

**ASSESSMENT OF AVAILABILITY AND UTILIZATION OF  
INSTRUCTIONAL MATERIALS IN THE IMPLEMENTATION  
OF NOMADIC EDUCATION PROGRAMME IN TARABA  
STATE, NIGERIA**

**BY**

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**May, 2014**

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M.ED/EDUC/04531/2008-2009**

**A THESIS SUBMITTED TO POSGRADUATE SCHOOL,  
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CURRICULUM**

**AHMADU BELLO UNIVERSITY, ZARIA.**

**May, 2014**

## **DECLARATION**

I hereby declare that this thesis for the award of Master of Education in Curriculum and Instruction was written by me and it is a record of my own research work. It has never been submitted elsewhere for the award of any higher degree. All sources of publications and other related studies cited in this research have been duly acknowledged through references.

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**Abba Muhammad Aliyu**

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**Date**

## CERTIFICATION

This thesis titled AVAILABILITY AND UTILIZATION OF INSTRUCTIONAL MATERIALS IN THE IMPLEMENTATION OF NOMADIC EDUCATION PROGRAMME IN TARABA STATE NIGERIA by Muhammad Abba Aliyu, meets the regulations governing the award of the degree of Master of Education (M.Ed) in Curriculum and Instruction of the Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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## **DEDICATION**

This work is dedicated to the memory of Alhaji Aliyu Iya Jada and Hajiya Saudatu Modibbo Abba.

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## ABSTRACT

This study assessed availability and utilization of instructional materials in the implementation of nomadic education programme in Taraba State, purposely to determine: the extent of provision of instructional materials; relevance of the instructional Materials; quality of Teachers Supply and retention; level of utilization of instructional materials provided; and infrastructural facilities in the implementation of Nomadic Education Programme in Taraba State. Five research Questions and five null hypotheses were raised based on the five objectives of the study. Random sampling was used to select one hundred and twelve respondents in nineteen nomadic primary schools in the three senatorial zones of the state. From the population of six hundred and thirteen nomadic primary school teachers in ninety five nomadic primary schools of Taraba State. Structured questionnaire and observation were used to collect data from the respondents. A four point scale was used for the respondents to indicate their degree of satisfaction. One hundred and twenty respondents' filled and returned questionnaire. The data collected from the study were analyzed using statistical computation involving frequencies, percentages and chi square. The findings revealed that, there was no adequate provision of instructional materials to nomadic schools. Those instructional materials provided by the teachers, were relevant to the teaching methods but not peculiar to nomadic schools. The teachers lacked adequate knowledge of utilizing modern instructional materials, nomadic schools were grossly under-staffed and special materials/instructional facilities were not adequately supplied by the government. Based on the findings, it was concluded that because of the poor provision of instructional materials in nomadic schools in Taraba State, there was poor utilization of such materials. The study recommended that Government should provide electronic instructional materials to nomadic primary schools, it should be relevant to the content of the curriculum and the pupils age, workshops and seminars on Information Technology (ICT) be organized for nomadic primary school teachers to acquaint them on how to utilize modern instructional materials, government should improve by building concrete classrooms for nomadic schools instead of sitting in an open space or under tree shades.

## **OPERATIONAL DEFINITION OF TERMS**

**Ardo:** Community Leader

**Nomads:** In this study refer to the category of Fulani who move from one place to another in search of pasture for their animals.

**Fulbe:** Term used for the Fulani ethnic group.

**Special Materials:** Refers to Tent, Tarpaulin and Rubber Mats.



## LIST OF TABLES

Table 3.1: Population of Nomadic Primary School Teachers in Taraba State	- 41
Table 3.2: Distribution of sample respondents according to zone and population	- 42
Table 4.2.1: Distribution of Respondents by Zone	- - - 46
Table 4.2.2: Distribution of Respondents by Sex	- - - 47
Table 4.2.3: Distribution of Respondents by Age	- - - 47
Table 4.2.4: Distribution of Respondents by Marital Status	- 48
Table 4.2.5: Distribution of Respondents by Qualification	- 49
Table 4.2.6: Distribution of Respondents by Working Experience	- - - 50
Table 4.3.1: Availability and Utilization of Electronic Instructional Materials in Nomadic Primary Schools in Taraba State	- 51
Table 4.3.2: Availability and utilization Of Print Instructional Materials in Nomadic Primary Schools in Taraba State	- - 52
Table 4.3.3: Availability and Utilization of Non Print Instructional Materials in Nomadic Primary Schools in Taraba State-	53
Table 4.4.1: Opinion of Respondents on the Provision of Instructional Materials to Nomadic Primary Schools in Taraba State	- 54
Table 4.4.2: Opinions of Respondents on the Relevance of Instructional Materials to Nomadic Primary Schools in Taraba State	- 55
Table 4.4.3: Opinions of Respondents on the Utilization of Instructional Materials to Nomadic Primary Schools in Taraba State	- 57
Table 4.4.4: Opinions of respondents on the Provision of Qualified Teachers and Retention in Nomadic Primary Schools in Taraba State	- 58
Table 4.4.5: Opinions of Respondents on the Provision of Instructional Facilities in Nomadic Primary Schools in Taraba State	- 60

## TABLE OF CONTENT

Title Page	-	-	-	-	-	-	-	-	-	ii
Declaration	-	-	-	-	-	-	-	-	-	iii
Certification	-	-	-	-	-	-	-	-	-	iv
Dedication	-	-	-	-	-	-	-	-	-	v
Acknowledgement	-	-	-	-	-	-	-	-	-	vi
Abstract	-	-	-	-	-	-	-	-	-	vii
Operational definition of terms	-	-	-	-	-	-	-	-	-	viii
List of Tables	-	-	-	-	-	-	-	-	-	ix
Table of Contents	-	-	-	-	-	-	-	-	-	x

### CHAPTER ONE: INTRODUCTION

1.1	Background to the Study	-	-	-	-	-	-	-	-	1
1.2	Statement of the Problem	-	-	-	-	-	-	-	-	2
1.3	Objectives of the study	-	-	-	-	-	-	-	-	3
1.4	Research Questions	-	-	-	-	-	-	-	-	4
1.5	Hypotheses	-	-	-	-	-	-	-	-	5
1.6	Basic Assumptions	-	-	-	-	-	-	-	-	5
1.7	Significance of the Study	-	-	-	-	-	-	-	-	6
1.8	Scope of the Study	-	-	-	-	-	-	-	-	7

### CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1	Introduction	-	-	-	-	-	-	-	-	8
2.2	Theoretical Frame Work	-	-	-	-	-	-	-	-	8
2.3	An Overview of Nomadism	-	-	-	-	-	-	-	-	9
2.4	Blueprint on Nomadic Education in Nigeria	-	-	-	-	-	-	-	-	11
2.5	Nomadic Education Curriculum	-	-	-	-	-	-	-	-	14
2.5.1	Nomadic School Teacher	-	-	-	-	-	-	-	-	15
2.5.2	Instructional Materials and Nomadic Education	-	-	-	-	-	-	-	-	16
2.5.3	Availability of Instructional Materials in Nomadic Education	-	-	-	-	-	-	-	-	18
2.5.4	Classification of Instructional Materials	-	-	-	-	-	-	-	-	18
2.5.5	Utilization of Instructional Materials in Nomadic Education	-	-	-	-	-	-	-	-	19

2.6	Nomadic Education in Nigeria	-	-	-	-	-	-	20
2.6.1	The Roles and Functions of National Commission for Nomadic Education	-	-	-	-	-	-	22
2.6.2	Strategies Adopted for the Implementation of Nomadic Education in Nigeria	-	-	-	-	-	-	24
2.7	Nomadic Education in Taraba State	-	-	-	-	-	-	25
2.8	Review of Empirical Studies	-	-	-	-	-	-	26

### **CHAPTER THREE: METHODOLOGY**

3.1	Introduction	-	-	-	-	-	-	31
3.2	Research Design	-	-	-	-	-	-	31
3.3	Population of the Study	-	-	-	-	-	-	32
3.4	Sample and Sampling Technique	-	-	-	-	-	-	32
3.5	Research Instrument	-	-	-	-	-	-	33
3.6.1	Validation of the Instruments	-	-	-	-	-	-	34
3.6.2	Pilot Study	-	-	-	-	-	-	34
3.6.3	Reliability of the Instruments	-	-	-	-	-	-	34
3.7	Procedures for Data Collection	-	-	-	-	-	-	35
3.8	Method of Data Analysis	-	-	-	-	-	-	35

### **CHAPTER FOUR: DATA PRESENTATION AND DISCUSSION OF RESULTS**

4.0	Introduction	-	-	-	-	-	-	36
4.1	Analysis of Demographic Data	-	-	-	-	-	-	36
4.2	Checklist	-	-	-	-	-	-	40
4.3	Answer to Research Questions	-	-	-	-	-	-	43
4.4	Testing of Research Hypotheses	-	-	-	-	-	-	50
4.5	Major Findings	-	-	-	-	-	-	54
4.6	Discussion of Findings-	-	-	-	-	-	-	54

**CHAPTER FIVE: SUMMARY, CONCLUSION AND  
RECOMMENDATIONS**

5.1	Summary	-	-	-	-	-	-	-	-	57
5.2	Conclusion	-	-	-	-	-	-	-	-	58
5.3	Recommendations	-	-	-	-	-	-	-	-	58
5.4	Limitation	-	-	-	-	-	-	-	-	59
5.5	Suggestions for Further Research	-	-	-	-	-	-	-	-	59
	References	-	-	-	-	-	-	-	-	74
	Appendices	-	-	-	-	-	-	-	-	79

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

Education occupies a centre stage in social and economic development of human life as it enables him/her to live and find meaning in his/her life. Education especially at primary school level helps beneficiaries irrespective of culture, religion or economic status to enjoy a happy childhood so that they can become happier and productive adult. According to Microsoft Encarta (2009:4) article 26 of Universal Declaration of Human rights “everyone has the right to education. Education shall be free at least in the elementary and fundamental stages”. The constitution of the Federal Republic of Nigeria (1999:18) stated that “Government shall direct its policy towards ensuring that there are equal and adequate education opportunities”. In this regard the nomadic pastoralist child, whose parents are contributing daily to the growth and development of the country’s economy, should not be left behind un-educated. The nomadic child should have access to formal education and efforts should be made to ensure that functional and productive education is provided for the nomadic pastoralist child.

Educational provision in nomadic communities dates back to the pre-jihad times in the Hausa states through mobile Islamic scholars and this situation still holds today (Ardo, 1991). In the colonial period schools were established for nomads in Borno (1920) and in Daura, Katsina province (1950). However, these efforts were abandoned largely due to the fact that the nature of the nomadic pastoralist life style was not addressed (Gana, 1991).

Direct Federal Government involvement in the nomadic education programme began in December, 1989, by the promulgation of Decree 41, of 1989 which established the National Commission for Nomadic Education. This marked the beginning of the Government response

to the silence yearning of the various scattered nomadic groups in Nigeria (Nomadic Education News Vol. 1. 1995). Taraba State like other states of Nigeria, embraced Nomadic Education Programme so as to cater for its nomadic pastoralist population, after a decade of establishing and implementing the nomadic education programme in Taraba State, there is need to study the availability and utilization of instructional materials in implementation of the nomadic education programme in the State.

The term “nomadism” is a Greek word meaning cattle-driving (Tonybe 1967). Nomadic pastoralists are people who keep livestock as a source of livelihood through sale and use of livestock and its products (Abdi 2010). The nomads are people who lead migratory life without permanent abodes, they are found in different parts of the country and the world over. In Nigeria, the nomads are found mainly in the northern part, and the riverine areas of Niger Delta. These migratory herdsmen in the north include the Buduma, Kwayam, Shuwa and Fulbe. The Fulbe are larger in number than all the rest of nomads (put together). The fishermen around the riverine areas are also classified under nomads (Aminu, 2003).

## **1.2 Statement of the Problem**

The availability and utilization of instructional materials play a vital role in the implementation of Nomadic Education Programme (NEP). An instructional material enables pupils to learn, promote and sustains their interest and allows them to discover ideas for themselves. The Provision of instructional materials to nomadic schools has been part of the effort of the National Commission for Nomadic Education (NCNE). For instance the Commission, in conjunction with the Nomadic Education Centre of Usman Dan Fodio University, Sokoto were able to develop instructional materials for nomadic primary schools across the country. (Nomadic Education News vol.1, 1995). Despite the effort made by the commission in providing instructional materials to nomadic schools, most nomadic schools lack the materials

claimed to be supplied by the commission (TSUBEB 2009.) Where such materials exists there is an indication that the teachers have not been using it since most of them refused posting to nomadic schools, the few ones that accepted posting are not regular in attending (Ali, 2007). It is obvious that instructional materials must always be in harmony with teaching and learning purposes and thier absence leads to a gap in teaching and learning. Proper implementation of any curriculum is essentially a function of qualified teachers. Instructional materials may be adequately available but the schools are grossly understaffed as a result of indiscriminate transfer of nomadic primary school teachers to conventional schools (Nomadic Education News Vol. No 1), these developments and many more have motivated the researcher to embark on the study of the assessment of availability and utilization of instructional materials in nomadic primary schools in Taraba State.

### **1.3 Objectives of the Study**

This study is intended to assess the availability and utilization of instructional materials in the implementation of Nomadic Education Programme in Taraba State, specifically it seeks to:

- i. determine the extent of the provision of instructional materials in the various nomadic schools in the three senatorial zones;
- ii. determine the relevance of the instructional materials provided, in educating male and female children of nomadic Pastoralist, in nomadic primary schools in Taraba State;
- iii. determine the quality of teachers supply and retention to nomadic primary schools in Taraba State;
- iv. find out the level of utilization of instructional materials by trained and untrained nomadic teachers in teaching nomadic children in Taraba State; and

- v. ascertain the adequacy of infrastructural facilities for the implementation of Nomadic Education Programme in Taraba State.

#### **1.4 Research Questions**

The study intends to provide answers to the following research questions.

- i. to what extent are instructional materials provided to implement nomadic pastoralist education programme in the three senatorial zones of Taraba State?
- ii. how relevant are instructional materials provided are in educating male and female children of the nomadic pastoralist in nomadic primary schools in Taraba State?
- iii. how adequate are the number and quality of teachers in nomadic schools in Taraba State?
- iv. to what extent do trained and untrained nomadic school teachers utilize instructional materials in teaching their pupils?
- v. how adequate are the infrastructural facilities provided for implementing nomadic pastoralists primary education in the three senatorial zones of Taraba State?

#### **1.5 Hypotheses**

Ho1: There is no significant difference in the provision of instructional materials among the nomadic schools in the three senatorial zones of Taraba State.



Ho2: There is no significant difference in the relevance of instructional materials to male and female children of nomadic primary schools of Taraba State.

Ho3: There is no significant difference between the number of teachers provided and retention of qualified teachers in the implementation of nomadic education in Taraba State.

Ho4: There is no significant difference in the utilization of instructional materials by trained and untrained nomadic teachers of Taraba State.

Ho5: There is no significant difference on the Provision of special materials/infrastructural facilities for the implementation of nomadic education Programme of the three senatorial zones of Taraba State.

## **1.6 Basic Assumptions**

The researcher assumes that:

- i. there is provision of instructional materials to nomadic primary schools by the relevant authorities in Taraba State.
- ii. the instructional materials provided, are relevant to the male and female children of nomadic primary schools in Taraba State.
- iii. teachers of nomadic Primary Schools in Taraba State can effectively utilize instructional materials.
- iv. the respondents of this study are enlightened enough to respond appropriately to the research.
- v. there is provision of special materials/ infrastructural facilities to nomadic primary schools in Taraba State.

### **1.7 Significance of the Study**

The findings of the study will create awareness among the nomadic school managers, stake holders, and supervisors to encourage the nomadic primary school teachers to imbibe the utilization of the available instructional materials at their disposal, and to improvise where the instructional materials are not available, or cannot work effectively.

The findings of the study will motivate Government and nomadic pastoralist communities to be more participatory in the delivery of Nomadic Education Programme, for the greater attainment of the set objectives. The study will create awareness to National Commission for Nomadic Education to liaise with Taraba State Basic Education Board to post members of Federal Teachers Scheme (FTS) to nomadic primary schools in the State, so as to minimize the acute shortage of qualified teachers.

The findings of the study will stimulate the National Commission for Nomadic Education to double its effort, in implementing and moving the Nomadic Education Programme forward, and for its impact to be felt by Governments at all levels, particularly at the primary school level. The study would be beneficial to curriculum designers, planners and implementers in the area of curriculum assessment and development as it's relates to Nomadic Education Programme in Nigeria. This is because the discoveries made will contribute in the planning of a new approach and in deciding whether to modify or discontinue with the existing approach. The study will provide other researchers more researchable problems to other researchers and it will serve as a source of further empirical study.

### **1.8 Scope of the Study**

This study focuses on the availability and utilization of instructional materials in the implementation of Nomadic Education Programme in Taraba State. The study covers only the

nomadic pastoralists, in Taraba State. Generalization of the outcome of the study is therefore restricted to nomadic primary schools of Taraba State.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

Nomadic education is an intervention programme designed by the Federal Military Government through the promulgation of decree 41 of 1989 to strengthen the National Policy on Education which says that “education is the birth right of every Nigerian child and should be brought close to the environment of the child”, (FME 1980:1) as well as to meet the yearnings and aspirations of the Nomads, who have no access to formal education despite their numerous contribution to the growth and development of Nigerian economy.

Previous systems of education, like Universal Primary Education (UPE) could not bring education close to the nomadic child’s environment due to the herculean nature of the nomads, as well as their lifestyle. The literature review was set to cover areas that centre on the title of the study.

#### **2.2 Theoretical Frame Work**

This study is based on John Dewey (1859-1952) theory of progressive education. He argues that education and learning are social interactive processes and thus the school itself is a social institution through which social reform can and should take place. He believes that students thrive in an environment where they are allowed to experience and interact with the curriculum and all students should have the opportunity to take part in their learning.

Dewey makes a strong case for the importance of education not only as a place to gain content knowledge, but also to learn how to live. The purpose of education to Dewey should not revolve around the acquisition of a predetermined set of skills but rather the realization of one’s full potential and the ability to use those skills for the greater good. The theory of

progressive education was used in this study to confirm the progressive effort made by the Federal Government to enact a law (Decree 41, of 1989) which specifically concerned with the provision of formal education to the children of the nomadic pastoralists in Nigeria. This progressive effort if effectively and efficiently implemented will equip the nomadic pastoralist children with the opportunities for personal survival, realize their potentialities and improve on their mode of living.

### **2.3 An Overview of Nomadism**

The term 'Nomadism' is a Greek word (meaning) "cattle-driving" (Toynbe, 1967). Nomadism is a type of existence which involves living without fixed residence. It is a peripatetic living in which the individual has no permanent domicile (Ezeomah 1997). The nomads are ethnic or socio-profess groups who travel and migrated in large or small clans in search of means of livelihood (Ali, 2007). Nomadism refers to people who wander in search of food or pasture (Aminu, 2003); Lar (1989) is of the view that nomadism is as old as humanity. Early men were nomads for they move from one place to the other with their cattle in search of pasture. Tahir (1996) opined that some of the pastoral nomadic societies comprised nations with shared culture, language and what they perceives as equal citizenship right and access to common territory. Nomadism is virtually settled people but without a place to study: lack of a home of his own and grazing land for his cattle has forced them to be on the move throughout their life (Alkali 1991:56). The nomads are found in different parts of the world but mostly common in Central and South west Asia, as well as East, Central, North and West Africa. The nomads are found in large numbers in twenty countries of Africa: Mauritania, Libya, Algeria, Egypt, Sudan, Guinea, Niger, Mali, Burkina Faso, Ghana, Senegal, Nigeria, Cameroon, Chad, Uganda, Somalia, Ethiopia, Djibouti, Kenya and Tanzania (Ali, 2007).

Nomadism as a way of life was a logical, valid, functional and productive mode of existence. The nomadic pastoralists have proved to be resistant to external forces, their life style, culture could not be overrun by modern civilization.

The constant movement could be as a result of many factors Raay, (1975) opined that the cattle Fulani movements could be as a result of oppression by the rulers and the sedentary population. However, (Awogbade, 1991) enumerated five reasons for the movements:

- i. political factors
- ii. local government restriction
- iii. taxation
- iv. the presence of market and
- v. the Unwillingness of settled agriculturalists to foster peaceful coexistence with the Nomads.

Basically, there are two types of nomadism practiced in Nigeria today:

i.) **Pastoral nomadism:** this is associated with Fulbe race found in almost all the states of the Federation including Abuja, these are the Shuwa, Kwayam, Buduma, and Badawi found mainly in Borno and Lake Chad Basin (NCNE, 1995).

ii.) **Fishing nomadism:** this is more pronounced among the fishermen who live on sea and spend their lives hunting for fish. They are largely concentrated in Rivers, Ondo, Edo, Delta, Cross Rivers, Akwa Ibom, Ogun, Lagos and some parts of Adamawa and Taraba States (Aminu 1986).

Pastoralism could be assumed to be the only practice that does not threaten the man's environment and nomads know how to exploit it. The continuous cycle movement of man and animals allows vegetation to replenish itself and does not threaten water sources and the

grazing land around them (Strategies for Nomadic Education Delivery State of the art Review 1993).

#### **2.4 Blueprint on Nomadic Education in Nigeria**

The Federal Ministry of Education Published a Blueprint on nomadic education and distributed the blueprints, to all State Ministries of Education in the country. Section one of the Blueprint highlights the aims and objectives of nomadic education.

Ezeomah (2000) commenting on the aims and objectives of nomadic education lamented that; to retain the nomadic people's cultural identity, and to integrate them into national life, the integrative objectives for their education were stated in the National Nomadic Education policy. That is the ways and means through which they will be effectively integrated into national life through education. Their distinctive way of life will be used to develop their education and training. That is the way through which education would be used to develop their distinct work roles and the economic, social and political aspects.

The integrative aims and objectives of nomadic education are derived from the National Policy on Education (1980), which categorically stated that;

- i.) the inculcations of national consciousness and national unity;
- ii.) the survival of the individual and the Nigerian society;
- iii.) the training of the mind in the understanding of the world around him i.e. training in scientific and critical thinking; and

- iv.) the acquisition of appropriate skill abilities and competence both mental, social and physical equipment for the individual to live in his society and to contribute to its development.

### **Short Term Objectives**

Acquisition of basic functional literacy and numeracy: in practical terms literacy and numeracy should mean for the nomads the ability to do the following:

- a. reading with comprehension those things that affect their occupational roles like useful directions, tax, Jangali and Haraji receipts, instructions on health and animal treatment and manufactured instruction sheets relating to animal husbandry and agriculture
- b. read and understand national papers and magazines to know what is happening around them. Functional literacy will enable them to read simple instructions for example voting instructions in order to make independent choices on those to govern the nation;
- c. write legible and meaningful letters to friends, relations, veterinary, agriculture and livestock officers' on how to improve their herds, poultry and crops. write to government officials on the need of the clans;
- d. do simple calculations and keep record relating to the number of their herds, cost of and returns from investment on improved herds and grazing distance covered on seasonal movement, interest charges on credits and rental rates on lands measurements of land and building to hold family and herds birth and death statistics;



- e. develop scientific outlook, positive attitudes and self-reliance to deal with their problems such as reporting outbreak of diseases to government agencies; and
- f. improve their relationship with immediate neighbours, sedentary farmers and government authorities and agencies.

#### **Long Term Objectives**

- a. Acquisition of knowledge and skills to enable them improve their income earning capabilities through mixed farming, land acquisition and consequent development of grazing management including effective of good variety of toddlers (grass and legumes improvement) modern scientific livestock breeding and scientific treatment of animal diseases.
- b. Improvement of livestock products, such as milk, meat, butter, hides and skin by application of modern technology.
- c. Better marketing of their products including progressive economics of export.
- d. Appreciation of the need to use modern saving and bank credit facilities, which will enable them integrate better within the dominant national culture.
- e. Appreciation of the aims and functions of cooperatives. By so doing they will participate better in the national economic life.
- f. Production of skilled professionals and administrators of Nomadic background such as medical doctors, nurses, teachers, veterinary or livestock officers, pasture agronomist, lawyers and lawmakers etc. for effective

management of Nomadic population officers and constructive contributions to the larger society.

- g. Acquisitions of functional knowledge and skills for raising healthy, well adjusted families, and for operating happy households. Such skills will ensure the protection of family health, good child care, nutrition, sanitation, cultural and recreational activities.

## **2.5 Nomadic Education Curriculum**

Curriculum can be defined as the sum total of all systematically planned learning experiences prepared by the organization responsible for teaching a specific group for the achievements of an individual's specific goals, and those of the society in general Buckhad, (1998) and Lar (1991) observe that there is the need to design a functional curriculum for the nomads which must be of symbiotic relationship with the target society the ideology of the nomadic culture, belief system and environment. According to them, it is the relevance of the curriculum that will change the attitudes of the nomads and motivate their children to respond to education positively.

The National Commission for Nomadic Education has considered the development and institutionalization of relevant curriculum a priority in its effort to provide education for the nomads. The commission in developing the curriculum paid special attention to the fact that the nomadic pastoralists have peculiar needs, lifestyles, work rates and environment. So whatever should form the content of education for their children should take these peculiarities into consideration. The commission adapted the existing primary school curriculum into the unique socio-cultural and economic pattern of life of the nomads.

The development and adaptation of curriculum for the nomadic pastoralist according to Uyanga and Siddique (2000) was carried out by the Nomadic Education Centre located at the Usman Danfodiyo University, Sokoto, which is statutorily assigned the function of the curriculum development. The exercise involved adaptation from the existing national core curriculum for primary schools and subject areas thus: English, Mathematics, Primary Science, Social Studies, Hand Craft, Health Education, Islamic Religious Knowledge and Fulfulde.

Subject specialists and experts with sufficient knowledge of the culture, educational needs and problems of the nomadic pastoralists were utilized for adaptation, process. In doing this, attempt was made to make each objective child-centred and the contents were scrutinized for relevance with the objectives and the needs and condition of the nomads; irrelevant contents were removed or modified and replaced with more relevant ones. The main aim of nomadic education curriculum is to make schooling more appealing to nomads as well as to transform pastoralist society more effectively.

### **2.5.1 Nomadic School Teacher**

According to the blueprint on nomadic education, the Centre for Nomadic Education university of Maiduguri has the responsibility for training teachers for Nomadic Education Programme. The blueprint recommends two categories of teachers for the nomadic education Programme. The first categories are the resident teachers, who are expected to be trained teachers. The second category is the "Teacher Aids" that is the assistant teachers. They are recruited within the members of nomadic pastoralist community. The survival as well as the success of any educational programme depends on the teachers who are the implementers of the curriculum that brings about effective learning. Teachers are the live-wire of sound educational system of any nation. If the quality of education is shaken, it is usually not uncommon to point accusing fingers at teachers, no school is better than quality of teacher's

who man it (Okon and Ibanga 1982). Teachers are the heart-beat of any nation; they should be motivated and encouraged on the usage of the available instructional materials and appropriate teaching methods that can help the nomadic pastoralists children readily to apply the knowledge, skills, values and attitudes derived from the classroom. The teacher remains the most important figure in the implementation of nomadic education programme.

The Educational Research Development Council (NERDC, 1980) considers the teacher as the key man in the educational programme. Bowels (1970) regard the teacher as the single most important element in the education system. Bereday et al (1969) states that the strength of an educational system must depend largely upon the quality of its teachers, confirming this view the National Policy on Education, (1981) states that “no education system can rise above the quality of its teachers”. With regards to recruitment of teachers to teach in nomadic pastoralist schools, Tahir (1986) stated that, there is need to recruit teachers who have proper grasp of the Nomadic people’s language and culture and who are formally trained in a formal teacher education institution.

The teacher plays a great as well as vital role in the effective implementation of any nation’s educational programme, in sum the teacher is considered as the number one person in the implementation of nomadic education programme.

### **2.5.2 Instructional Materials and Nomadic Education**

Instructional materials are the resources that a teacher uses in classroom in order to facilitate the teaching and learning process, they assist the teacher to impart learning to his/her pupils with minimal difficulty and make the job of learning easier. Some of these instructional materials include:

Pictures, Sticks, Stones, duster, chalk board, paper of different kinds, notebooks and scientific instruments.

Ogbondah (2008) cited Johnson (1989) defined instructional materials as the collections and selection of resources from available resources which are applied and integrated into a systematic process of teaching and learning to make learning effective. Similarly, Agun (1988) refers them to learning materials, the proper use of which helps the learners to learn faster and better. Ogbondah (2008) cited Abdullahi (1982) who viewed instructional materials as materials or tools locally made or imported that could make tremendous enhancement of lessons impacted if intelligently use. Abdullahi (1997) considered instructional materials as anything a teacher uses from small stones, piece of papers, small sticks, and sample of leaf to chalk board, maps, charts, projectors, radio, television and computers. On the importance of the usage of instructional materials in nomadic primary schools Aliyu and Mohammed (2005:149) stated that “the success of any educational programme depends on proper planning and the availability and utilization of resources. Therefore, a successful lesson has to do with effective use of instructional materials”. Similarly where the modern instructional materials are not available or cannot work effectively in rural areas for instance television and computers, Nomadic school teachers are to be creative in improvising instructional materials. With regards to the provision of instructional/infrastructure the National Commission of Nomadic Education observed that, there is an inadequate supply of instructional materials such as textbooks, exercise books, writing materials and copies of subjects-curricular. Similarly, facilities such as classrooms and furniture are grossly inadequate (Situation Report on Nomadic Education 2002). Confirming the commission’s report, the Taraba state Directorate of Nomadic Education, stated that “there is an urgent need to provide some construction of classroom blocks to some schools through UBE, ETF, State Intervention, NCNE and self help to save such schools from a terrible un-conducive teaching and learning

environment. It is very disheartening for a pupil to go through all of his/her primary schooling without having even a simple experience of a proper classroom seating arrangement” (Taraba State Directorate of Nomadic Education Report 2009:4).

### **2.5.3 Availability of Instructional Materials in Nomadic Education**

Ekpo (2004) cited in Ogbondah (2008) opined that instructional materials are often used to compensate for the inadequacies of the sense organs or to reinforce the capacity of the dominant organs. They must be relevant for the realization of the intentions of the curriculum. Thus, there is a short fall in the available instructional materials and teachers are unable to improvise with what is available in our environment in order to effectively drive home the lesson taught. Therefore the inadequacies of sense organs are not compensated. Dahar and Faize (2011) observed that only the lower quality and less quantity of instructional materials are provided to Schools. In this way the availability is very less. Similarly, Tahir (1997) cited Ali (2007) who admitted that there is a general lack of adequate instructional materials particularly pupils text in nomadic school system. Confirming this, Awotua and Efebo (1995) cited Ogbondah (2008) said nomadic learning schools and teachers ought to ensure that instructional materials, designers prepare texts and other instructional materials on an easy-to-grasp level.

### **2.5.4 Classification of instructional materials**

Instructional materials are classified by different scholars depending on what the scholar felt about them Callaham (1971) cited in Usman (2005) put forward the basic reason for the classification of instructional materials as to help the teacher quickly with a range of possibilities in any one of the several categories. This is to help in identifying the instructional materials most suitable for use in a specific classroom situation. Abdullahi (1997) classified instructional materials into five categories: non projected, display format, audio media, still

projected and motion projected. Callaham (1971) cited in Usman (2005) asserted that instructional materials are classified into five broad categories: Audio media, Visual, Audio-Visual, Printed and Special instructional Materials. Similarly Ogbondah (2008) clearly classified instructional materials into five categories as follows:

- sensory modes instructional materials;
- printed and non- printed instructional materials;
- hardware/ equipment and software instructional materials;
- first, second and third generation instructional materials; and
- high technology/high cost and low technology/low cost instructional materials.

Lawan (2004) cited Hassan (2009) who classified instructional materials into temporary and permanent materials. Temporary instructional materials are materials that are used for short space of time, while permanent instructional materials are used for long time. Instructional materials are print and non-print items that are designed to impart information to student in the educational process. Instructional materials include items such as kits, textbooks, magazine, newspapers, etc. Dahar and Faize (2011).

### **2.5.5 Utilization of Instructional Materials in Nomadic Education**

The usefulness of instructional materials in teaching learning process are many, some of which are to facilitate teaching the learning of abstract concepts and ideas. It enhances the memory level of pupils. At this time, education has spread wide and the entire oral teaching cannot be the key to successful pedagogy; therefore the teacher has to use instructional materials to make the teaching-learning process interesting Dahar and Faize (2011, Nichollas, 2000; Raw 2003). Rowmiszowski (1974) cited in Usman (2005) asserted that resources materials do not have any of the attribute values on their own. The usefulness depends on what the teacher makes out of them. Intelligent handling of instructional materials in classroom teaching is very

necessary; therefore, teacher needs the basic knowledge and skills necessary to make the fullest application of instructional materials in their lessons. Similarly, Farrant (1977) cited Hassan (2009) while noting that the most useful of all instructional materials is the chalkboard and should be utilized as follows:

- writing should be straight and not in zig-zag form;
- key points of the lesson should be written on the board during the lesson;
- drawings and writings should be bold enough for clear visibility;
- colored chalks should be used for underlining key words and very important points on the board;
- detailed maps should be drawn on large sheets of papers or cards; and
- teachers should avoid talking to the chalk board while writing.

## **2.6 Nomadic Education in Nigeria**

According to Aminu, (1989) attempts aimed at educating the nomadic population in Nigeria, dates back to pre-jihad period when itinerant Islamic scholars, roamed the length and breadth of West Africa teaching both sedentary and nomadic population the basic tenet of Islamic religion.

The provision of western system of education, to the nomadic pastoralist in Nigeria dates back to the colonial period where schools were established in some Nomadic communities, among which were those established in 1924, in Kukawa in Ngala Local Government Area Borno State and Karkaru in Daura Local Government Area Katsina State established in 1953,(Tahir, 1997).The programme was abandoned due to the fact that the peculiar lifestyles, culture and pedagogical needs of the nomadic Pastoralist were not addressed.



Tahir, (1996) opined that a more vibrant endeavour to educate the nomads was embarked upon by some State governments in the northern States of Nigeria in the 1970s. During this endeavour, schools were established in the North-East, Kano and North Central States to cater for the educational needs of the nomadic communities. However, these efforts were sporadic and many nomadic communities did not avail themselves of such opportunities because of the fact that the curriculum was not suitable to them in both content and delivery. It is worthy to note that, the 1976 UPE scheme did well in educating some nomadic population and the beneficiaries of the schemes are now contributing their quota to the growth and development of Nigeria in various works of life (NCNE,1995). With these laudable policies, the nomads did not benefit much in terms of provision of modern system of education, because it was not brought close to their environment as enunciated by the National Policy on Education (1981) which states that education is the birth right of every child and should be brought close to the environment of the child.

It was on the spirit of Article 26 of 1940 Universal Declaration of Human Rights, that the 1979 Constitution and the provisions of the National policy on Education which gave rise to fresh Federal Government initiative that was determined not to exclude anyone from per taking in formal education in Nigeria. In recognition of the need to provide equal education opportunities for all, the Federal Government launched the Nomadic Education Programme in 1986 (Ali, 2007).

The formal launching of Nomadic Education Programme in Nigeria was held in Yola the headquarters' of Adamawa State on the 2<sup>nd</sup> July, 1987. States and Local Governments all over the country later followed suit. By the late 1988, the Federal Government inaugurated a 32 member National Advisory Committee on Nomadic Education. The advisory committee later metamorphosed into the National Commission for Nomadic Education, with some members absorbed as board management of the commission. The commission was established via

Decree 41 of December, 1989 (Nomadic Education News vol. 1 No.2 Sp. Edition).According to the guidelines on the operation of Nomadic Education Programme in Nigeria (1997), the implementation of nomadic education requires the involvement, support and active collaboration of all tiers of governments, relevant agencies, parastatals, non-governmental organization, local communities and International organizations.

### **2.6.1 The Roles and Functions of National Commission for Nomadic**

#### **Education**

According to the blueprint on Nomadic Education (1997) implementation of nomadic education requires the involvement, support, and active collaboration of all tiers of government, relevant government ministries agencies, parastatals, nongovernmental organizations, local communities and international organizations. However, for the purpose of this study the role of the National Commission for Nomadic Education will be considered.

The Commission was established by Decree 41 of December, 1989, to provide functional educational needs of the children of the nomadic pastoralist. As contained in the blue print of Nomadic Education, (1997). The commission is charged with the following functions:

- i. formulate policy and issue guidelines in all matters relating to Nomadic Education in Nigeria;
- ii. provide funds for research and personnel development for the improvement of Nomadic Education in Nigeria, development of programmes on Nomadic Education equipment instructional materials, construction of classrooms and other facilities relating to Nomadic Education in Nigeria;
- iii. arrange effective monitoring and evaluation of activities of agencies concerned with Nomadic Education;

- iv. establish, manage and maintain Primary schools for nomadic children including the establishment of schools in settlement curved out for nomadic people;
- v. implement guidelines and ensure geographical spread of nomadic education activities and target for nomadic people who cross state boundaries;
- vi. liaise and cooperate with participating ministries and agencies so as to forge an effective inter-ministerial committee for the provision for welfare services such as grazing land reserves, settlement, grazing areas, dams, clinic, etc;
- vii. ensure effective supervision and inspection of schools;
- viii. collate analyze and publish information relating to Nomadic Education in Nigeria and obtain information from all sources which facilitate effective implementation of Nomadic Education programmes.
- ix. determine standards of skills to be obtained in nomadic schools and undertake periodic review of standards;
- x. prepares reliable statistics of nomads and their children of school age;
- xi. act as agency for channelling all external aids to nomadic schools in Nigeria;
- xii. receive grand's and funds from governments and other agencies such as UBEC and disburse/allocate them to Local Government, State, Local communities, University Centres, Zonal offices etc.;
- xiii. monitor the various schemes being implemented for nomads by various government development agencies and ministries;
- xiv. provide the necessary data on the culture and demography of nomads to ministries, agencies and organizations that may need such data for planning purpose; and
- xv. organize activities, which prompted peaceful coexistence between nomads and their sedentary neighbours.

### **2.6.2 Strategies adapted for the implementation of Nomadic Education in Nigeria**

Since its inception the National Commission for Nomadic Education, has evolve a number of distinct programmes which are aimed at meeting the basic educational needs of the nomadic pastoralist communities in Nigeria, (Situation Report on Nomadic Education). These are the provision of:

- i. primary education to the children of nomadic pastoralist and fishermen children. This is pursued in collaboration with states, local governments and communities;
- ii. academic support services through the university based nomadic education centres in Jos, Maiduguri, Sokoto and Port Harcourt; and
- iii. adult extension education; which comprises three main activities viz:
  - a) public enlightenment and mobilization trough the use of FRCN Kaduna and meeting with community leaders;
  - b) adult education for Nomadic men and women; and
  - c) animal health and veterinary services and formation of cooperative societies in Pastoral Nomadic homesteads.
- iv. the establishment of linkage relationship and partnership with sister parastatals Non Governmental Organizations (NGOs), Community Based Organizations (CBOs) and National and international agencies; and
- vi. the development of a distance learning scheme using the Radio in order to make basic education more accessible to Nomadic children and adults.

### **2.6.3 The Provision of Primary Education**

One of the Commission's basic responsibilities is the provision of primary education to the children of nomadic pastoralists children. This responsibility is carried out in close

collaboration with states, local governments, and local communities. According to, (Situation Report on Nomadic Education 1993), the National Commission for Nomadic Education uses a multi-faceted approach in the provision of primary education to the children of nomadic pastoralist. These are: on site schools, the shift system with alternative intake; Islamiyya schools and to limited extent mobile schools. Thus type of classroom structure also varies. For instance there are nomadic pastoralist schools with permanent structures, mobile classroom structures and schools in which teaching is conducted under Tree shades.

## **2.7 Nomadic Education in Taraba State**

According to the Taraba State Directorates of Nomadic Education, nomadic education programme was introduced to Taraba State when she was then a zone under defunct Gongola state, with forty five nomadic primary schools, located in five local government areas of the state, (TSUBEB 2009).

However, the schools have now risen to 95 spread across 13 out of the 16 local government areas of the state. This indicates that there is an increase of 65% of the total number of schools and also an increase in the participating local government areas in the state. Although the programme has recorded a great success in the state however, it is faces problems in the area of study such as:

- a.) problems of teacher retention in nomadic schools: teachers are not willing to accepting to nomadic schools and this is because of the terrain where schools are located;
- b.) ignorance: lack of awareness by the parents and about western system of education also makes it difficult to convince them to enrol their children into the nomadic primary schools and this brought about poor enrolment in most of the nomadic schools;

- c.) movement: constant movement of the nomadic pastoralist from one place to another is also considered a major obstacle that has led to the non-graduation of pupils in the nomadic primary schools in the state. (TSUBEB 2009).

## **2.8 Review of Empirical Studies**

Ogunsola, (1999) focused on the role of libraries in the effective implementation of Nomadic Education in Nigeria. He discovered that the roles of which the libraries are expected to play in the Nomadic Education scheme can never be over-emphasized. Since the nomads are constantly on the move, usually teacher-based instructional programs may not be available as at when required. The present study is significantly different from Ogunsola's (1999) work in terms of scope. The present study unlike the former is wider in scope and focuses on the assessment of availability and utilization of instructional materials in the implementation of nomadic education with a view to pupils' progress and raising the quality of life of the nomads.

However, in spite of difference in scope Ogunsola's (1999) study has some relevance to the present study. This study agreed with formers assertion that this is the time to give attention to library development in nomadic primary schools. This study also agrees with Ogunsola (1999) in the area of providing nomadic schools with mobile libraries for continuity in teaching and learning as well as for the effective implementation of nomadic education programme.

Ali (2007) conducted a research on evaluation of self initiated projects by the nomads towards the effective implementation of Nomadic Education Programme in Borno State; the objective of the study was to mobilize the nomads to contribute their quota towards the education of their children. The study of Ali (2007) was restricted to the role of the nomadic pastoralist parents in self initiated projects for the effective implementation of Nomadic Education Programme in Borno State. However, the study was silent about the role of the nomadic

pastoralist on the provision of instructional materials for effective implementation of nomadic education programme.

Similarly, the work of Ali (2007) had some relevance to the present study. It agreed that the contribution of nomadic pastoralist in self-initiated projects will assist eminently towards the successful implementation of Nomadic Education Programme.

Abdi (2010) conducted a research on the challenges and opportunities of reaching nomadic communities in Wajir Kenya. The objective of the study was to investigate the education situation for nomadic pastoralists in terms of access participation and enrolments. The researcher recommended that, nomads usually adopt a group settlement for the purpose of Koran (Quran) schools. This norm of settling together is an opportunity that can be exploited for the formation of educational camps. Abdi (2010) advised that the government with the help of nomads should establish two to three camps. These should be established near or along the seasonal migration routes of the nomadic communities so that during the rainy seasons they are found around a certain camp (rainy camp) while during the dry seasons they are at another camp (dry, season camp) and a third one for the extreme seasons such as when the drought persist longer than anticipated (emergency camp). The present study significantly differs with the work of Abdi (2010) in terms of accessibility to Western system of education to the nomads in Kenya because the Nigerian nomads have access to the western system of education through the provisions of mobile schools and collapsible classrooms for the nomads.

Similarly the work of Abdi (2010) had some relevance to the present study in terms of providing the nomadic pastoralist with functional and productive education in whichever part of the world they may be.

Halliru (1995) conducted a research on the problems and prospects of implementing Nomadic Education Programme in Suru Local Government Area of Kebbi State. Halliru (2005) discovered that, the nomadic pastoralist indicated fear in the influence of western education to their culture, which could result to the lost of their identity.

The present study is similar to Halliru (1995) in objectives; both are interested in finding out the problems of effective implementation of nomadic education programme. However, the former study is limited in scope, as it is restricted to the cultural and socio-economic problems, of implementing Nomadic Education Programme. The present study is wider in scope by including the problems of teacher supply and retention to nomadic primary schools.

Baba (1998) conducted a research on the evaluation of community participation in the implementation of nomadic education programme in Kaduna State. The research discovered that there was a high- level of community participation in the establishment of nomadic primary schools and the provision of welfare facilities for nomadic staff.

The present study is similar to Baba's (1998) observation. Community participation in establishing schools, especially nomadic pastoralist, plays an important role in the implementation of Nomadic Education Programme. However, in spite of the similarities, Baba's (1998) focuses on the community participation in establishing schools, while the present study is wider in scope as it includes provision of instructional/special materials and the qualification of teachers that are available in the nomadic schools.

Ali and Usman (2002) conducted a research on effects of group counselling on the attitude of nomadic Fulani male parents towards girl-child education in Madagali Local Government Area of Adamawa State. The research discovered that counselling was effective in changing parents' negative attitude towards girl child education in Madagali Local Government Area of Adamawa State for the successful implementation of Nomadic Education Programme in



Nigeria. The present study is similar to Ali and Usman's (2002) conclusion. Guidance and counselling plays a vital role on successful implementation of Nomadic Education Programme in Nigeria, the previous study was narrow in scope its focuses only on girl-child education and restricted to only a Local Government Area.

The Present Study is wider in scope as it assesses the availability and utilization of instructional materials in the implementation of nomadic education. It was revealed from the previous research on the implementation of nomadic education that, it requires the provision of variety of instructional materials, such as facilities for mobile library, self initiated project, access participation of nomads in the nomadic education programme; these are labour intensive and costly.

The availability and utilization of instructional materials for the implementation of nomadic education is cost less as compared to the provision of library facilities, since many of the instructional materials are commonly associated with pupil's environment and less expensive, therefore, the heart of teaching and learning process lies on the availability and utilization of instructional materials.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Introduction

This chapter focuses on the procedural steps and methods used in the study. These include research design population of the study, sample and sampling techniques, instrument for data collection, validation and reliability of instruments, pilot study, and method of data collection as well as data analysis.

#### 3.2 Research Design

Survey Research method was used for this study. Survey according to Abdullahi, (1995) is the systematic collection of data or information from population or a sample of the population through the use of personal interview, opinion scale, questionnaire, and / or observation. Osuala (1982) opined that survey studies, both large and small population, by selecting samples chosen from the population to discover the relative incidence distribution and inter-relations of sociological and psychological variable. Van Dalen and Meyer (1966) who cited Nwanko (1984) asserted that the purpose of descriptive survey research are to collect detailed factual information that describe existing phenomenon to identify problems or justify current conditions and practices to make comparison and evaluations and determine what they are doing in similar problems or situations and benefit from their experience in making future plans and decisions.

Survey research method is appropriate for this study because it's enable the researcher to collect and analyse data from people considered as fair representation of the group (random sampling) so that the finding can be generalized on the entire population. It is an approach which describes situation as they exist in natural setting like the availability of instructional materials in nomadic primary schools in Taraba State.

### 3.3 Population for the Study

The population for this study is all the nomadic primary school teachers in the three senatorial zones of Taraba State. The total population for the study was six hundred and thirteen teachers located in ninety five nomadic primary schools. Table 3.1 below shows the breakdown according to the zones.

**Table 3.1:** Population of Nomadic Primary School Teachers in Taraba State

Status	Zone	Population
Teacher	Western	151
	Central	251
	Northern	211
<b>Total</b>		<b>613</b>

**Source:** Directorate of Nomadic Education Taraba State (2009)

### 3.4 Sample and Sampling Techniques

Gay (1980) suggests that for descriptive research a minimum sample of 10% of the population would be considered enough, while Fungason (1970) recommended 10% and above of large population as a sample size. This study randomly selected one hundred and twenty two respondents from the population of six hundred and thirteen teachers, in the three senatorial zones of the State, representing twenty percent of the entire population of teachers who

served as respondents. Table 3.2 shows the breakdown of sampled population according to the zones.

**Table 3.2: Distribution of sample respondents according to zone and population**

<b>Zone</b>	<b>Population</b>	<b>Sample Size</b>	<b>%</b>
<b>Western</b>	151	30	5
<b>Central</b>	251	50	8
<b>North</b>	211	42	7
<b>Total</b>	613	122	20

**Source:** Directorate of Nomadic Education Taraba State (2009)

### **3.5. Research Instrument**

For the purpose of this study, questionnaires and observations were used for data collection. The questionnaire items were structured to reflect all the content of the research questions. The questionnaire was divided into two sections “A” and “B”. Section A reflected the demographic data of the respondents and consist 1 – 6 items. While section B contained statements that are appropriate to assess the availability and utilization of instructional materials in the implementation of nomadic education programme in Taraba State. This part consists of five sections and it addresses the research objectives.

Questionnaire was considered appropriate for this study because most of the respondents are literate, so it saves time. The questionnaire is on four point Likert modified scale of Strongly Agreed (SA) 4, Agree (A) 3, Disagree (D) 2 and Strongly Disagree (SD) 1, in positive situation

but in negative situation in the reverse order. The Likert scale was used because it enables the respondents to indicate their degree of agreement in given information. A checklist was prepared to collect data on the observed instructional materials. The checklist was divided into three sections A, B and C. Section A reflected on electronic instructional materials, Section B reflected on Print instructional materials and Section C reflected on non print instructional materials.

### **3.6.1 Validation of the instruments**

According to Gazali (1993) Logical reasoning and experts' advice are the most important tools for validating an instrument. In this connection questionnaire was drafted and distributed to colleagues and senior Lecturers, in the Federal College of Education Yola, for observation, comment, and advice and after modification it was submitted to my supervisors at the Ahmadu Bello University Zaria, who are experts with long years of experience in the field of research who finally approved the questionnaire.

### **3.6.2 Pilot study**

A pilot study was conducted in two nomadic primary schools, thus: Koko Nomadic Primary School and Luggere Tunapu Nomadic Primary Schools with twenty respondents, ten from each school. The outcome of the pilot study provides validity and reliability for the instruments, as well as the procedure to be adopted.

### **3.6.3 Reliability of the Instrument**

The reliability of the instrument was calculated using a split-half method of Guttman. The method involves the division of the scores of respondents in the test items during the pilot study into two split halves (even and odd numbers) separately and correlated. A Correlation Co-efficient ( $r$ ) by applying the Pearson Product Moment Coefficient Correlation formula

(PPMC), gave a reliability coefficient of 0.81, which was considered reliable. According to Rama (2007), the reliability coefficient can range from 0 to 1 with 0 zero representing an instrument with full of error and 1 representing total absence of error. A reliability coefficient of 0.81 is therefore considered reliable.

### **3.7 Procedures for Data Collection**

The administration of questionnaire and data collection was carried out by the researcher with the help of research assistants, who were trained on the methods of administering the questionnaire and data collection methods for two weeks.

### **3.8 Statistical Techniques Used**

The researcher used frequencies and percentages to present the bio data variables, while mean standard deviations, standard error of mean were used for other descriptive analysis of opinions.

Non- parametric inferential statistics of chi-square ( $\chi^2$ ) was used to accept or reject research hypotheses at 0.05 level of significance.

## CHAPTER FOUR

### PRESENTATION AND DISCUSSION OF RESULTS

#### 4.1 Introduction

This chapter presents the data collected from the field for analysis, interpretation and discussion. Out of 122 sampled respondents, 120 were returned as valid. The first section presents the bio data variables distribution in frequencies and percentages. The second section answers the five research questions as opinion of respondents by means of frequencies of strongly agreed, Agreed, Disagreed and Strongly Disagreed and means standard deviation and standard error in each question. The third sections test the five hypotheses by means of Chi square statistics at 0.05 level of significance.

#### 4.2 Analysis of Demographic Data

**Table 4.2.1: Distribution of Respondents by Senatorial Zones**

Zone	Frequency	Percentage
Western	30	25
Central	49	40.8
Northern	41	34.1
<b>Total</b>	<b>120</b>	<b>100</b>

**Source:** Field survey 2012

The zone of the respondents as presented in Table 4.1.1 revealed that western zone had 30 representing 24.5% of total sample, central zone had 49 respondents representing (40.9%) and central zone had 42 respondents representing 34.4%. The result showed that Central Zone had the highest number of sampled teachers, followed by Northern Zone. This size sample was based on the parent population thus the difference.

**Table 4.2.2: Distribution of Respondents by Sex**

<b>Sex</b>	<b>Frequency</b>	<b>Percentage</b>
Male	90	75.0
Female	30	25.0
<b>Total</b>	<b>120</b>	<b>100.0</b>

**Source:** Field survey 2012

Table 4.1.2 showed that 90 (75.0%) were male and rest 30 (25.0%) were female. This is a reflection on the situation on ground. There are actually more male than female teachers in the nomadic primary schools in Taraba State.

**Table 4.2.3: Distribution of Respondents by Age**

<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
30 – 34	50	41.7
35 – 45	40	33.3
46 and above	30	25.0
<b>Total</b>	<b>120</b>	<b>100.0</b>

**Source:** Field survey 2012



Results of Table 4.2.3 showed that 50 of the respondents representing 41.7% were between 30 – 34 years of age, while 40 (33.3%) others were between 35 – 45 years old, and the remaining 30 respondents representing 25.0% were 46 years, or above. This indicated that majority percentage of respondents were young and active, matured enough to parade the needed information. The result showed that young people were now involved in teaching, particularly in nomadic primary schools.

**Table 4.2.4: Distribution of Respondents by Marital Status**

<b>Marital Status</b>	<b>Frequency</b>	<b>Percentage</b>
Married	80	66.7
Single	40	33.3
<b>Total</b>	<b>120</b>	<b>100.0</b>

**Source:** Field survey 2012

Outcome of Table 4.2.4 revealed that 80 (66.7%) of the respondents were married, while the remaining 40 representing 33.3% were single. This indicated that majority of nomadic primary school teachers were married

**Table 4.2.5: Distribution of Respondents by Qualification**

<b>Qualification</b>	<b>Frequency</b>	<b>Percentage</b>
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Degree	10	8.3
HND	6	5.0
OND	11	9.2
NCE	21	17.3
TC II	44	36.7
HIS	10	8.3
Others	18	15.0
<b>Total</b>	<b>120</b>	<b>100.0</b>

Majority of the respondents numbering 44 (36.7%) had TC II Certificates, while 21 others representing 17.3% had the NCE Certificates as against 10 (8.3%) with degree, while the same number having HIS Certificates, and 11 others representing 9.2% had OND Certificates and 6 others representing 5.0% had HND and the rest 18 representing 15.0% have other types of qualifications. Table 4.2.5 indicated that educational qualification of most nomadic primary school teachers is lower, than the Nigerian Certificate in Education (N C E), which should be the minimum teaching qualification in Nigeria. This low qualification can affect their ability to, improvise and use instructional materials especially the modern ones.

**Table 4.2.6: Distribution of Respondents by Working Experience**

<b>Working Experience (Years)</b>	<b>Frequency</b>	<b>Percentage</b>
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Nil	13	10.8
1 – 4	41	34.2
5 – 8	29	24.2
9 -12	10	8.3
13 – 16	27	22.5
<b>Total</b>	<b>120</b>	<b>100.0</b>

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Table 4.2.6 showed that 41 of the respondents representing 34.2% have between 1 – 4 years working experience, following by 29 (24.2%) others with 5 – 8 years of working experience, while 27 (22.5%) have between 13 – 16 years working experience. Others 10 (8.3%) have between 9 – 12 years working experience. The rest 13 (10.8%) have no working experience. This revealed that majority of teachers in nomadic primary schools had low experience in teaching. Utilization of the available instructional materials could be best, if handled by teachers with long experience in teaching profession (Afolabi 2008).

**4.2 Checklist on the availability and utilization of instructional materials in nomadic primary schools in Taraba state.**

**Table 4.2.1: Availability and Utilization of Electronic Instructional Materials in Nomadic Primary Schools in Taraba State**

<b>Electronic Instructional Materials</b>		<b>Available Functional &amp; Usable</b>	<b>Available Functional Not Usable</b>	<b>Available Non functional not Usable</b>	<b>Not Available</b>	<b>Total</b>
<b>Computer System</b>	<b>Freq</b>	0	0	0	19	19
	<b>%</b>	0	0	0	100	100
<b>Television/ Video Player</b>	<b>Freq</b>	0	0	0	19	19
	<b>%</b>	0	0	0	100	100
<b>Motion Pictures</b>	<b>Freq</b>	0	0	0	19	19
	<b>%</b>	0	0	0	100	100
<b>Tape Recorder</b>	<b>Freq</b>	5	2	3	9	19
	<b>%</b>	26.3	10.5	15.8	47.4	100
<b>Radio</b>	<b>Freq</b>	7	2	3	7	19
	<b>%</b>	36.8	10.5	15.8	36.8	100
<b>Video-Tape</b>	<b>Freq</b>	0	0	0	19	19

/CD-Rom	%	0	0	0	100	100
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Table 4.3.1, revealed that electronic instructional materials such as computers, television sets, motion pictures, video-tapes and CD-ROMs were not available in nomadic primary schools in Taraba State. This is represented by 0%. The few available, functional and usable electronic instructional materials were tape recorders and radio sets with 26.3% and 36.8 % respectively. While 10.5 % of both Radio and Tape Recorders were available, functional but not usable. Similarly, 15.8 % both Radio and Tape Recorders were available but not functional and not usable.

**Table 4.2.2: Availability and Utilization of Print Instructional**

**Materials in Nomadic Primary Schools in Taraba State**

Print Instructional Materials		Available Functional & Usable	Available Functional Not Usable	Available Non Functional Not Usable	Not Available	Total
Text Books	Freq	1	0	0	18	19
	%	5.3	0	0	94.7	100
Journal	Freq	5	3	5	6	19
	%	26.3	15.8	26.3	31.6	100
Newspaper	Freq	5	0	3	11	19
	%	26.3	0	15.8	57.9	100

<b>Magazines</b>	<b>Freq</b>	2	0	0	17	19
	<b>%</b>	10.5	0	0	89.5	100
<b>Posters</b>	<b>Freq</b>	18	0	0	1	19
	<b>%</b>	94.7	0	0	5.3	100
<b>Maps</b>	<b>Freq</b>	7	0	0	12	19
	<b>%</b>	36.8	0	0	63.2	100

Table 4.3.2. Revealed 95% of print instructional materials (posters) as available, functional and usable in nomadic primary schools in Taraba State, while Newspapers were 26.3 % available, functional and usable ,15.8 % available, functional but not usable and 57.9 % not available. Magazines were 89.5 % not available and Textbooks 94.7 % not available. Similarly Maps has 63.2 % not available and 36.8 % available, functional and usable.

**Table 4.2.3: Availability and Utilization of Non-print Instructional Materials in Nomadic Primary Schools in Taraba State**

<b>Non Print Instructional Materials</b>		<b>Available Functional &amp; Usable</b>	<b>Available Functional Not Usable</b>	<b>Available Non Functional Not Usable</b>	<b>Not Available</b>	<b>Total</b>
<b>Projectors/ Slides</b>	<b>Freq</b>	0	0	0	19	19
	<b>%</b>	0	0	0	100	100
<b>Films</b>	<b>Freq</b>	0	0	0	19	19

	<b>%</b>	0	0	0	100	100
<b>Slides</b>	<b>Freq</b>	0	0	0	19	19
	<b>%</b>	0	0	0	100	100
<b>Charts Wall</b>	<b>Freq</b>	0	0	0	19	19
	<b>%</b>	0	0	0	100	100
<b>Chalkboards</b>	<b>Freq</b>	16	1	1	1	19
	<b>%</b>	85	5	5	5	100
<b>Chalk</b>	<b>Freq</b>	14	0	0	5	19
	<b>%</b>	74	0	0	26	100

Table 4.3.3 revealed that, chalkboard was 85 % available, functional and usable in nomadic primary schools in Taraba State, while chalk was found 74 % available, functional and usable and 26 % not available. Similarly, charts wall, films and slides were 100 % not available.

#### 4.4 Answers to Research Questions

**Research Question 1:** To what extent are instructional materials provided, to implement Nomadic Pastoralist Education Programme in Taraba State?

**Table 4.4.1: Opinion of respondents on the Provision of Instructional Materials to Nomadic Primary Schools in Taraba State**

S/n	Items	Response Category				Mean	S.D	S.E
		SA	A	D	SD			
1	Instructional materials are adequately provided by State the government to nomadic primary schools in Taraba State.	-	30	36	54	1.8000	.8158	.0744
2	Instructional materials are mainly provided by nomadic primary schools in Taraba State.	-	84	30	6	2.6500	.5746	.0744
3	Instructional materials provided are of different varieties in nomadic primary Schools in Taraba State.	6	6	102	6	2.1000	.5407	.0524
4	Instructional materials provided are of high quality in nomadic primary schools in Taraba State.	-	-	54	66	1.4500	.4995	.0456

The outcome of the table 4.4.1 revealed that instructional materials are mainly provided by Nomadic Primary School teachers in Nomadic Primary Schools in Taraba State. This is because the item has the mean response of 2.6500. Details showed that 84 respondents agreed 36 disagreed. Similarly the provision of instructional materials to nomadic schools by the Taraba State Government has the mean response of 1.8000. Details showed that 30 respondents agreed and 90 disagreed. This showed that there is no adequate provision of instructional



materials to nomadic primary schools by Taraba State government. Even the few ones provided were mostly by the schools themselves and mostly of low quality.

**Research Question 2:** How relevant are the instructional materials provided to the needs of the nomadic schools in Taraba State?

**Table 4.4.2: Opinion of respondents on the Relevance of available Instructional Materials to Nomadic Primary Schools in Taraba State**

S/n	Items	Response Category				Mean	S.D	S.E
		SA	A	D	SD			
1	The instructional materials provided are peculiar to curriculum materials to nomadic primary schools in Taraba State.	6	18	90	6	2.2000	.6025	.0550
2	The instructional materials provided are relevant to the sex and age of pupils in nomadic primary schools in Taraba State.	6	18	48	48	1.8500	.8565	.0781
3	The instructional materials provided are relevant to the methods of teaching in nomadic primary schools in Taraba State.	-	84	18	18	25.000	.7430	.0678
4	The provided electronic instructional materials (Television, projector, computer) relevant to nomadic primary schools in Taraba State.	4	11	64	41	1.8167	.7332	.0669
5	There is provision of power supply (Generator and Solar panel) to be used for operating the electronic instructional materials provided to nomadic schools in Taraba State.	1	3	35	81	1.3667	.5788	.0528

The outcome of the Table 4.4.2 showed that the instructional materials provided to nomadic primary schools in Taraba State was relevant only to the method of teaching. This item

attracted the mean of 2.5000. It's also revealed that 84 respondents agreed and 36 disagreed. The table also revealed that the instructional materials provided are not peculiar to the nomadic primary school curriculum with the mean of 2.200 with, 24 respondents agreed and 96 respondents disagreed. The result from the table revealed that provided electronic instructional materials (television sets, projectors, and computer systems) were not relevant to Nomadic Primary Schools in Taraba State. The item attracts the mean response of 1.8167. Details further revealed that 15 respondents agreed and 105 disagreed. The result also showed that there is no electronic power supplied to operate provided electronic instructional materials (television sets, projectors, and computer systems). The item has the mean response of 1.3667. Details revealed that 4 respondents agreed and 116 disagreed. Result showed that the available instructional materials in nomadic primary schools were only relevant to the teaching methods, but not peculiar to nomadic school's curriculum and not relevant to the learners' age. The result also revealed that electronic instructional materials (television sets, projectors and computer systems), were not relevant to nomadic primary schools in Taraba State, this could be as a result of lack of concrete building structures for keeping the electronic instructional materials (television sets, projectors, and computer systems).

**Research Question 3:** To what extent do nomadic school teachers utilize m instructional materials in teaching their pupils?

**Table 4.4.3: Opinion of respondents on the Utilization of Instructional Materials in Nomadic Primary Schools in Taraba State**

S/n	Items	Response Category				Mean	S.D	S.E
		SA	A	D	SD			
1	Provided instructional materials are adequately utilized in nomadic primary schools in Taraba State.	-	18	96	6	2.1000	.4377	.0399
2	nomadic pastoralists' children are exposed to modern instructional materials in nomadic primary schools in Taraba State.	6	-	66	48	1.7000	.7171	.08554
3	Nomadic pastoralist's teachers lack knowledge of utilization of modern instructional materials in nomadic primary schools in Taraba State.	48	66	6	-	3.3500	.5746	.0524
4	Nomadic pastoralist's children are taken to field trip/excursion to complement instructional materials in nomadic primary schools in Taraba State.	-	-	78	42	1.6500	.04789	.0437

The result of the Table 4.4.3 showed that Nomadic Primary School teachers lack the knowledge of utilizing modern instructional materials in Nomadic Primary Schools in Taraba State. The item attracted the highest mean response of 3.3500. Details of responses further revealed that 114 agreed and 6 disagreed. The table also revealed that provided instructional materials are not adequately utilized in nomadic primary schools in Taraba State, the item has

the mean of 2.1000. Details of responses showed that 18 agreed and 102 disagreed. It also revealed pupils are not taken for field trip/excursions.

Result showed that nomadic school pupils were not exposed to modern instructional materials, because the modern instructional materials were not available and the teachers lack the knowledge of utilizing them and pupils were not taken out for field trip/excursions to acquaint them with first hand information and to develop their aesthetic sense.

**Research Question 4:** How adequate is the number and quality of teachers in nomadic schools in Taraba State?

**Table 4.4.4: Opinion of respondents on the Provision of Qualified Teachers and retention in Nomadic Primary Schools in Taraba State**

S/n	Items	Response Category				Mean	S.D	S.E
		SA	A	D	SD			
1	Nomadic primary schools in Taraba State are grossly under staff.	108	6	6	-	3.8500	.4789	.0437
2	Teachers are indiscriminately transferred from nomadic to the conventional primary schools in Taraba State.	54	60	6	-	3.4000	.5855	.0534
3	There are few qualified teachers in nomadic primary schools in Taraba State.	66	48	6	-	3.5000	.5940	.0542
4	Qualified teachers are evenly posted across to nomadic primary schools in Taraba State.	-	12	102	6	2.0500	.3856	.0352
5	Special allowances are being paid to nomadic primary schools in Taraba State.	-	6	36	78	1.4000	.5855	.0534

Outcome of the Table 4.4.4 revealed that Nomadic Primary Schools in Taraba State are grossly under staffed. This item attracted the highest mean response of 3.8500. Details of responses on this item further showed that 114 agreed and 6 disagreed. The result from the table also revealed that qualified teachers in nomadic primary schools in Taraba State were few. It has the mean response of 3.5000. Details of responses on the item showed that 114 agreed and 6 disagreed. The result revealed that teachers were indiscriminately transferred from nomadic to conventional schools. The item has the mean of 3.4000. Details of responses on this item further showed that 114 agreed and 6 disagreed. The result also revealed that qualified teachers were not evenly posted to various nomadic schools across the state it has the mean response of 2.0500. Details of responses on the item showed that 114 agreed and 6 disagreed. The result from the table also revealed that no special allowance is being paid nomadic school teachers with the mean response of 1.4000. Details of responses on this item showed that 114 disagreed and 6 agreed

Result showed that nomadic schools were grossly understaffed and even the few qualified ones were indiscriminately transferred, to conventional schools and no motivation or incentive to boost the morale of nomadic teachers to retain them in the nomadic school.

**Research Question 5:** How adequate are the infrastructural facilities provided for nomadic pastoralist primary schools in Taraba State?

**Table 4.4.5: Opinion of respondents on the Provision of Instructional Facilities in Nomadic Primary Schools in Taraba State**

S/n	Items	Response Category				Mean	S.D	S.E
		SA	A	D	SD			
1	There are adequate classroom building structures in your nomadic primary schools in Taraba State.	-	6	48	66	1.5000	.5940	.0542
2	All your classrooms and offices are fully furnished in nomadic primary schools in Taraba State.	-	9	48	63	1.0800	.5990	.0543
3	Special materials like rubber mat, tent and tarpaulin are provided in nomadic primary schools in Taraba State.	-	6	102	12	1.9500	.3856	.0352
4	Dilapidated buildings in your school are renovated as required	-	6	84	30	1.8000	.5120	.0467
5	Broken furniture are replaced in your school as required in nomadic primary schools in Taraba State.	-	6	108	6	2.0000	.3175	.0289
6	Dilapidated mats and tarpaulin are refurbished in your nomadic primary schools in Taraba State.	-	6	78	36	1.7500	.5384	.0491

Outcome of the Table 4.4.5 revealed that broken furniture are not replaced in the schools as required in Nomadic Primary Schools in Taraba State. This item attracted the mean response of 2.0000. Details of responses in this item further showed that 6 agreed and 114 disagreed.

The result from the table also revealed that special materials are hardly provided to nomadic primary schools in Taraba State. It attracts the mean response of 1.9500. Details of responses in this item showed that 114 disagreed, and 6 agreed. The result also revealed that special materials were equally not refurbished. The item has the mean of 1.7500. Details of responses showed that 114 disagreed and 6 agreed. The results from the table also revealed that dilapidated buildings were not renovated. The item attracts the mean of 1.8000. Details of the responses showed that 114 disagreed and 6 agreed. The result also revealed that there are no classroom building structure in nomadic primary schools in Taraba State. The item has the mean response of 1.5000. Details of the responses showed that 114 disagreed and 6 agreed. The result from the table also revealed that classroom and offices were not furnished. The item has the mean response of 1.0800. Details of the responses showed that 111 disagreed and 9 agreed.

The results showed that broken furniture are not replaced, special materials are hardly provided, special materials were equally not refurbished, dilapidated buildings were not renovated, there were no adequate classroom building structure and those that have classroom building structures, were not furnished in nomadic primary schools in Taraba State.

#### **4.5 Testing of Hypotheses**

##### **Hypothesis 1**

The null hypothesis states that there is no significant difference in the provision of instructional materials among the nomadic schools in the three senatorial zones of Taraba State.

**Table 4.5.1:** Chi-square ( $\chi^2$ ) statistics test different in the provision of instructional materials and the implementation of nomadic education in Taraba State

N	X <sup>2</sup> Cal	df	z-cal	Alpha	z-crit	P-value	Decision
120	53.217	3	4.5011	0.05	.679	0.000	Rejected

Decision: Reject HO:  $X^2 cal > X^2 critical$

$P-value < \alpha$

The Result of the chi-square as shown above revealed that significant difference exists in the provision of instructional materials, among the nomadic schools in the three senatorial zones of Taraba State.

The calculated chi-square value is 53.217.

Degree of freedom =  $(r-1)(c-1)$  which is  $(4-1)(2-1)$   $df=3$   $alpha$  value of 0.05. Since p-value of 0.000 is less than the 0.05, then the null hypothesis is hereby rejected.

### Hypothesis 2

The null hypothesis states that there is no significant difference in the relevance of instructional materials to male and female children of nomadic primary schools of Taraba State.

**Table 4.5.2:** Chi-square ( $X^2$ ) statistics test different in the relevance of instructional materials in the implementation of nomadic education in Taraba State

N	X <sup>2</sup> Cal	df	z-cal	Alpha	z-crit	P-value	Decision
120	56.345	3	6.711	0.05	.854	0.000	Rejected



Decision: Reject HO:  $\chi^2_{cal} > \chi^2_{critical}$

$P\text{-value} < \alpha$

The Result of the Chi-square ( $\chi^2$ ) as shown above revealed that significant difference exist in the opinion of respondents from the various zones in the relevance of instructional materials to male and female children of nomadic primary schools in Taraba State.

The value of Chi – square is 56.345.

Degree of freedom =  $(r-1)(c-1)$  which is  $(4-1)(2-1)$   $df = 3$  alpha value of 0.05.

Since  $p\text{-value}$  of 0.000 is less than the 0.05, then the null hypothesis is hereby rejected.

### Hypothesis 3

The null hypothesis states that there is no significant difference between the number of teachers provided and retention of quality teachers in the implementation of nomadic education in Taraba State.

**Table 4.5.3** Chi-square ( $\chi^2$ ) statistics test different in the provision and retentions of qualified teachers in the implementation of nomadic education in Taraba State

N	$\chi^2\text{-cal}$	df	z-cal	Alpha	z-crit	P-value	Decision
120	4.546	3	7.250	0.05	0.880	.208	Accepted

Decision: Accepted HO:  $\chi^2_{cal} > \chi^2_{critical}$

$P\text{-Value} < \alpha$

Outcome of the Chi-square statistics as shown above revealed that there is no significant difference in the opinion of male and female respondents on the provision and retention of quality teachers in nomadic primary schools in Taraba State.

The value of Chi – square is 4.546

Degree of freedom =  $(r-1)(c-1)$  which is  $(4-1)(2-1)$   $df=3$  alpha value of 0.05

Since *p-value* of 0.208 is greater than the 0.05, then the null hypothesis is hereby accepted and retained.

#### Hypothesis 4

The null hypothesis states that there is no significant difference in the utilization of instructional materials by trained and untrained nomadic teachers of Taraba State.

**Table 4.5.4:** Chi-square ( $X^2$ ) statistics test on the utilization of instructional materials, by trained and untrained nomadic teachers of Taraba State

N	$X^2$ -cal	df	z-cal	Alpha	z-crit	P-value	Decision
120	288.041	3	6.350	0.05	27.010	.001	Rejected

Decision: Reject HO:  $X^2 cal > X^2 critical$

$P- value < \alpha$

Outcome of the Chi-square statistics as shown above revealed that there is no significant difference in the opinions of respondents from the three senatorial zones on the

utilization of instructional materials by trained and untrained nomadic teachers of Taraba State

The value of Chi – square is 288.041

Degree of freedom =  $(r-1)(c-1)$  which is  $(4-1)(2-1)$  df = 3 alpha value of 0.05.

Since p-value of 0.000 is less than the 0.05, then the null hypothesis is hereby rejected.

### Hypothesis 5

The null hypothesis states there is no significant difference on the provision of special materials/infrastructural facilities for the implementation of nomadic education Programme of the three senatorial zones of Taraba State.

**Table 4.5.5:** Chi-square ( $X^2$ ) statistics test on the provision of special materials infrastructural facilities for nomadic primary schools and the implementation of nomadic education programme of the three senatorial zones of Taraba State

N	$X^2$ -cal	df	z-cal	Alpha	z-crit	P-value	Decision
120	194.690	3	3.791	0.05	201.121	0.01	Rejected

Decision: Reject HO:  $X^2 cal > X^2 critical$

$P- Value < \alpha$

Outcome of the chi square statistics as shown above revealed that significant difference exist on the opinion of respondents on the provision of special materials, infrastructural facilities for nomadic primary schools and the implementation of nomadic education programme of the three senatorial zones of Taraba State,

The value of Chi-square is 194.690

*Degree of freedom = (r-1)(c-1) which is (4-1)(2-1) df=3 alpha value of 0.05*

Since *p-value* of 0.000 is less than the 0.05, then the null hypothesis is hereby rejected.

#### **4.6 Major Findings**

Summary of major findings

- 1 There was no adequate provision of instructional materials to nomadic primary schools in Taraba State. Even the few ones provided are mostly by schools themselves and mostly of low quality.
- 2 The provided instructional materials in nomadic primary schools were only relevant to the teaching methods, but not peculiar to nomadic school's curriculum and not relevant to age of the learners.
- 3 Nomadic school teachers lacked the knowledge of utilizing electronic instructional materials.
- 4 Nomadic schools were grossly understaffed; the few qualified teachers were indiscriminately transferred to conventional schools.
- 5 Special materials were hardly provided and broken furniture were not repaired or replaced.

#### **4.7 Discussion of Findings**

The first objective was to determine the provision of instructional materials in the various nomadic primary schools in Taraba State. Data collected to archive this were rated. Majority of the respondents (67.8%) were of the opinion that, there was no provision of pupils' textbooks and electronic instructional materials, to nomadic primary school in Taraba State. Even the few ones provided were mostly by schools themselves and mostly of low quality.

Finding agreed with the work of Tahir (2002) which stated that, there is a general lack of adequate instructional materials particularly pupils text in nomadic school system. Instructional materials are highly important, they aid pupils to comprehend lessons and for nomadic primary school teachers to present the lessons well. Therefore, it is the responsibility of the government to provide adequate, appropriate and timely instructional materials to nomadic schools, to enhance the pursuit of knowledge and attainments of educational goals.

Research Question 2 and Null hypothesis 2 on the relevance of instructional materials provided to the needs of male and female to nomadic primary schools children, it was found that majority of the respondents (76%) were of the opinion that instructional materials provided are neither relevant to the pupils age, nor to nomadic primary schools curriculum, they were only relevant to the methods of teaching. This work agreed with the work of Ekpo (2004) where he stated that, instructional materials must be relevant for the realization of the intention of curriculum. The implication of this development is that the more instructional materials provided which were relevant to the curriculum, methods of teaching and the age of the pupils, the more the pupils learn the better and easily comprehend the lesson.

In the results of null hypothesis 3 and research question 3, majority of the respondents (68%) were of the opinion that nomadic primary schools were grossly understaffed and the few qualified teachers were indiscriminately transferred to conventional schools. This agreed with the work of (Ali, 2007) where he stated that teachers were rejecting posting to nomadic primary schools and the few ones that accepted posting are not regular in attending and also agreed with the view of the participants of the 13<sup>th</sup> Annual Meeting of State Nomadic Education Directors, where they have decried the indiscriminate transfer of nomadic primary school teachers to conventional primary schools (Nomadic Education News Vol. 8 No. 1).

On the outcome of research question 4 and null hypothesis 4, majority of the respondents (79%) were of the opinion that nomadic school teachers lack the knowledge of utilizing modern instructional materials. This confirms the work of Usman (2005), where he stated that resources materials do not on their own attribute any value, the usefulness depends on what the teacher makes out of them. Intelligent handling of instructional materials in classroom teaching is very necessary; therefore, teacher needs the basic knowledge and skills necessary to make the fullest application of instructional materials in their lesson.

In the results of Null hypothesis 5 and research question 5, majority of the respondents (72%) were of the opinion that Special materials were hardly provided and broken furniture were not replaced. This finding has confirmed the report of the Directorate of Nomadic Education Taraba State (2009), where they reported that, there was an urgent need to provide tents, tarpaulin, rubber-mats and collapsible classrooms to save nomadic primary schools from terrible un-conducive teaching learning.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

#### 5.1 Summary

This study is titled "Assessment of Availability and Utilization of Instructional Materials in the Implementation of Nomadic Education Programme in Taraba State". Five specific objectives were formulated for the study which includes; to determine the provision of instructional materials in the various nomadic schools in Taraba State. In line with the five specific objectives, five research questions were raised which include; to what extent are instructional materials provided, to implement nomadic pastoralists education Programme in Taraba State? Five Null hypotheses were formulated which included; there is no significant difference in the provision of instructional materials among the nomadic schools in the three senatorial zones of Taraba State. Survey designed was adopted for the study; random sampling was used to select one hundred and twenty two respondents in the nineteen nomadic primary schools, from the population of six hundred and thirteen in the ninety five nomadic primary schools, in the three senatorial zones of the State. Structured questionnaire and observation were used for data collection. The data collected were presented in tables using simple percentages and the Null hypotheses were tested at *0.05* level of significance.

Findings included among others, that there were no provisions of pupil textbooks and electronic instructional materials to nomadic primary schools and those electronic instructional materials available (Radio sets and Tape Recorders) were mainly provided by the schools and were of low quality. Similarly the instructional materials were only relevant to the methods of teaching. And nomadic primary

school teachers lack the knowledge of utilizing electronic instructional materials. The primary schools were grossly understaffed and teachers were indiscriminately transferred from nomadic to conventional primary schools and special materials were hardly provided.

## **5.2 Conclusion**

Based on the findings it was concluded that the government is not providing instructional materials to nomadic primary schools. The available instructional materials were only improvised by the teachers and were of low quality and irrelevant to the nomadic children. Utilization of the available instructional materials enables the pupils absorb the lessons and understand easily, but nomadic primary schools teachers lack the knowledge of utilizing electronic instructional materials and are significantly affecting the implementation of the programme. Special materials were hardly provided and renovated. The nomadic schools were grossly under staffed and teachers were indiscriminately transferred to conventional schools, due to the difficult terrain of the nomadic pastoralists' environment and lack of motivation to retain the teachers by the government. The general conclusion is that the use of instructional materials in nomadic schools in Taraba State is non-existent.

## **5.3 Recommendations**

Based on the findings of the study, the following recommendations were made:

1. National Commission for Nomadic Education, Taraba State Universal Basic Education Board and Local Educational Authorities should double their efforts in the provision of instructional materials to nomadic primary schools, especially pupil's textbooks and electronic instructional materials;



2. Instructional materials provided should be relevant to nomadic primary schools curriculum, nomadic pastoralists' environment, sex of learners' and their ages.
3. Government should organise workshops and seminars for nomadic primary school teachers, to acquaint them on how to utilize electronic instructional materials;
4. Government should employ and post more qualified teachers to nomadic primary schools and stop unnecessary transfer of nomadic primary school teachers to conventional primary schools;
5. Government should improve by building concrete structures as classrooms for nomadic primary schools, so as to meet the challenges of Millennium Development Goals (MDGs), and for the safe keeping of electronic instructional materials at the Schools.

#### **5.4 Limitation**

Limitations are inevitable in research work, for this work the limitations were the difficult terrain of the nomadic pastoralists' environment, especially where the nomadic schools were located. Mambila plateau in particular, made the filling and collection of the questionnaire difficult to the researcher and there were little or no previous work on nomadic primary schools to build on, as compared to conventional primary schools.

#### **5.5 Suggestions for further study**

A study of this nature can not cover every area hence there is need for further studies in this area for the advancement of knowledge and the course of nomadic education programme.

Further research can be carried out as:

- Effects of Nomadic Education on Nomadic Pastoralist Standard of living.

- Assessment of the role of U.B.E. in the implementation of Nomadic Education Programme.
- Effects of Millennium Development Goals (MDGs) on Nomadic Education Programme.

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## **APPENDIX I**

### **QUESTIONNAIRE**

Department of Educational Foundation and  
Curriculum,  
Faculty of Education,  
Ahmadu Bello University,  
Zaria.

Dear Respondent,

A research is being conducted on the availability and utilization of instructional materials in implementation of Nomadic Education Programme in Taraba State. The questionnaire is aimed at gathering data or information from you in this regard.

All information given will be treated as strictly confidential and only for the purpose of this research. With the highest esteem and regards the research expects you to respond to the questions as frankly as possible, without indicating your name.

Thanks for your cooperation,

Muhammad Abba Aliyu.

**Section A: (Bio-Data)**

1. Zone

Western [ ], Central [ ], Northern [ ],

2. Sex

Male [ ], Female [ ]

3. Marital Status

Married [ ], Single [ ]

4. Age

20 - 34 [ ], 35 -45 [ ], 46 and above [ ]

5. Qualification

Ph.D [ ], Master [ ], Degree [ ], HND [ ], OND [ ], NCE [ ], TCII [ ], H.I.S [ ], Others [ ]

6. Working Experience (in years)

NIL [ ], 1 - 4 [ ], 5 - 8 [ ], 9 - 12 [ ], 13 - 16 [ ], 17 - 20 [ ], 21 and Above [ ].

Beside each of the statement below are possible options of:

SA – Strongly Agreed

A - Agreed

D – Disagreed

SD - Strongly Disagreed

Choose the option that best suits your opinion.



**Section B: Provision of Instructional Materials to Nomadic Primary Schools in Taraba State.**

S/N	Items	SA	A	D	SD
1.	Instructional materials are adequately provided to nomadic primary schools in Taraba State.				
2.	Instructional materials are mainly provided by nomadic primary school teachers in Taraba State.				
3.	Instructional materials provided are of different varieties in nomadic primary schools in Taraba State.				
4.	Instructional materials provided are of high quality in nomadic primary schools in Taraba State.				

**Section C: Relevance of Instructional Materials in Nomadic primary schools in Taraba State.**

S/N	Items	SA	A	D	SD
5.	The instructional materials provided are peculiar to curricular materials to nomadic primary schools in Taraba State.				
6.	The instructional materials provided are relevant to the sex and age of pupils in nomadic primary schools in Taraba State.				
7.	Instructional materials provided are relevant to the methods of Teaching in Nomadic Primary schools in Taraba State.				
8	The provided electronic instructional materials (Television sets, projectors, computer systems) are relevant to nomadic primary Schools in Taraba State.				
9	There is provision of power supply (Generators and Solar panels) to be used for operating				

**Section D: Utilization of Instructional Materials in Nomadic Primary Schools in Taraba State.**

S/N	Items	SA	A	D	SD
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10.	Provided instructional materials are adequately utilized in nomadic primary schools in Taraba State.				
11	Nomadic pastoralist children are exposed to modern instructional materials in nomadic primary schools in Taraba State.				
12.	Nomadic pastoralist teachers lack the knowledge of utilizing modern instructional materials in nomadic primary schools in Taraba State.				
13.	Nomadic pastoralist children are taken to field trip or excursion to complement instructional materials in nomadic primary schools in Taraba State.				

**Section E: Provision of Qualified Teachers and Retention in Nomadic Primary Schools in Taraba State.**

S/N	Items	SA	A	D	SD
14.	Nomadic primary schools in Taraba State are grossly under staff.				
15.	Teachers are indiscriminately transferred from nomadic to conventional primary schools in Taraba State.				
16.	There are few qualified teachers in nomadic primary schools in Taraba State.				
17.	The qualified teachers are evenly posted across the nomadic primary schools in Taraba State.				
18.	Special allowances are being paid to nomadic primary school teachers in Taraba State.				

**Section F: Provision of Instructional Facilities in Nomadic Primary Schools in Taraba State**

S/N	Items	SA	A	D	SD
19.	There are adequate concrete built classroom building structures in your nomadic primary school in Taraba State.				
20.	All your classrooms and offices are fully furnished in nomadic primary schools in Taraba State.				
21.	Instructional materials like rubber mats, tent and tarpaulin are provided in nomadic primary schools in Taraba State.				
22.	Dilapidated buildings in your school are renovated as required, in nomadic primary schools in Taraba State.				
23.	Broken furniture is replaced in your school as required, in nomadic primary schools in Taraba State.				
24.	Dilapidated mats, tent and tarpaulin are refurbished in your nomadic primary schools in Taraba State.				

**APPENDIX I1**

**CHECK LIST**

**CHECK LIST ON THE AVAILABILITY AND UTILIZATION OF INSTRUCTIONAL MATERIALS IN  
NOMADIC PRIMARY SCHOOLS, IN TARABA STATE**

<b>Identified Instructional Materials</b>	<b>Available</b>	<b>Not Available</b>	<b>Functional</b>	<b>Not Functional</b>	<b>Usable</b>	<b>Not Usable</b>
<b>Electronic Instructional Materials</b>						
Video-tape						
Computer system						
Television set						
Motion Picture						
Tape Recorders						
Radio						
Cassettes						
Disc						
<b>Print Instructional Materials</b>						
Text Books						
Journals						
News Papers						
Magazines						
Posters						
Maps						

Chalk						
Graphs						

<b>Non-Print Instructional Materials</b>						
<b>-Projected</b>						
Projectors						
Films						
Slides						
<b>-Non Projected</b>						
Charts-wall						
Cards						
Chalkboards						