or "beta") on the dependent variable. The t-test of the source of information is 18.227 with beta 0.685 and p-value of 0.000 less than 0.05% (critical value). This implies that the overall results provide support for the alternative hypothesis, that is; nomadic education training helps them to relate well with people. Since the coefficient of nomadic education is 0.500 therefore nomadic education training has a positive effect on nomads utilize knowledge gained from nomadic education in rural communities in Kwara State. The study therefore indicates that a unit increase in nomadic education training will bring about a 50.0% unit increase in reduction of the social context in which nomads utilize knowledge gained from nomadic education in rural communities in Kwara State.

Research Question Four

What is the economic context in which the nomads put to use the knowledge gained from nomadic education?

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.311 ^a	.902	.810	.491

a. Predictors: (Constant), Free primer are provided for you by the government

The model summary table shows that the coefficient of determination (R square) is 0.902; this implies that about 90.2% of the variation in the literacy classes against your ways of life is explained by the nomadic education, while the remaining 9.9 % is explained by other factors which are not included in the model specified. The regression equation in the formulated model appears useful for making predictions since the value of R^2 is close to 1 (0.902).

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.134	1	1.134	4.714	.031
	Residual	90.485	376	.241		
	Total	91.619	377			

a. Dependent Variable: Are the literacy classes against your ways of life.

b. Predictors: (Constant), Free primer are provided for you by the government

The table shows the Analysis of Variance on whether free primers provided for you by the government reduce the literacy classes against your ways of life. The calculated ANOVA table is analyzed to see if any of the variables are significant. The F-statistic is compared with 1 and 376 degrees of freedom using stats tables. From the ANOVA table, $F = 4.714$, p -value 0.031 at 0.05 (sig.). Since $F = 4.714$, p -value < sig level that is (0.031 < 0.05).

(critical value), the null hypothesis is hereby rejected. The study therefore accepts the null hypothesis. This implies that there is an economic context in which the nomads put to use the knowledge gained from nomadic education?

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.568	.076		20.696	.000
Free primer are provided for you by the government	-.115	.053	-.111	-2.171	.031

a. Dependent Variable: Are the literacy classes against your ways of life.

The coefficients table provides information on whether there is an economic context in which the nomads put to use the knowledge gained from nomadic education (the "Estimated Coefficients" or "beta") on the dependent variable. The t-test of the source of information is -2.171 with beta -1.111 and p-value of 0.031 less than 0.05% (critical value). Since the coefficient of free primer are provided for them by the government is -0.115, this implies that the economics context has a little proportion of reduction in literacy classes against their ways of life. The study therefore indicates that a unit increase in free primer provided for them by the government will bring about 11.5% unit increases in the reduction of literacy classes against their way of life in the study area.

Discussion of the findings

The discussion of the findings was done based on the research questions earlier raised in Chapter One. On the extent to which the nomads (learners) participate in nomadic education, the findings from the analyses based on the data collected revealed that a large percentage of respondents (nomads) participated in nomadic education programme to enhance their living standard and status. The outcome implies that the nomads were very active and attended classes frequently. This often influences their level of interaction within the community. The result of studies carried out by Abubakar and Abdullahi (1996) among nomadic settlers in Niger State showed that nomadic education programme in most rural communities in Niger State influenced the

patterns of living of the nomads. According to UNICEF (2004), nomadic education programme is tailored toward providing sustainable living for nomadic settlements and to promote their well-being.

The findings further agreed with the review of Ezeomah (2004) and Abubakar (1996) which concluded that the knowledge gained in nomadic education classes helped the nomads to contribute meaningfully to the development of the community. It was also gathered from the analysis that Ffulde language motivates the nomads to learn English Language, Social Studies, General Studies, and Mathematics, the subjects taught in nomadic education.

Based on the utilization of the knowledge gained from nomadic education classes, the findings showed that knowledge gained change the nomads' mode of dressing, and the types of food they eat. The level of interaction with non-nomads help the nomads utilize the knowledge gained, thereby contributing meaningfully to the development of the community. The knowledge gained by the nomads in nomadic education classes promotes the economy, enabling them to engage in other business activities to better the socio-economic status. It also increases their level of understanding on how to minimize cost so as to maximize profit, encouraging them to engage in cooperative activities and practice of modern banking system. All the above according to the National Commission for Nomadic Education (NCNE, 2010), were the primary aims of nomadic education. The findings corroborate the finding of Umeh (2011) which concludes that nomadic education has significant impact on the socio-economic development of the nomadic settlement. Similarly, Yusuf (2012) was of the view that nomadic education has significant correlation to the level of sustainable growth of the nomads.

The Skewness analysis also shows a positive degree of a symmetric variable which violated the assumption of normality test on Kurtosis. This implies that respondents have a good level of involvement in nomadic education. It was revealed that nomadic education training has helped the nomads increase their production process through effective communication. The finding is in line with that of the objective of National Commission for Nomadic Education (NCNE) which state that nomadic education was established to create work opportunities for an estimated 9.3 million nomads to acquire literacy skills.

The regression equation in the formulated model based on the social context in which the nomads put to use the knowledge gained from nomadic education was accepted. This however, implies that nomadic education at the nomads' ways of life, increase their level of engagement in economic

activities though the level of class attended has significant effect on their ways of life in the study area.

Summary of Findings

The following findings were made based on the analyses of data in this study.

1. The result showed that large percentage of nomads participated in nomadic education programme.
2. The result of the finding showed that knowledge gained in nomadic education classes helped the nomads to contribute meaningfully to the development of the community.
3. The result showed that the knowledge gained in nomadic education classes changed the nomads mode of dressing and the type of food they eat.

Conclusions

The findings of this study indicated that nomads averagely participated in nomadic education classes; their level of participation has significant influence on their ways of life and level of interaction with non-nomads. The study also revealed that the knowledge gained from nomadic education classes also assists the nomads in developing themselves in the area of modern banking system. The study has also proven that the attitude of the nomads towards education have been making the effort of the government fruitful. Essentially, nomadic education ensures full participation of the nomadic settlers in development of themselves and the community at large. Thus, government at all levels should appropriate support to structure the programme in such a way that will facilitate full participation of the nomads (both men and women). Thus, Government and Non-Governmental Organizations should encourage the nomads by providing the necessary materials. In conclusion, Nomadic education is a suitable tool for socio-economic development of nomadic settlements in Kwara State in particular and Nigeria as a whole.

5.3 Recommendations

Based on the findings and conclusions of this study, the following recommendations were made;

1. Language of communication and interaction in nomadic education classes should be in the English language in combination with Fulfude to enhance their participation.
2. The programme should be arranged and treated in such a way that would be flexible to accommodate other activities and areas of interest of the learners (nomads).

3. There is need for enrolment drives advocacy and social mobilization among the nomads in rural communities in Kwara State of Nigeria to create awareness to the nomadic settlement on the importance of nomadic education.
4. Provision of appreciable facilitators' training programmes via National Teachers Institute (NTI), distance learning system to enhance the total commitment and raise the standard of nomadic education.
5. The conventional approach involved in the method of imparting instruction as in formal school curriculum should be moderated and scheduled in such a way that would facilitate full participation of nomads.

References

- Adeniran and Adefalu, J. (2012). A Case Study for Nomadic Education in Nigeria. *Journal of Teacher Education Trend* (2) Kwara State College of Education, Ilorin Pg. 93 – 105.
- Ajidagba, U.A., Yusuf, A. and Olumorin, C.O. (2010). Integrating Mobile Learning to Achieve Implementation of Nomadic Education Programme in Nigeria. *Journal of Historical Sciences in Education* 6 (2).
- Dan Chuma, P.O. (2015) Strict and Nomadic Children Education in Nigeria. *Science Journal of Lagos State University* 2 (4), 44 – 50.
- Daramola, A. (2006). British Housing Act 2004, the Gypsy Nomads and Rest of the World, <http://enter-2006-ijublijana.uirs.si> paper presented at the ENHIR Conference Housing in an expanding Europe: Theory, Policy, Participation and Implementation Ljubljana, Slovenia 2-5 July, 2006 (accessed 19, October, 2006).
- Ezeomah, C. (2004). Nomadic education in Nigeria. Jos: University Press.
- Mahuata, M.G. (2008). Reforms in Nomadic Education and the Future of Nigeria. A Sociological View Point in Noah, K.O.A. (eds). *Nigeria Journal of Sociology of Education* 11, (2) Microsoft Encarta 98 Encyclopedia.
- National Commission for Nomadic Education (1989). Decree 41 of 1989 Kaduna, NCNE
- Ojukaiye, F.F. (2014). Intervention of Adult Education in the Nomads in Yagba Local Government Area Kogi State. Unpublished B.Ed Project University of Jos.
- Olojede, N.O. (2004). Sociological Foundation of Education. Osogbo: Femprint Publishers.
- Osukoya, I.O. (2008). Contemporary Issue in History and Policy on Education in Nigeria. Ibadan: Laurel Educational Publishers Ltd.