ENHANCING ENROLMENT AND RETENTION OF FULBE PUPILS IN NOMADIC PRIMARY SCHOOLS THROUGH THE RISE MODEL OF MOTIVATION: THE CASE OF ADAMAWA STATE

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DECLARATION

I declare that the work in the thesis entitled: Enhancing Enrolment and Retention of Fulbe Pupils in Nomadic Primary Schools through the RISE Model of Motivation :The case of Adamawa state has been performed by me in the Department of Educational Psychology under the supervision of Dr (Mrs) Khadijah Mahmoud Hamman and Dr (Mrs) Aisha .I. Mohammed. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another degree or diploma at any university.

_____ _____

MODIBBO, Hapsat Hamid Date

CERTIFICATION

This thesis entitled "ENHANCING ENROLMENT AND RETENTION OF FULBE PUPILS IN NOMADIC PRIMARY SCHOOLS THROUGH THE RISE MODEL OF MOTIVATION: THE CASE OF ADAMAWA STATE" by MODIBBO, Hapsat Hamid meets the regulations governing the award of the degree of masters in Educational Psychology of the Department of Education, Faculty of Education, Ahmadu Bello University, Zaria and is approved for it's contribution to knowledge and literary presentation.

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DEDICATION

This research work is dedicated to my late father Alh Mahmoud Modibbo Girei, my mother Haj Zainab (Mama Ayya), my husband Dr Hamid Bobboyi, my children Khadijah, Fatimah, Zainab and the millions of the nomadic school age children all over the world.

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OPERATIONAL DEFINITIONS OF TERMS

Motivational Strategies: This refers to the key to finding and harnessing your motivation to work for you and achieve your goals. It can also be define as small practices that can be applied to generate more motivation and to connect with the underlying motivation aimed at.

Teacher Expertise: This refers to teachers that are knowledgeable in their area of specializations such as the methodology of teaching. Teachers, who are active, competent, kind, supportive, experienced, caring, fair very hard working. They are teachers who students enjoy being in their classes.

Reinforcement: This means the stimulus that makes us to go for or away from something. Reinforcement can be either positive or negative and so also the response.

Curriculum: This refers to the contents in the plan of activities that will be implemented through the various classroom activities that the teacher will carry out in the classroom.

Enrolment: This refers to the registration of a child with an education or training provider for the purpose of learning.

Retention: This refers to the act of retaining, the state of being retained as a pupil or student in a school whereby pupils or students are promoted accordingly.

RISE Model: The RISE Model is designed by Edward Hootstein in 2008 to motivate unmotivated learner. RISE stands for: **R**elevant Subject matter. **I**nteresting instruction **S**atisfied leaner and **E**xpectation for success.

Nomads: Are groups of people, who migrate from one place to another, rather than settling permanently in one location. There are an estimated 30 to 40 million nomads in the world and Nigeria accounted for about 9.5 million. They are classified into hunt-gatherers, pastoral nomads and peripatetic nomads.

Fulbe: The largest group of nomadic people in Africa. They migrate from one place to the other in search of good pasture and security for their animals.

Fulfulde: Language of the Fulbe (Fulani) people.

ABBREVIATIONS

ECR:	European Commission's Report
F.R.C.N:	Federal Radio Corporation of Nigeria
F.R.N:	Federal Republic of Nigeria
L.G.A:	Local Government Area
N.C.N.E:	National Commission for Nomadic Education
N.E.P	Nomadic Education Programme
OFSTED:	Office for Standards in Education
P.T.A:	Parents Teachers Association
Q.R.M.S.E.R:	Questionnaire for Role of Motivational Strategies in Enrolment and Retention
U.N:	United Nations
UNESCO:	United Nations Educational, Scientific and Cultural Organization.

ABSTRACT

Motivating learners in any society, to enrol and remain in school requires the provision of quality education which will make parents and pupils/students appreciate and relate education to the realities of life based on their values, aspirations, needs and beliefs. This research study, examined ways by which **R**elevant subject matter (relevant curriculum), **I**nteresting instruction (expert teaching), **S**atisfied learners (reinforced learners) and **E**xpectation for success (positive support from parents, teachers & others) can motivate the enrolment and retention of Fulbe pupils in nomadic schools. This is in line with Hootstein's (1998) RISE Model of motivating reluctant learners in schools. The study highlighted the role of curriculum, teachers and reinforcement in school enrolment and retention generally and relating how these factors might motivate the Fulbe nomadic pupils to enrol and remain in school. It is conducted in Adamawa state and the respondents were the pupils of primary 4, 5 and 6 of ten (10) nomadic schools, these are: Konglatan Nom sch, Mamukan Nom sch, Matsimin Nom sch, Yadafa Nom sch, Nana Asma'u Nom sch, Garandiyyah Nom sch, Wuro Labai Nom sch, Gudusu Nom sch, Bagalchi Nom sch and Nassarawo Nom School from 7 LGAs. The researcher used the Pearson Product Moment Correlation (PPMC) to analyze the data. Based on the findings of the study, five of the six null hypotheses were rejected while the fifth which stated that there is no significant relationship between reinforcement and the motive to enrol in school was retained. The researcher recommended more training and retraining of teachers by the National Commission for Nomadic Education (NCNE) Teacher Training Centres, updating and supervising curriculum use as well as providing improved materials and infrastructures for more enrolment and retention of Fulbe pupils in the nomadic schools in Adamawa state.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The term "motivation" is defined by the Oxford Dictionary of Psychology (Coleman, 2006:157) as "a driving force or forces responsible for the initiation, persistence, direction and vigour of goal-directed behaviour". According to Lar (1997), most Psychologists usually define motivation as the processes involved in arousing, directing and sustaining behaviour. In their own view, Nayak & Rao (2004) see motivation as "the internal state or condition that activates behaviour and gives it direction which can be categorized as either extrinsic or intrinsic. While Child (2004:176), opines that motivation is "an internal processes and external incentives which spur us on to satisfy some needs. Therefore, incentives may have a direct effect in motivating us, as when we see or smell food. However, the internal processes cannot be observed directly".

Motivation to learn means student's desire to participate in the learning process and it is defined as "the meaningfulness, value and benefits of academic tasks to the learner regardless of whether or not they are intrinsically interesting", (Marshall & Smith 1987). A student who is intrinsically motivated undertakes an activity "for its own sake, for the enjoyment it provides, the learning it permits or the feelings of accomplishment it evokes" (Lepper, 1998, p.17). An extrinsically motivated student performs so as to obtain some reward or avoid some punishment

external to the activity itself, such as grades, stickers or teacher approval. Although students may be equally motivated to perform a task, the sources of their motivation may differ. However, in situations where children enrolment and retention has recorded below average, then there is a need for assessing the needs of the people and looking at ways by which they can be motivated.

As an active member of the United Nations (UN), Nigeria has so far recorded many provisions in the National Policy on Education on how to make education free and compulsory for every member of the society, irrespective of gender or ethnicity. However, the case of low school enrolment and retention among Fulbe nomadic children has attracted so much attention from researchers, psychologist, policy makers and so many studies, such as Tahir & Umar (2000), Lar (1989) and Ezeomah (1999).

There are nomads all over the world and they have common characteristics irrespective of their location. They move in smaller and larger groups in about twenty countries of Africa, (Ezeomah 1983). The Nigerian nomads are estimated at about 9.5 million, (Tahir, 1996). They include the Fulani, Shuwa Arabs, the Kyoyam, the Badawi, the Budunma of Borno state, the Azbenuwa and the Buzu community bordering Niger Republic. The migrant fishermen and migrant farmers in Nigeria are also referred to as nomads. The population of the nomadic Fulani people alone is estimated at about 5.3 million (Tahir, 1996) and Anyanwu & Tahir (1998) confirmed that the Fulbe are predominant over other nomads in the whole of the

West African Sub-region. They have lived sustainably for hundreds of years with a culture rich in knowledge and understanding of the environment. They are not rigid and opposed to learning, according to Ezeomah (1999) and Iro (2004). These people are eager to see progress despite many obstacles, they are unique, traditional and knowledgeable within their unique geographic conditions and pre-occupations as rearers of livestock. Therefore, with an estimated Nigerian nomadic population (fisher folk's and migrant farmer's children inclusive) of school age going children at 3.1 million as reported by the National Commission for Nomadic Education (NCNE: 2000), there is need for researchers to find out why these nomadic children are not motivated to go or remain in school. This study will look at the case of the Fulbe nomadic children and how they can be motivated to go to school and remain there.

1.2 Statement of the problem

There are many recorded achievements of the Nomadic Education programme since it's inception in December 1989, however, there are challenges particularly in terms of programme delivery. Tahir & Umar (2000) reported that the level of enrolment in nomadic schools is relatively low- a mere 157,837 out of a school age population which is estimated to be about 3.1 million children (i.e. 5% of the 3.1 million).

The reported problem of non-existent classes 4, 5 and 6 in 33 of the 74 established schools in the then 20 Local Government Areas (LGA) of Adamawa state is an indication of not only low enrolment but also that of low retention in the nomadic schools (NCNE report, 2008).

Another problem is that of the total number of enrolled pupils in Adamawa state in 2006, 2007 and 2008 as reported in the NCNE (2008 report). The number of registered pupils in 2006 stood at 7479, while in 2007, the number increased to 11,955 pupils and in 2008, the number dropped to 9549. This is indicating problem of enrolment.

The 2005, 2006 and 2007 graduation and school transition records as reported by NCNE (2008) has indicated that out of the 3,659 pupils that graduated from nomadic schools in the North-Eastern Zone, 2,364 (64.6%) were males and 1,295 (35.4%) were females. Analyzing the 2008 report of the 2005-2007 graduation of the 6 North-Eastern states shows Adamawa state as the second most affected state after Yobe state in terms of low rate of graduation and transition.

The case of Mayel Pali nomadic school in Demsa L.G.A of Adamawa state is another challenge facing the nomadic education in Adamawa state. It was the first nomadic primary school established in the state in 1988 with 40 pupils, however, as at 2008, only 56 pupils and two male teachers were in the school. This is indicating the problem of low enrolment and retention among Fulbe nomadic pupils in Adamawa state.

The examination of the multiple problems of enrolment and retention of Fulbe nomadic pupils facing the NCNE both at the national and particularly at state levels would help in exploring better ways of solving the problems. The case of low enrolment and inconsistent level of retention in most of the nomadic schools in Adamawa state may possibly be enhanced by strategising on ways of motivating pupils, parents as well as the teachers. There are so many models of motivating learners at different levels, however, this study has chosen Hootstein's RISE Model of motivation so as to explore effective strategies of enhancing enrolment and retention among Fulbe pupils in Adamawa state.

1.3 Objectives of the study

The objectives of this study are to;

1. Determine ways by which teacher expertise motivates the enrolment of Fulbe pupils in nomadic schools.
2. Determine ways by which teacher expertise motivates the retention of Fulbe pupils in nomadic schools
3. Determine ways by which relevance of curriculum motivates the enrolment of Fulbe pupils in nomadic schools.
4. Determine ways by which relevance of curriculum motivates the retention of Fulbe pupils in nomadic schools

5. Examine how reinforcement motivates enrolment of Fulbe pupils in nomadic schools.
6. Examine how reinforcement motivates retention of Fulbe pupils in nomadic schools.

1.4: Research questions

The following research questions of this study are:

1. Is teacher expertise related to the motive to enrol Fulbe nomadic pupils in nomadic schools?
2. Is teacher expertise related to the motive to retain Fulbe pupils in nomadic schools?
3. Is there a connection between relevance of curriculum and the motive to enrol Fulbe pupils in nomadic schools?
4. Is there a connection between relevance of curriculum and the motive to retain Fulbe pupils in nomadic schools?
5. Is there any association between reinforcements and the motive to enrol Fulbe pupils in nomadic schools?
6. Is there any association between reinforcements and the motive to retain Fulbe pupils in nomadic schools?

1.5: Hypotheses

Listed below are the hypotheses that were tested in the study. These are;

Hypothesis I:

There is no significant relationship between teacher expertise and the motive to enrol Fulbe pupils in nomadic schools.

Hypothesis II:

There is no significant relationship between teacher expertise and the motive to retain Fulbe pupils in nomadic schools.

Hypothesis III:

There is no significant relationship between relevance of curriculum and the motive to enrol Fulbe pupils in nomadic schools.

Hypothesis IV:

There is no significant relationship between relevance of curriculum and the motive to retain Fulbe pupils in nomadic schools.

Hypothesis V:

There is no significant relationship between reinforcement and the motive to enrol Fulbe pupils in nomadic schools.

Hypothesis VI:

There is no significant relationship between reinforcement and the motive to retain Fulbe pupils in nomadic schools.

1.6: Basic Assumptions

This study assumes that:

1. The children sampled will respond honestly to the guided and translated questionnaire.
2. The responses that will be given by the respondents will determine their opinions on the issue of school enrolment and retention.

1.7: Significance of the study

The recommendations that were given in this study were based on the findings of the study and this will go a long way in shading more light on areas that the Commission needs to improve on so as to enhance Fulbe pupil's enrolment and retention in school. Others that this study will be relevant to are the NGO's both at the local and the International level. The NGO's such as the UNESCO, Unicef, DFID and other International agencies that have interest in the education of the nomads can also benefit from this study by understanding more clearly where the problems of low enrolment and retention lies. As for the policy makers, this study will contribute in providing ways by which effective strategies could be used to enhance enrolment and retention of Fulbe pupils in school. The nomadic school teachers can also benefit from the recommendations given in this study of strategies of motivating reluctant learners so as to promote enrolment and retention in schools among Fulbe nomadic pupils.

1.8: Scope and Delimitation of the study

This research study's target population are the children of the Fulbe nomadic people that are in classes 4, 5 and 6 in Adamawa state. The study investigates if

enrolment and retention are significantly related to teacher expertise, relevance of curriculum and reinforcement or otherwise and how The RISE Model can enhance more school enrolment and retention in nomadic schools in Adamawa state. The study is limited to pupils of classes 4, 5 and 6 of nomadic primary schools because they are enrolled and retained in school for 4, 5, 6 or more years respectively. The age range may vary depending on so many factors.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1: Introduction

This chapter reviews literature on enrolment, motivation, the RISE model of motivation as designed by Hootstein as well as the theories that are related to this study. In this chapter, the following issues have been considered, namely:

1. Conceptual Framework

2. Concept of motivation

3. Concept of nomadism

4. Motivation and Learning

5. Teacher expertise in shaping pupil's determination in learning

6. The role of curriculum in promoting learning in schools

7. The adaptation of the National Primary School Curriculum for the nomadic school

8. Enrolment and retention of learners in school

9. The role of reinforcement in influencing enrolment and retention in schools

10. Towards sustaining interest in learning

11. Motivational differences between boys and girls in learning situation

12. Possible causes of low enrolment and retention in schools

13. Situational background of the Nomadic Education Programme in Nigeria

14. Achievements of the Nomadic Education programme in Nigeria

15. Problems affecting the Nomadic Education Program in Nigeria

16. Theoretical Framework

17. Abraham Maslow's Hierarchy of Human needs Theory

18. The RISE Model of motivating unmotivated learners

19. Theories of Extrinsic and Intrinsic Motivation

20. Theory of achievement motivation

21. Review of related studies

22. Summary

2.2: Conceptual framework

2.2.1: The concept of Nomadism

The term 'nomad' has been described and defined from a variety of perspectives. According to Tahir (1996), nomads are ethnic or socio-professional groups who travel and migrate in large and small numbers in search of means of livelihood within a community, a nation or even across international boundaries.

Lar (1997), on the other hand, sees 'nomads' as an ethnographic group who wander from place to place with no fixed home. Referring to nomads as people who wander from place to place, but not all migrant or travelling people are nomads. She further explained that not all Fulbe (Fulani people) are nomads and not all nomads are Fulbe as people mistakenly assumed.

The Fulbe stocks are more identified as nomads in Nigeria than any other ethnic group because they constitute the 90% population of the nomadic population in Nigeria. She further classified Nigerian nomadic people into three different groups, i.e. the Pastoralist, the Fishermen and the Migrant farmers. These groups of people wander from place to place in search of their livelihood and security. They share common attributes e.g. they have no access to modern facilities, move from place to place. However, for the purpose of this research work, only the Fulbe nomads were referred to in the cause of the discussions.

2.2.2: The concept of Motivation.

Motivation as defined by the Oxford Dictionary of Psychology (Coleman 2006) is a driving force or forces responsible for the initiation, persistence, direction and vigour of goal directed behaviour. It includes the biological drives such as hunger, thirst, desire and self-preservation and also social forms of motivation such as need for achievement and need for affiliation.

According to Santrock (2007), motivation is the reason why people behave the way they do. He further explained that motivated behaviour is energized, directed and sustained. Myers (1993) defines motivation as a need or desire that energizes and directs behaviour towards a goal. Gleitman (1996) also explains that most human actions are directed. According to him, human behaviours are steered in certain directions rather than others, for example, towards food rather than shelter. In an attempt to regulate, preserve and restore the individual 'self', people are motivated to

act or behave the way they do. Some acts are more probable than others: when hungry, we generally seek food and eat rather than engaging in other activities. He further explained that humans don't simply walk, reach, shrink or flee, we walk and reach toward some objects, shrink and flee away from others. To him, a directed activity brings about changes in the external environment and feedback (positive/negative).

2.2.3: Motivation and Learning.

Beginning school generally is an important milestone for children. Even though, learning takes place from every point and children's experiences form the basic foundation for school careers and attitudes that last a lifetime. According to Alexander & Entwisle; (1988), Perry & Weinstein (1998) attitudes that are developed at early stage are very difficult to change. Brophy (1998) explained that children who are motivated to learn receive the right sort of support and encouragement during their early years. They turned out to be creative, adventurous learners throughout their lives. On the other hand, those who are not motivated to learn do not receive this sort of support and interaction and are likely to have a much different attitude about learning later in life.

The Fulbe culture like most other African cultures has been identified by scholars as belonging to a collectivist society. Triandis, Brislin & Hui (1988) define collectivist society as a society where people give priority to values that support group integrity, interdependence of group's members and harmonious relationships.

Children from collectivist societies are better motivated to participate actively and learn through group memberships, cooperation, positive criticism and friendly classroom and school atmosphere. Whatever the size of a cultural group, Santrock (2007) argued that the group's culture influences the behaviour of it's members.

According to Barkley (2007), teaching and learning cannot take place in an educational vacuum. Teachers cannot teach and children cannot learn unless both understand their respective learning styles. All children need to feel important. Consistent encouragement and opportunities to showcase talents are important to motivate children learn.

2.2.4: Teacher expertise in shaping pupil's determination in learning

Teachers have been recognized as indispensable human resource and as Mahmoud (2007) argued, the single most important element in the educational system. Lynn (2008) observed that teacher/pupil relationship is one factor that can positively affect retention especially in the case of the educationally disadvantaged children. He further reported that in the case of human communication, researchers have argued that positive teacher/pupil relationship and good communication flow promote school attendance among pupils. Teachers build strong and successful teacher student relationships based on their own personalities and teaching styles. Studies have reported that teachers who show interest and kindness towards their students enjoy more effective communication, trusting and genuine bond from their students.

It is the excellence in teachers that makes the greatest difference in pupil's determination in learning, not just teachers. It is what teachers know, do and care about that is very important in learning, according to Hattie (2003). Research studies have indicated that more money have been poured into school buildings, school structures, curricula, reviewing policies and reducing class sizes and ignoring the most fundamental aspect of education. The answer lies in the person, who according to Hattie, "closes the classroom door and performs the teaching act- the person who puts into place the end effects of so many policies, who interprets those policies and who is alone with students during their 15,000 hours of schooling" (i.e. approximately six years of schooling). Good relationships and positive behaviour between teachers and pupils are fundamental to the success of children in school. When teachers and parents belief and encourage children to be successful learners, confident individuals, effective and responsible contributors, children show determination in their learning activities.

The home background, school and the society of the Fulbe nomadic children may directly or indirectly influence their level of motivation to learn. Abdu (2005) reported that highly motivated teachers are active, committed, competent, open to new ideas and approaches (flexible) and happy with their work. He further argued that they produce more positive results, deliver quality instruction and are more committed to students and change over time.

Mahmoud (2007) explained that because of the uniqueness of the nomadic Fulbe children's cultural background, their knowledge and thinking can be utilize to promote learning in the classroom. Furthermore, she argued that the peculiarity of the nomadic Fulbe culture, require teachers to use appropriate teaching methods such that will match the beliefs and value system (pulaaku) of the pupils. Their knowledge of the nomadic pupil's attitudes, beliefs and learning styles will go a long way to facilitate learning and will make teaching more successful.

Teachers that are mostly referred to as 'experts' are creative and inspirational, thereby motivating their students to learn by using their personal qualities, positive experiences and their excellent communication skills. For the sustenance of any serious educational institution, the provision and sustenance of qualified teachers, quality facilities and materials are necessary. Teachers with good knowledge of teaching methods, familiar with the culture and language of the pupils and more importantly who are psychologically ready to serve enhance enrolment and retention at all levels of education.

The different qualifications of the teachers in the ten(10) nomadic schools that were used in this study is provided in Appendix I (a) and their qualifications based on frequencies and percentages is also attached below in appendix I (b). Out of the 66 teachers in the ten schools 29 of them were NCE holders (44%), 2 were National Diploma (ND) holders (3%), 25 of them were Grade II holders (38%), 7 of them

Senior Sec Cert. Examination (SSCE) holders (10.5%), 2 teachers were High National Diploma(HND) holders (3%) and only 1 teacher has a degree (1.5%).

2.2.5: The role of Curriculum in promoting Learning in schools

Curriculum has been playing a major role in making teaching and learning activities very effective. Balarabe (2007) reported that curriculum and teaching method are central to facilitating or hindering learning in certain individuals. Any curriculum that is more flexible and pupil-centred brings out the best of the children. A study carried out indicated that increasing control i.e. by allowing pupils to participate in decision-making in class, making choices about their learning activities, noticeably improves their self-concept and morale in learning (Miller & Monge 1986; Ruback et al, 1986; Weiner,1985). High quality programs are planned and implemented by teachers who are skilled and knowledgeable about young children and how they learn. Bredekamp et al (1992, 1997) explained that curriculum is used as the main guide or focus for teaching and learning at all stages. They further argued that teachers are the foundation of curriculum. Rodin (1986), on the other hand, pointed that 93% of those encouraged to exert more control of their learning activities became more alert, active and happy. While Langer (1983, p291) concluded that "perceived control is basic to human functioning". Thus "for the young and old alike", we should create environments that enhance a sense of control and personal efficacy.

Research claims that pupil's active involvement in the learning process increases when they trust their own abilities and have high self-efficacy expectations, they value the task and feel responsible for the learning objectives (Miller et al, 1986; Zimmerman, Bandura & Martinez-Pons, 1992).

2.2.6: The adaptation of the National Primary School Curriculum for the nomadic schools

Nomadic schools were established as far back as 1956 in places like Daura and states like Gongola (now Adamawa), Plateau, Bauchi and Kaduna before the Federal Government intervention in 1989 by establishing the NCNE. The efforts of these states, however, failed to record much success partly because of irrelevant curriculum. The Federal Government in 1991 reported to the Association for The Development of Education in Africa (ADEA) of the problem of irrelevant curriculum and other critics also associate most failure in education to the issue of curriculum. Ajayi (1963) observed that the earlier Nigerian curriculum was "too literary; not practical, not adapted to the needs of a developing agricultural nation." He further argued that pre-colonial education was meant to serve colonial purposes and only tends to produce proud, lazy people who dislike manual labor and prefer white-collar jobs. He observed that the missionary schools largely produced missionary teachers, cooks and gardeners.

The Federal Government set up a committee in 1986 to investigate the lifestyle and needs of the Nigerian nomads for the provision of suitable western education to the people. It is widely accepted by educationists that to provide room for growth and development of educational institutions, apart from good teachers, curriculum largely constitutes one of the most important aspects of reform in education. Moreno (2006) states that:

"Educational reform all over the world is increasingly curriculum-based, as mounting pressures and demands for change tend to target and focus on both the structures and the very content of school curricula" (p.208).

The Federal Government stated in clear terms that

> '…nomadic education curriculum must be infused with enough dosage of the occupational and cultural roles, tasks and lifestyle of the nomads'.

The NCNE in collaboration with the Usman DanFodio University Sokoto's centre for curriculum and materials development thereafter adapted the primary school curriculum with more indigenous cultural values, collective learning plan and practical problem solving based activities. In adapting the curriculum certain important factors were either changed or modified and some of these are:

- **Flexibility and Timing (shift-system):**

The Issue of flexibility has been guaranteed by the Federal Government right from the beginning of establishing the NCNE so as to ensure that all the socio-

economic lifestyle of the nomads are accommodated. This has been clearly defined in the National Policy on Education whereby Government stated that:

> '…Wherever possible, arrangements will be made for such children to assist their parents in the morning and go to school in the evening…'

This provision by the government allowed the Nomadic schools to operate in the morning and the afternoon sessions just like in the other normal schools but the nomadic pupils are allowed to attend classes either in the morning or in the late afternoon as is deem convenient by their parents. The nomadic school time-table is flexible and accommodative. Lessons are given in shift-system whereby lessons are conducted in flexible and accommodative manner to make school attendance possible for children, especially boys that attend to their animals in the morning to attend classes later in the afternoon.

The extent to which pupils consider curriculum as relevant to their culture the more motivated they will be to appreciate schooling. The core-curriculum of the conventional primary school was adapted through modifying the objectives, method of instruction and evaluation. The sections dealing with teaching methods and classroom activities were modified accordingly, for example teachers must be flexible with aspects of delivery and sometimes even sitting arrangement must be followed according to the culturally acceptable method. The nomadic education curriculum consists of the following subject areas:

(a) Language Arts (b) Arithmetic/Mathematics- simple math.

1. Fulfulde (c) Social Studies:
2. Hausa and 1. History of the Nomadic Fulani
3. English 2. The Pullo culture including Pulaaku

3(d) Creative Arts 3.The culture of other Nigerians

1. Reading 4.Civic studies and
2. Writing and 5. Geography
3. Other creative activities.

(e) Islamic Religious Studies/ Moral instruction (very vital)

(f) Elementary Science :

1. Animal management including cattle rearing, poultry and fishing where applicable.
2. Agricultural science including pasture regeneration.
3. Physical and Health Education
4. Nature study.
5. Poultry and fishing
6. Agricultural science, including pasture regeneration
7. Study of Nature

(g) Home Economics:

1. House-keeping and other related activities
2. Vocational instructions such as: weaving, sewing, carpentry etc.

The nomadic primary schools curriculum has incorporated the language and cultural needs of the pupils. This is very important because the Fulbe nomads appreciate culturally responsive ideas. The incorporation of some cultural aspects of the people are not intended to produce anti-social group of people, but to encourage schools and teachers to nurture and build upon the rich and varied cultural traditions of the nomadic people.

- **Method of teaching and Language use:**

The language of instruction in the nomadic school has been simplified just as it has been with other schools by using the mother-tongue in the first three years of the primary school. The use of names of objects that are familiar to the nomads is seen throughout the contents of the curriculum.

The success of any nomadic school just like any educational system is dependent upon the capability of the curriculum to achieve it's set objectives. Ezeomah (1980) in his study of the attitudes of the Fulbe nomads to western education, reported that '70% of them do not allow their children to attend schools because the curriculum is irrelevant'. Gbamanja (1997) stated that 'success of any curriculum depends on it's relevance to the society'.

It is widely believed that relevance of curriculum is the basis of student's motivation. Wimberley (2002) argued that teachers must recognize and respect their student's cultural identity so as to build a trusting relationship. This is especially important for the educationally disadvantaged students, who are less likely than

students from a more advantaged groups to talk to their teachers outside class. If there is trust, children from the less advantaged group display more confidence and seek assistance from their teachers.

The adapted curriculum is designed to guide in:

1. Developing health-conscious children who will appreciate clean and healthy lifestyle.
2. Adopting more culturally acceptable behaviours and family support systems through religious knowledge and moral instruction.
3. Developing patriotic citizens, who will appreciate their origin and cultural history with a sense of belongingness and self-worth.
4. Developing the spirit of humanity and make the nomadic child realizes himself as a member of the Nigerian society etc.

Salia-Bao (1989), reported that students who are culturally-knowledgeable are able to develop a foundation from which to achieve personal and academic success throughout their life. Furthermore, Wimberley (2002) stated that pupils from culturally-conscious schools may:

1. Acquire insights from other cultures without diminishing the integrity of their own. This will in return give them more confidence of their origin and utilizing appropriate solutions to everyday problems.
2. Make appropriate choices regarding the long-term consequences of their actions.

3. Make effective use of the knowledge, skills and ways of knowing from their own cultural traditions to learn about the larger world in which they live.

People learn and identify the uses of information (e.g. sign-post, election details) and technology (telephones, radio-sets, t.v) for improving the quality of life in their communities.

2.2.7: Enrolment and retention of learners in schools

Studies have shown that behind every human action there is a reason or motive. Therefore, for parents to enrol their children and see them stay in school, there must be a motive. Why we think and behave as we do is what motivates us. Many factors may have direct or indirect role in influencing decisions. These factors may vary depending on individual students, contents of the curriculum, teacher personality, nature of school and classroom, level of self-motivation of learners and support from parents and others. Teachers play a major role in influencing retention in schools by creating classrooms that maximize pupils' thinking ability and learning style. When curriculum is relevant to learners, it makes a lot of sense to them. Teachers on the other hand make learning environment either comfortable or not through their teaching method and attitude to pupils. When pupil's progress is being communicated appropriately through feedback, it gives them a chance to know their progress and competency and learning will therefore, become meaningful. Treating all pupils equally will improve their self-esteem and

can promote self confident learners who will be willing to remain in school. Teachers can make class and school environment comfortable by making pupils think of their ability as something that can be change and improved rather than adopting a prove yourself attitude to achievement (Mclean, 2003). For learning situation to make much sense to pupils, there is need for feedback. It is one of the approach that if properly utilized can promote retention in schools. It helps them make sense of progress in a way that builds their self-belief. Confidence-building schools communicate how much everyone is learning and the many ways to succeed and consciously try to value all pupils equally. They treat mistakes as opportunities to learn by linking failure to factors that pupils can repair (Mclean, 2003).

Studies have shown that key factors must be in place for effective intervention strategies to improve enrolment and retention in schools (Wagstaff & Jarvis, 2002). These can include dedicated staff, trusted and shared leadership, effective Parents Teachers Association (PTA), a positive climate as well as identification, evaluation and assessment of school and student needs such as mentoring to increase student's school attendance.

2.2.8 The Role of Reinforcements in influencing enrolment and retention in schools.

Reinforcement has been part of the strategies parents, teachers, the community and others use in encouraging or discouraging certain behaviours in children, adults or animals. In relation to school enrolment and retention, reinforcement can either be positive or negative, depending on beliefs and culture of the people. However, the

idea of punishment has evolved and been advocated more often than that of reward, and this is reflected in the proverb "spare the rod and spoil the child". Punishment sometimes suppress inappropriate behaviour, however, it does not guarantee that the person knows what appropriate behaviour should be perform in its place. Skinner (1953), advocated against using punishment, because it leaves the development of desirable behaviours to chance. According to him, reward is a much better psychological tool and simpler to utilize. In some cases, punishment is necessary, but only after positive reinforcement oriented behaviour modification has repetitively failed.

The use of positive disciplines i.e. rewards and positive incentives rather than punishments and sanctions promote children's interest in learning. Studies have proven that more emphasis on negative reinforcements undermines learning. Lerner (1976) defines reinforcement as any stimulus that produces or maintains behaviour. The United States Congress (1987) reported that learning is linked to student's behaviour, i.e. high academic and behaviour standards promotes improved academic outcomes. Schools where there are effective positive behaviour support, including active supervision, positive feedback and social skills instructions needs less intensive and less government interventions to succeed.

There is need for teachers of the nomadic schools to have high expectations for all their pupils, especially those who have been stereotyped in the past as underachievers or "truants". Researchers and experts have suggested that schools

should take a positive approach in relating with pupils, provide school structures, culture, safe, welcoming and challenging academic activities (Secada et al, 1998). Epstein & Sheldon (2002) also found that rewarding elementary students for good attendance with parties, gift certificates and recognition at assemblies reduce absenteeism and increase daily attendance rates. Other researchers, however, argued that some strategies are obviously more effective for younger children than for teenagers. The idea of building self-discipline in students has been identified as an effective policy that promotes high attendance rates among pupils (Wagstaff & Jarvis, 2002). The use of age-appropriate learning activities reinforce school attendance and future retention among pupils. Therefore, reinforcement if properly utilize will sustain pupils interest not only at stages of enrolment and retention but will also provide opportunities for transition to higher grades of learning.

2.2.9: Towards sustaining interest in learning

What really motivate and sustain interest in learning depends on so many factors. The nature of both the classroom and home environment has significant impact in shaping children's beliefs and attitudes towards learning. Calvert (2003) argued that to attract children's interest and foster their learning, there is need for curriculum contents to match pupil's developmental stage. When children display interest in learning through asking questions, there is need for parents and teachers to welcome their questions by answering to sustain their interest. Children's interest in

learning can be sustained by encouraging their curiosity, enjoyment, mastery and independence. Teachers and parents can nurture children's curiosity about the world by encouraging exploration and providing supporting and encouraging environment. When pupils have the best start in life and are ready to succeed, sustaining their interest in learning comes easily. The creation of a peaceful learning environments, improved relationships and positive behaviour in schools promote pupil's involvement in learning. The school climate can be classified into different factors e.g. personality and sex of teachers. Classroom climate can be the ages and social background of pupils. Also the personality i.e. attitude of teachers, teaching and learning activities and contents as well as ways of reinforcement can all influence level of interest of children in learning.

Mclean (2003) outlines four main drivers that sustain interest in learners - engagement, structure, relevance and feedback. To sustain interest in learning, there is need for teachers to engage learners through various activities that promotes participation. Classroom engagement promotes good relationship with teachers, whereby learners are understood, known, respected and valued as individuals irrespective of their sex, age or ability. Engaging learners also indicate teacher's interest in learner's progress. The next driver is the structure, meaning quality, goal setting whereby the teacher is the authority in charge, setting and monitoring goals to avoid chaos and to give learners a sense of security. When teachers set limits and give clear guidance, the level of interest in learning will be sustained.

Relevance of curriculum is fundamental to learning. The teacher will be in-charge and will explain to the learners the need for sharing responsibilities by stimulating and sustaining interest in learners. Feedback impacts on learners and give them a sense of self-belief and a feeling of ownership of their progress. Though praise sometimes creates arrogance according to Mclean (2003). He argued that more bonding and giving learners feedback sustain learner's interest in learning. Interest in learning can be sustained if the progress of learners is communicated appropriately to them. One of the advantages of feedback is that it makes learners feel good about themselves and have confidence in what they are learning. Therefore, if education will be made relevant to the needs of the nomads, learning will be worthwhile. However, for learning to be motivating, factors may include but not limited to standard of the curricular, the expertise of the teachers and the use of proper reinforcements in nomadic schools.

Psychologists believe that the home environment shapes the initial formation of attitudes to learning that children develop. When children's curiosity about the world is being nurtured by parents through the encouragement of exploration, welcoming questions and familiarization with resources that can enlarge their world, it gives them the feedback that learning is worthwhile. Although the Fulbe nomadic children's motivational histories accompany them right from home to the classroom as well as to the larger society, it is essential for teachers to view themselves as "active socialization agents capable of stimulating student motivation to learn"

(Brophy, 1998). Lar (1989) is also of the opinion that teachers directly stimulate interest, encourage effort and prevent boredom among students.

Another way of sustaining interest in learning is by involving parents in school activities (e.g. P.T.A meetings) so as to have more support and trust. The choice of creative school activities (e.g. outings, visitations) make pupils be familiar with the world beyond their home community in ways that expand their horizons while strengthening their own identities. The provision of a more positive environment to establish friendly relationship between the pupils and the school system in the earliest grades would sustain more interest in learning than working to rectify a negative relationship at later stage, suggest Ford and Sutphen (1996).

2.2.10: Motivational differences between boys and girls in learning situation

Research studies have established that the personality of an individual has profound influences on his adjustment and learning. Therefore, it will be interesting to find out how gender may influence learning. Every individual belongs to a family, and families are from societies, either big or small. In every society there is a culture, i.e. the composite of the enduring behaviours, ideas, attitudes and traditions shared by a large group of people passed from one generation to the next (Brislin, 1988). Studies have shown that cultures influence the level of motivation of people at different stages in their lives. Social expectations are reported to have influence in boys' and girls' interests and abilities (Eccles & others, 1993). Men are rated as more

dominant, aggressive, and achievement-driven and women as more deferential, nurturing, and affiliative (William & Best, 1990). Social learning theory assumes that children learn gender-linked behaviours by observing and imitating, and being rewarded or punished (Lytton & Romney, 1991). Even when their families discourage traditional gender-typing, children organize themselves into boy worlds and girl worlds, each guided by rules for what boys and girls do. According to Bem (1987) gender becomes a lens through which children view their experience. By age 3, they begin organizing their world on the basis of gender. Language forces them to. Through language, dress, toys and songs, social learning shapes gender schemas. Children then compare themselves to their concept of gender ("I am male- thus, masculine, strong, aggressive" or "I am female-therefore, feminine, sweet, and helpful") and adjust their behaviour accordingly.

However, Entwistle et al (1989) described learning style as directly related to ability/ aptitudes while Goleman (1995) argued that emotional intelligence is more important than academic intelligence. According to him, learners who are relaxed and calm are much better placed to absorb new knowledge and develop new skills. Creating a non-threatening classroom environment where mistakes are viewed as opportunities to learn, reduces tension, opens the mind and increases the opportunity for learning. By contrast, fear, anxiety, stress and anger are emotional factors that adversely affect learning. Furthermore, in a recent study on gender differences in academic motivation by Rusillo (2004), it was reported that girls show lower levels

of extrinsic motivation compared to boys. They also take more responsibility for their failures, use information process strategies more extensively and get better marks in Language Arts. However, gender differences were not found in academic self-concept, in intrinsic motivation, in success-related attributions and in performance attained in mathematics.

Another research has demonstrated the existence of different attribution patterns in boys and girls, such that while girls tend to give more emphasis to effort when explaining their performance, boys appeal more to ability and luck as causes of their academic achievement (Burgner & Hewton, 1993). However, there are other researches also that reported that when girls make internal attribution, these refer not so much to effort, but to ability (Wiegers & Friere, 1977; Postigo & Sanz, 1999). Boys on the other hand, usually attribute successes to stable internal causes such as ability, while failure is attributed to unstable external causes like luck or internal causes like effort, thus showing an attribution pattern which enables them to enhance their image.

Garcia (1994) argued that age-related differences in children irrespective of gender determine their motivation and performance level more. The choice of more developmentally appropriate techniques based on accommodating individual differences without comparing pupils, creates a learning environment that promotes high rates of success irrespective of gender. Epstein (1998) reported that believes regarding masculinity impact boys' participation in school in so many ways.

According to him, most of the children that have problem interacting freely with teachers of the opposite sex, resort to passive learning behaviours. Tilde (2005) stated that the Fulbe nomadic boys display 'self-preservation and shyness' in public, keeping to themselves in school.

2.2.11: Possible Causes of low enrolment and retention in schools

The likely factors that may result to pupil's low enrolment and retention in schools can be family background and relationships, school performance, personal characteristics and school or neighbourhood characteristics. To ensure increase in the level of retention in schools, there is need for parents, teachers and the society to make enrolment very attractive because it is key to retention.

The problem of low enrolment and retention in schools should not be attributed to student's background and behaviour only, because other factors such as school infrastructure, teaching methods may also be responsible. The provision of supportive policies in response to early signs of students becoming uninterested in school example skipping classes. Early interventions according to some studies are more effective in promoting attendance than starting in mid or later stages of primary years (Holbert, Wu, & Stark, 2002). Other aspects are poverty, migration, lack of child supervision and other family issues are often reported to be related to low enrolment and retention.

Another challenge or problem in schools is pupil interactions among themselves, like the issue of bullying, teasing and name-calling can be one problem that children of all stages face in school. According to Levy (2006), teasing and name-calling discourages many pupils from attending school and erode their feelings of self-confidence. This kind of attitude is common with very young children because they say what is in their minds and have not learned to filter comments. Children learn to follow rules gradually and want to be part of the class group, want playmates, want to befriend and befriended. There are reported cases of name-calling and teasing that goes around in schools almost in every society. Teasing at later stage is deliberately done to hurt, embarrass and humiliate peers in front of others, often as a means of gaining social acceptance from a desired peer group. Excluding the children from group and making fun of their physical appearance also results to maladjustive behaviours, lack of self-confidence, hostility, boredom, anger. Many children and adolescents lack effective coping strategies and social skills to deal with bullying, teasing and name-calling. When they appear hurt and upset by teasing, that becomes a signal to others to continue the teasing because they have caused a reaction.

2.3.1: Situational Background of the Nomadic Education Programme in Nigeria

The provision of western education to the nomadic people began as far back as the colonial era especially in the North Eastern and North Central states of Plateau, Kano, Borno, Katsina and Bauchi (Tahir, 1998 and Ahmed & Tahir 1999). Specifically in 1953 the first nomadic primary school was established in Karkaku in

Daura L.G.A of Katsina state, in an attempt to provide western education to the Fulbe nomads. However, the school failed, according to Fasanya (1974) because of the little attention it was given and the relevance of education to the culture of the nomads was ignored.

The National Commission for Nomadic Education (NCNE) was established by Decree 41 of 12th December 1989 for accessible and equal educational programmes to all the nomadic communities (pastoralist, fishermen and migrant farmers) Tahir (1998). The National Policy on Education stated that:

> '…Wherever possible, arrangements will be made for such children to assist their parents in the morning and go to school in the evening…'

The nomadic population in Nigeria accounts for 9.4 million of which 3.1 million are school-age children, majority of whom are the Fulbe pastoralists (6.4 million) while others are migrant fisher folk and migrant farmers (Tahir, 1996).

2.3.1: Achievements of the Nomadic Education Programme in Nigeria

There are recorded achievements of the Nomadic Education programme in Nigeria, especially between 1989 to date. Through the joint effort of the Federal, state, local government and the pastoral communities, primary school education were provided to the children of the nomads. The type of schools provided ranges from on-site schools, the shift-system and mobile schools. The aim of the nomadic education policy is to provide boys and girls free and compulsory education to the

boys and girls of the nomadic communities of the cattle Fulani of the North and Riverine Ijaw ethnic tribe of Southern Nigeria (Ezeomah, 1983, FRN, 1987, Tahir 1991). It is worthy to note that the policy was the first of it's kind in Sub-Saharan Africa, gaining not only considerable global recognition but also financial support of UNESCO (Ezeomah 1982, Tahir, 1991). There are so many recorded achievements of the Nomadic Education Programme since it's inception in 1989. Some of the achievements of the programme as summarized by Mahmoud (2008) are as follows:

1. The establishment of units and departments to enhance effective implementation of the policies of the Commission.
2. The provision and implementation of supportive and guided research work on various mobile groups.
3. The establishment of a link between the Commission and nomadic community leaders, thus involving them in decision-making in matters such as school location, curriculum development, training activities and support for educational programmes by way of facilities or financial contributions.
4. The establishment of the commission's centres in the University of Jos, Maiduguri, Sokoto and Port Harcourt to enable them achieve the objectives of the programme.
5. The establishment of 1,494 nomadic primary schools in 36 States and Abuja with 4,748 teachers as in the year 2000.

6. Successful nationwide monitoring and evaluation of the nomadic schools in 1996 and in 2000 in the Northern and Eastern part of the country for better planning and implementation.
7. The successful publishing of the NCNE journals of Nomadic Studies.
8. Sponsoring nomadic children to study animal husbandry, training teachers in F.C.E, Yola and in the Fulfulde language section in University of Maiduguri.
9. The Commission succeeded in developing a blue print involving the migrant fisher-folk also.

Another milestone recorded is the provision of the academic support services by the NCNE based in some universities. The Usman Dan Fodio University Sokoto is responsible for the development of textbooks, University of Maiduguri takes care of teacher training while University of Jos does the research and academic support services.

Furthermore, the nomadic education program provides and supports educational extension services comprising mainly of three areas, these are:

1. Public enlightenment and mobilization through the use of Federal Radio Corporation of Nigeria (FRCN) Kaduna and meeting with community leaders in the zonal headquarters.
2. The provision of adult education and
3. The provision of animal health and veterinary services and formation of corporative societies in pastoral nomadic homesteads.

As at December 1995 there were 890 nomadic schools in 296 LGA of 31 states of the federation that cater for the educational needs of the children of the pastoral nomads alone. There were a total of 96,146 pupils in the nomadic schools, the children of the migrant fishermen inclusive, as at December 1995. Out of this number 61% were boys and 31% girls. There were about 2561 teachers in the schools for the nomadic children (NCNE, 2005).

The establishment and sustenance of seventy seven (77) nomadic schools across Adamawa state is one great success that cannot be ignored (find attached the list of all the nomadic schools, LGAs and pupils registered in appendix II.

2.3.2 Problems Affecting the Nomadic Education Programme in Nigeria

Despite numerous achievements of the Nomadic Education Programme, there are also some recorded challenges and problems that have been affecting the programme. As reported by NCNE (2005) in Mahmoud (2008), a number of problems hindering the realization of set out objectives include the following:

1. Under-funding and late release of approved funds by the government e.g. setting up schools in grazing reserves.
2. The unwillingness of states and L.G.A to make budgetary allocations for nomadic education programme in their states as reported by the NCNE(1995) that:

> *"Dwindling financial resources from the government necessitates the need to develop people's capacity to build, fund and manage their own schools in order to engender the sustainability of the program"(p 17).*

3. Inadequate teachers, whereby only 4, 907 teachers were available for 1,574 school i.e. a ratio of about 3 teachers per school. It is reported that a significant percentage of these teachers lack the requisite teaching qualification prescribed by the government i.e. the Nigerian Certificate in Education. Teacher-quality is therefore very low.
4. Inadequate supply of instructional materials such as text-books, writing materials and infrastructure such as classrooms, furniture etc is grossly inadequate.

The NCNE (2008) report indicated persistent problems of nomadic schools across the country, ranging from lack of adequate infrastructure, instructional materials and furniture to high rates of drop-outs, low rates of retention, progression and transition. There are also reports of poor record keeping and teacher transfer from nomadic schools. Lack of regular monitoring and supervision by all the stakeholders is adversely affecting the smooth implementation of the programme in most of the states. Furthermore, many schools in the North-East (Adamawa state inclusive) are still operating under tree shades.

2.4: Theoretical framework

Human beings according to Maslow's Needs theory are people varied in their personalities but aspiring to satisfy their needs for proper growth, survival and

development. He classified those needs into physiological needs, safety needs, social needs, esteem and self-actualization.

2.4.1: Abraham Maslow's Hierarchy of Needs Theory

Every human being and human society, however, rich or poor has certain needs and desires either for survival or pleasure. According to Abraham Maslow's theory (1954, 1971), human needs are classified according to hierarchy and he designed the hierarchy of human needs model. Human needs are satisfied in stages, if the first stage is satisfied we think of the next stage. It is based on those needs that motives are largely built. Maslow classified human needs into five different stages with the more important needs at the lower level of the ladder, a kind of pyramid indicating the importance of those at the bottom of the ladder. These are:

Physiological

Physiological needs consist of major human needs such as (water, air, food, activity and sleep) and based on these needs human motives are largely built. This is the lowest level need and the most basic and more important need of all human needs according to this theory. The urge for satisfying the physiological needs will surely motivate people to work towards it.

The gratification of these basic needs in relation to the nomadic pupil leads to satisfaction and more motivated to look forward to being safe from any threat, real or imagine. However, if a nomadic pupil is deprived of these basic needs (of shelter,

air, water and sleep), then the implication will be devastating to his/her life and the will to achieve a higher need will not be there not to talk of going to school.

Safety needs

This is the need for safety from violence, riots, war and crimes. At this stage of Maslow's theory, people seek for peace, assurance of their safety and survival from danger and threat from either conflict, fire disaster, water disaster, diseases or any other thing that will be a threat to their lives or properties (livestock inclusive). In need of safety, individuals seek comfort, security and freedom from fear. To be safe, Maslow argued that people remain with the known and the familiar. Once physiological needs are met, one's attention turns to safety and security in order to be free from the threat of physical and emotional harm. Such needs might be fulfilled by living in a safe area, seeking medical attention when sick. In cases where people feel threatened, their desire for social needs (love and belonginess), esteem and self-actualization are not achieved.

In relation to the nomadic people, safety is very important, as observed by Stenning (1959) that the Fulbe of Western Borno,

> "…participate or withdraw from social system, depending on the welfare and security of lives …herds and maintenance of family system…"
>
> Further reporting that

"…in times of crisis, natural or manmade, they usually vote with their feet, by migrating".

The above statement is an indication that for the nomadic education programme to be successful there must be peace, stability and security in and around the Fulbe communities. The absence of safety in the lives of any group of people will deprived them of peace of mind and concentration in their daily activities and studies as well.

Social needs (Love and belongingness)

This is the third stage in the hierarchy of human needs by Maslow. According to him, there is need for love and belonginess in the life of everyone in order to have a balanced development. Every nomadic child needs to have a personal sense of self-worth, love and support so as to succeed in life. They need trust and confidence so as to relate very well with their peers, parents, teachers and others without any anxiety or fear.

Regardless of home background, children need love, support and respect for who they are, encouragement from parents, teachers and others to do their best and to achieve in life (Brush & Jones, 2002, p.3) Therefore, from related studies, there are indications that people generally and children particularly value the feelings of self-worthiness, being loved and they take pride in associating with other individuals. However, the lack of love and belonginess in the life of anybody especially a nomadic child may lead to feelings of unworthiness and rejection from others. This

in return may develop to levels of anti social and maladjustive behaviours which could result in withdrawal (fear, hostility, aggressiveness, hatred, anger, anxiety) and low self-esteem. The consequences of withdrawal according to many studies are high level of emotional disturbance, delinquent behaviours such as drug abuse. The case of the Maasai parents as reported by Bonini (1995) is another indication of the need of the people to be affiliated and belong to the society, according to the parent's point of view enrolling children into school means 'integration into the larger society' and 'read, write and speak Swahili (the national language)'.

After satisfying the need for love and belonginess, children look for esteem (feeling good about themselves). However, nomadic children who are deprived of love and belonginess either by parents or the larger society will find it very difficult to love and associate normally in school.

Esteem

This is another hierarchy of needs whereby children feel the need for feeling good about themselves i.e. self-esteem, status, affiliation with others, giving self-assertion. The lack of self-esteem may result to lack of confidence, seeking approval and attention from others. The need for people generally and the nomadic children particularly to develop positive self-esteem is very important. Development of positive self concept begins with how an individual perceive him/herself. Santrock (2007) refers to self-esteem as self-image or self-worth and how an individual reflects him/her overall confidence and satisfaction. Lack of positive self-esteem

could directly or indirectly affects children's state of mind at home, in school or in the larger society. The effect of depriving nomadic children from having confidence in themselves may result to certain attitudes and behaviours which may lead to withdrawal, absenteeism and possible drop-out from school. In the absence of self-esteem comes fear of failure and the unknown, children sometimes hesitate to open up to new and challenging.

Self-actualization

According to Maslow, self-actualization means the full use and exploitations of one's talents, capacities, potentials. The need for it comes after satisfying the need for self-esteem. Maslow found that all self-actualizing people are dedicated to a vocation or a cause. Major characteristics of self-actualizing people include creativity, spontaneity, courage and hard work. The nomadic people possess attributes that are considered common in self-actualizing people, these are simplicity, naturalness, detachment, need of privacy, autonomy, independence of culture and environment, feelings of kinship with others, discrimination between means and ends, good and evil as well as resistance to enculturation.

In the case of the Fulbe nomadic pupils, satisfying the above needs means looking forward to actualizing their dream, for example having good grades or graduating. This will result to satisfaction in their lives bringing out positive outcomes in their interactions with others. However, lack of actualizing their inspirations, example

failing in all aspects of their academic work, will result to frustration, isolation, anxiety, depression.

2.4.2: The RISE Model of motivating unmotivated learners

The need for solving the persistent problem of low enrolment and retention among Fulbe nomadic pupils in Adamawa state is the main focus of this study. The use of Hootstein's (1998) RISE Model of motivating unmotivated learners could enhance more enrolment and retention of Fulbe pupils in nomadic schools. The acronym RISE, according to Hootstein (2008) is (**R**elevant subject matter, **I**nteresting instruction, **S**atisfied learner and **E**xpectation for Success). He further outlines four key conditions that could increase student's motivation to learn in the classroom. The acronym for the RISE model stands for:

R = **R**elevant subject matter,

I = **I**nteresting instruction,

S = **S**atisfied learner and

E = **E**xpectation for success.

Relevant subject matter, according to Hootstein(1998) subject contents should be relevant to the student's needs, concerns, interest and experiences. In the case of this study, using relevant subject matter in motivating enrolment and retention can come in at the choice of relevant curriculum content. The curriculum must be relevant to the culture, religion and needs of the nomadic pupils. Culture involves the

nomadic people's values, both stated and implied, regarding learning. As seen in the Nomadic school curriculum, contents, activities (visits to vetenary clinics) and teaching aid materials were in line with the expectations of the people. There are familiar names (e.g. Delu, Julde, Dikko) and concepts (calabash, cattle, sheep) in the curriculum. This ensures sense of ownership and better understanding of the subjects by learners. According to Wlodkowski and Jaynes (1990), values are transmitted through religion, myths and folklore of the culture. Hootstein (1998) emphasized the need for relating the subject matter to the needs, aspirations, hopes, dreams, interests and expectations of learners for it to be relevant. The value of learning is proven meaningful with the use of more practical relevant activities in schools. Hence, the levels of participation of the pupil's in their classroom activities are dependent largely on the relatedness of the subject matter to their needs as a people.

Interesting instruction comes with teacher expertise, whereby learning turns to be more interesting with intelligent, committed and experienced teachers. Therefore, the result of an interesting instruction will be the development of a more stimulative and curious learners. Teachers must understand the learning styles of their students because they have a significant impact on student's motivation to learn through their method of teaching (Wlodkowski & Jaynes, 1990). Hootstein (1998) argued that for learning to be interesting, there is need for learners to effectively participate in learning. Teachers need to know the teaching style that will attract learner's curiosity and interest in learning e.g. the use of thought provoking information.

The case of the nomadic pupils in an interesting learning situation means improved performance and increase in school attendance. Furthermore, interesting instruction also comes with the right curriculum and better ways of reinforcement.

Satisfied learners, according to Hootstein (1998) are in most cases reinforced to learn through their teachers, parents, peers and others. Students feel satisfied about their accomplishments, through feedback and reinforcement for their successes. For example rewards such as praise or privileges. Reinforcement comes from different sources, however, parents according to psychologists are the primary influence on a child's motivation to learn. Families that are supportive, influence their children's motivation at every stage of development, lasting through primary school and beyond. Pape (1999), states that "parents who are involved in their child's academic life have a profound effect on the child's ability to appreciate learning for a lifetime". Other sources of reinforcement that can motivate pupils to remain in school can be the basic communication link between the school and parents. The establishment of a parent-friendly school environment, whereby there is trust, open communication, collaboration and problem solving channels, pupils become reinforced. Learners find satisfaction in learning when teachers, parents, peers and others recognized their effort and achievement in their studies. However, in cases whereby their errors, trials and efforts are not appreciated at all, they turn out to be dissatisfied with their learning.

Expectation for success of the learners by their teachers and parents determines the level of achievement of students in schools. When learners are supported and encouraged, they put a lot of effort and hard work in their work. However, it is an established fact, that if a student is not motivated to learn, even the most talented and experienced teacher will face difficulty in helping the child reach his/her fullest potential. Naturally, all children are born with a motivation to learn (Wlodkowski & Jaynes, 1990). Children tend to be curious and appear driven by a need to explore and interact with their world (Lumsden, 1994). However, as time goes on and with some problems coming up, children's motivation to learn fades away. Pupils whose teachers and parents show more interest by believing in their talents put in a lot of effort in their studies. However, in cases whereby pupils observe that their parents, teachers as well as peers and the societies are not expecting much good from them, they become reluctant to aspire for the best.

2.4.3: Theories of Extrinsic and Intrinsic Motivation

The study of motivation according to research studies has given rise to many different theories about how to motivate ourselves and other people. Motivation as it's relates to learning, it is the energy to study, learn and achieve and to maintain these positive behaviours over time. It is what stimulates students to 'acquire, transform and use knowledge' (Groccia 1992). Theories of motivation have often focused on two distinct categories: extrinsic and intrinsic motivation.

Intrinsic motivation is when we attempt to satisfy a desire, expectation or goal without being influenced to do so by another person or by an external incentive or reward. We determine our own goals and expectations, not someone else's. Intrinsic motivation is sometimes referred to as self-motivation (Groccia, 1992). Intrinsic motivation gives innate satisfaction. It is much more powerful driver of learning and achievement because of the genuine interest in the goal itself, as distinct from the reward. Children with strong intrinsic motivation do not need an adult constantly watching and helping with activities and they tend to apply different learning strategies than those who are subject to extrinsic drivers (Lepper, 1998; Lepper & Malone, 1986). They feel satisfied with their work and show more enjoyment in the activity. Being more independent allows children to feel that they are successful. Success leads to higher self-esteem and feelings of self-worth, which leads to strengthened motivation.

Extrinsic motivation, on the other hand, is when we are compelled to do something or act a certain way because of external factors. These might include incentives and rewards or even punishments. In this case, someone else usually determines the goals or expectations (Groccia, 1992). When a learner is extrinsically motivated, the reward comes from outside the child- it has to be provided by someone else, and has to be sustained for the child to remain motivated enough to continue the activity. Children who engage in some activities out of respect for adults, to impress others, to be rewarded, are extrinsically motivated. It is more

difficult for a child to remain extrinsically motivated because of the reliance upon some outside forces to satisfy the urge/desire.

The problem with extrinsic motivation is that, children begin to feel successful only if someone else judges them as successful. It gradually leads to psychosocial problems, feelings of unworthiness. Teachers should not use excessive rewards because it undermines student's ability to value themselves. Children who are extrinsically motivated have lower level of motivation and need constant attention from adults and cannot function independently. Since independence is an important aspect of quality learning, their dependence on adults will greatly limit their ability to succeed in school. They engage in learning activities to get rewards not as something interesting to pursue for its own sake. They do not view it as something useful in its own right, so they do not question or evaluate what they are learning. Once the prize has been achieved, pupils who are extrinsically motivated no longer have any motivation to retain what they have learned. Therefore, another problem is that extrinsic motivation does not promote deeper learning.

The Fulbe nomadic children generally develop independence early in life, for example through herding activities. Children can be motivated to learn by the use of both intrinsic and extrinsic motivations. Despite much emphasis on the use of intrinsic motivation in schools, extrinsic motivation can yield equally good result if handled well. There is need for the parents and teachers of the Fulbe nomadic pupils to use both intrinsic and extrinsic motivation to promote learning. Children should

be guided and encourage to participate in undertaking a task for their own interest not for rewards (candy, money, expressive praise).

2.4.4: Theory of Achievement Motivation.

Several studies have shown significant differences in the level of achievement between groups of individuals drawn from culturally divergent societies. Myers (1993) defines achievement motivation as a desire for accomplishment, for mastery of things, people or ideas for attaining a high standard. Similarly, Murray earlier (1938) defines achievement motivation as a desire for significant accomplishment, for mastering skills or ideas, for control and for rapidly attaining a high standard.

Scholars like Cooper (1983) and McClelland (1978) are of the opinion that aspects of family structures and styles of parenting influence the development of achievement motivation. Families that use servants in raising their children, lower their children's level or chances of being self-reliant, confident, self-motivated and independent. Therefore, achievement motivation is seen as fostered by a pre-adolescent environment consisting of a particular pattern of adult-child relationships and training experiences. They further believed that child-rearing and socialization practices are the most important factors in developing highly motivated children. Researchers reported that people with stronger desire to achieve are more likely to persist on a task even when things get difficult. Santrock (2007) held that pupil's

relationships with parents, peers, friends, teachers, mentors and others can have profound effects on their achievement and social motivation.

2.5: Review of related studies

From the many research works that has been done on the determinants of low school enrolment, the researcher will examine how some of these literatures are related to this study and what makes the present study different from the previous studies.

Suryadarma et al (2006) investigated the causes of low enrolment and highest number of dropouts during transition from primary to secondary school in Indonesia. The sample of the study comprised of selected children from thirteen (13) provinces as representative of the Indonesian provinces. According to the researchers, about 80% of Indonesians live in these selected provinces. The population of the study consisted of 1352 children who were between the third grade and sixth grade in 1993 and 2363 primary school children who graduated in 1997. In addition, another set of 900 children were observed in the survey of the study. The research results reported that out of 874 children 75 of them dropout of school, indicating that dropout rate during transition stands at 8.5%. Other causes as reported in their study was cost of schooling (71%), distance (4%) and more of those who significantly perform less in school. Results further showed that girls have 2.7% point lower probability of

continuing, indicating that gender parity in education goes beyond the primary school level.

Findings of the study by Suryadarma et al (2006) indicated that the age and work status of the children does not matter much according to the study. It was reported in their study that parental education i.e. father's educational level is statistically significant, a child whose father has at least nine years of education has a 5% point higher probability of continuing. The mother's educational level is not significant, even though the sign is also positive. Therefore, from the study it was indicated that cost, gender, parent's level of education and distance of school determines pupil's enrolment and retention. However, had it been these pupils were well-motivated, all these cannot prevent them from going or remaining in school. Therefore, my study will further inquire and explore how motivation can play a role in influencing enrolment and retention irrespective of the challenges children found themselves in.

Bakari (2000) investigated the effect of school culture on the enrolment and retention of the travelling children in West Sussex, England. In the process of data collection, the researcher use interview, observation and some documents. The target population of the study is the itinerant group commonly known as 'Travellers' or 'Gypsies'. Their lifestyle is like that of the nomadic people. The Plowden report (1967) described them as "probably the most severely deprived children in the country". They are resistant to school enrolment. There are about 1 million

Travellers in Europe as at 1987(ERC, 1987) and about 90,000 in England (OFSTED, 1996:14).

Bakari (2000), reported that because of fear of injustice and prejudice most 'Travelers' do not enrol or retain their children in school. This is true and naturally people do not want to be seen or treated as strange beings to be look at, pitied, teased or be called names in societies. Bakari further reported that the relationship between the 'Travelers' and non-Travelers determined the enrolment and retention of the 'Traveler' children in school. If the 'Traveler' children were intrinsically motivated, the issues of enrolling or remaining because of somebody or his/her attitude will not even arise. The cultural conflict between the school and the 'Travelers' has been cited as another cause of low enrolment and higher drop-out among the 'Traveler' children in school. Teaching methods that are accommodative of the cultural norms of the pupils make learning more desirable. In this case, teacher expertise can be utilized to motivate pupils to be enrolled and retained in school.

Usman (2006) examined how and why Fulbe nomadic boys are "left behind" at the primary school level despite specific educational policy development. The research was carried out in selected nomadic and multiethnic primary schools in Northern Nigeria and the Federal Capital Territory. According to the researcher, Fulbe nomadic boys are more disadvantaged because their livelihood depends on pastoral economy that demands constant migration to interior grassland for pasture. The researcher selected sample of boys with ages ranging from 5-14 year in primary

schools across the northern region (Usman, 2001). She reported learning challenges (e.g. unfavourable school shift, bullying, school levies, ineffective discipline, and insufficient male teachers as role models) encountered by boys as causes of low school enrolment, irregular attendance and drop-out. The use of a more organized strategy of implementing the curriculum by qualified teachers can make learning motivating.

Hardjono (2004) looks at the influence of poverty on school drop-out in two provinces in Indonesia, Bali and West Nusa Tengarra. It was also reported that more Balinese children complete primary school than West Nusa children because of their attitudes to education. In the case of the Balinese children, their parents' makes education a priority while on the other side, the West Nusa Tengarra parents have very low regard for education. Therefore, it was reported that there were more literate Balinese children than there were West Nusa Tengarra children in Indonesia.

Gertler & Minnie (2003) investigated the impact of parental death on a child's school enrolment. They reported that a child who experienced parental death is twice more likely to drop-out of school than a child whose parents are alive. Furthermore, it was reported that a female first born child has a larger chance of dropping out of school than a male first born child. Finally, they find no statistically significant difference between losing a mother or a father.

2.6: Summary

This chapter opens with the introduction of the chapter, followed by defining the concepts of motivation, nomadism, motivation and learning, teacher expertise in shaping pupil's determination in learning. The role of curriculum in promoting learning in schools, enrolment and retention of learners in schools, the role of reinforcement in influencing enrolment and retention in schools, towards sustaining interest in learning, motivational differences between boys and girls in learning situation, possible causes of enrolment and retention in schools, situational background of the Nomadic Education Programme in Nigeria, achievement of the Nomadic Education Programme in Nigeria and problems affecting the nomadic Education Programme in Nigeria. Furthermore, the chapter discussed the theory of Abraham Maslow's Hierarchy of Human needs, where the five stages of human needs i.e. physiological, safety, social needs, esteem and self-actualization was discussed. The RISE Model of motivating the unmotivated child. The theories of extrinsic and intrinsic motivation, the theory of achievement motivation and finally the review of related studies.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1: Introduction

This chapter discussed the research design, population of the study, sample size and sampling technique, instrumentation, validity and reliability of instrument, pilot study, procedure for administering the instrument and procedures for statistical analysis.

3.2: Research Design

The correlational method was used in this study. This method measure the level of association or co-variation of two or more variables. This means to study whether an increase or decrease in one variable corresponds to an increase or decrease in the other variable. This method allows the researcher in this study to measure for instance, the level of association between teacher expertise and enrolment, teacher expertise and retention as well as between relevance of curriculum and the motive to remain in school.

3.3: The Population

The population for this study consisted of the Fulbe nomadic children of the upper primary stage i.e. classes 4, 5 and 6 in Adamawa state. Creswell (2005:595) define population as a group of individuals with the same characteristics. The NCNE (2008) reported that there were 2,871 pupils in 63 nomadic schools out of 77 in

Adamawa state. The remaining 14 schools do not have primary 4, 5 and 6 (NCNE Report, 2008). Therefore, 2,871 is the population of this study. The pupils in class four (4) were 1224 out of which 690 were boys and 534 were girls, class five(5) pupils were 970, of which 533 were boys and 437 were girls and in class six(6) 399 were boys while 278 were girls. These figures can be seen in appendix III below. Provided also is a detailed list of all the 77 nomadic schools in Adamawa state and the number of pupils in classes 4, 5 and 6 according to the LGAs of the schools in appendix IV below.

The pupils in these classes were taken because they have been enrolled and are retained in the system for at least 4, 5, 6 or more years accordingly. The representatives of the population were selected from all the three geographical zones, namely Adamawa North, Adamawa Central and Adamawa South in order to have considerable representation from all the sections of the state. Adamawa state has seventy seven (77) nomadic primary schools with 7948 registered pupils (NCNE Report, 2008). The study was carried out in 10 nomadic schools in the state. Table 3.3.1 below is showing the distribution of the sampled population. The ten (10) nomadic schools were from seven (7) LGAs of the state.

Table 3.3.1: Distribution of population and the sample selected.

S/N	Zones/ L.G.As	Selected nomadic schools	Pupils pop in selected N.P.School	Pupils in pri.4,5&6 in the schools	Sample selected
Adamawa Central	1.Girei	1. Bagalchi 2. Nassarawo 3. Gudusu	166 123 148	25 36 31	10 7 22
	2. Yola South	1.Garandiya 2.Nana Asma'u	96 100	31 25	23 25
	3.Fufore	1.Wuro Labai	86	22	22
Adamawa North	1.Mubi 2.South	1.Yadafa NPS	218	60	34
	3.Maiha	1. Matsimin	164	37	11
Adamawa South Zone	1.Jada L.G.A	1. Mamukan	142	40	38
	2. GanyeL.G.A	1.Konglatan	108	35	35
Total	7 L.G. As	10 Nomadic Schools	1351	342	227

3.4: Sample size and Sampling Technique

The appropriate sample size of this study was determined using Glenn D. Israel (1992) formula which recommended that a sample size of 191 can be taken from a population of 3000 for precision of +_ 7% with 95% confidence level, as shown in appendix V below. The researcher went to the field with 350 questionnaires, however, thereafter 292 questionnaires were considered valid and out of this number only 227 were our target population (Fulbe nomadic pupils) because 65 of the respondents were non- Fulbe pupils.

The purposive sampling technique was used in this study. This type of technique allows the researcher to use the respondents that are available and fits into the study and those that do not fit in were rejected. In the case of this study, for example, 227 Fulbe pupils were used and their responses analyzed while those respondents that were non-Fulbe in the ten (10) schools were 65 and their responses were not analyzed.

3.5: Instrument for Data Collection

The instrument used for the data collection in this study is the questionnaire designed and developed by the researcher. The questionnaire helps in understanding the attitudes, opinions and behaviours of the Fulbe nomadic children in relation to the study. It also gives the researcher the opportunity of meeting directly and

discussing extensively with the target population (i.e. the Fulbe nomadic pupils of primary 4, 5 and 6). The title of the questionnaire is:

Questionnaire for Enhancing the Enrolment and Retention of Fulbe Nomadic pupils through the RISE Model of Motivation (QERRM). The questionnaire is attached below as appendix VI. The format of the questionnaire is based on a 5-point likert scale of measurement of Strongly Agree (5), Agree (4), Undecided (3), Disagree (2) and Strongly Disagree (1).

The questionnaire has seven (7) sections, such as:-

Section A: Guidelines, here the respondents were instructed on how to fill the questionnaire.

Section B: **Bio data,** respondents were instructed to write their age in the space provided and to tick the appropriate gender, class and ethnicity.

Section C: Enrolment.

Section D: Retention.

Section E: Teacher Expertise.

Section F: Curriculum content and

Section G: Reinforcement.

The items in the questionnaire were generated through the research questions, hypotheses and literature of the study.

3.6: The Pilot study

The pilot study was carried out using 39 respondents in Dou Leggal nomadic primary school, Mayo-balwa in Adamawa state. There were 20 pupils from primary 6 and 19 from primary 5 of the school. The school was chosen because it was one of the schools with larger number of senior primary school section in all the nomadic schools in the state.

The purpose of the visit was explained to the respondents while the questionnaire was distributed and explained by the researcher with the help of the school head teacher and another teacher in the school. Thereafter, the completed questionnaires were collected from the respondents by the researcher. The Fulbe nomadic pupils of this school were not included in the main study because they were used as respondents in the pilot study.

3.7: Validity and Reliability of instrument

3.7.1: Validity

The researcher has checked the validity of the questionnaire by ensuring that it is in line with the research questions and hypotheses of the study. In order to check the content validity of the questionnaire, it was given to experts in Psychology to make their contributions, suggestions, corrections and comments to ensure the use of a more valid and effective research instrument. For example, the language of the questionnaire was said to be very long and vague, thereafter, suggestions were made

that there is need for clarity, simplicity and brevity in choice of words. The questions earlier focused on pupil's reasons for enrolling and remaining in school, however, suggestions were made for a change from reasons to strategies. Furthermore, in the process of modifications to ensure validity of the instrument, suggestions were made to reduce the number of research questions and hypotheses. The questionnaire was modified as suggested accordingly.

3.7.2: Reliability

The questionnaire was tested through the pilot study to ascertain the reliability of the instrument. The researcher checked how clear and effective the questionnaire was in measuring what exactly it's intended to measure with consistency. The respondents were requested to indicate their responses to each statement by ticking one of the alternative responses built in the type 5 Likert point scale. This was to ensure that Fulbe nomadic pupil's opinion about teacher expertise, curriculum content and reinforcement are adequately expressed. The respondents were guided on how to fill in the translated questionnaire with the help of an assistant and their teachers. The responses of the test were scored and the split-half reliability procedure was used to determine the result of the pilot study. The result of the reliability test using the Guttman split-half co-efficient with the SPSS (Version 13) was .765 while Cronbach's Alpha co-efficient is .920. These procedures of testing by Guttman split half co-offecient and using the Cronbachs Alpha were to establish the reliability of

the instrument. The rule for internal consistency or reliability of the instrument is adjudged reliable if the calculated coefficient is between .5 and 1. Therefore from the result of this test, the coefficient is .920, the instrument is therefore considered very reliable.

3.8: Procedure for the Administration of the Instrument

Prior to administering the instrument, the researcher introduced the study to the Executive secretary of the NCNE, state coordinator and zonal supervisors. The head teachers, teachers, Parents Teachers Association (PTA) and respondents were also notified of the visit and purpose of the study. The classrooms of the respondents were used but divided into groups according to their classes. The questionnaire consisted of guided questions which were translated to Fulfulde Language and explained to the respondents by the researcher and the research assistants (see appendix VII below). The questionnaires were filled and collected immediately.

3.9: Procedures for Statistical Analysis

The data collected from the responses of the Fulbe nomadic pupils was analyzed using descriptive and inferential statistics so as to give a general picture of the data. In testing hypotheses 1, 2, 3, 4, 5 and 6 the Pearson Product Moment Correlation (r) was used. The technique was used in finding out if there is significant relationship between pupil's level of enrolment and retention and teacher expertise, curriculum content and their reinforcement level. Frequency counts and percentages

were used in indicating the population in schools, number of girls and boys, ethnicity, their ages and the classes of the respondents. All the hypotheses were tested at 0.05 level of confidence as supported by Williams & Best (1981) that 0.05 level of significance is used as a standard for retaining or rejecting a hypothesis

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.1: Introduction

This chapter is centred on the presentation of the responses of 227 carefully sampled Fulbe nomadic pupils on testing if there is significant relationship between enrolment and retention and teacher expertise, relevance of curriculum and reinforcement or not. The demographic characteristics of the respondents were presented in tables of frequencies and percentages. Six research hypotheses were tested while research questions were answered and results presented. The Statistical Package for the Social Sciences (SPSS) was used for the analysis presented in the sections below. The Pearson Product Moment Correlation was used in testing the six hypotheses and retaining or rejecting each hypothesis was based on 0.05 level of significance.

4.2: Demographic characteristics of the respondents

The total number of 227 Fulbe nomadic pupils of primary 4, 5 and 6 from ten (10) schools out of seven (7) L.G.As in Adamawa state was used in the study. Provided below is the presentation of the demographic characteristics of the respondents in tables according to communities and school, gender, age, class and ethnicity.

Table 4.2.1: Classification of the respondents by their communities and schools.

L.G.A	School	Frequency	Percentage
1. Yola South	Garandiya	23	10%
	Nana Asma'u	25	11%
2. Girei	Gudusu	22	10%
	Bagalchi	10	4%
	Nassarawo	7	3%
3. Fufore	Wuro Labai	22	10%
4. Ganye	Konglatan	35	15%
5. Jada	Mamukan	38	17%
6. Mubi South	Yadafa	34	15%
7. Maiha	Matsimin	11	5%
7 L.G.As	10	227	100%

The distribution in table 4.2.1 above gave an insight into the respondents' representation on the basis of their communities and schools. Mamukan and Konglatan are nomadic communities in the Southern part of the state with the highest representation of 38 (17%) and 35 (15%) respectively. Yadafa from Adamawa North and Nana Asma'u from Adamawa Central had 34(15%) and 25 (11%) representation

respectively. Garandiya, Gudusu and Wuro Labai schools are from Adamawa central and each school had 23 representatives i.e. (10%) respectively. Matsimin from Adamawa north and Bagalchi from Adamawa central had 11 (5%) and 10 (4%) representatives respectively. Nassarawa from Adamawa central had the least sample representation of 7 that is 3% of the total sample.

Table 4.2.2: Classification of the respondents by their gender

Sex	**Frequency**	**Percentage**
Male	141	62%
Female	86	38%
Total	227	100%

Table 4.2.2 above, revealed that there is still a gap between number of boys and that of girls in the nomadic schools in Adamawa state. The table shows that male accounted for 141 representing 62% of the total sample while female accounted for 86 representing 38% of the total sample. From the collected data, observations and discussions with pupils and teachers, it was revealed that few children go to school and of those who do not go, girls constitute the majority. This is a clear indication that there were more Fulbe nomadic male pupils than the females in the nomadic schools.

Table 4.2.3: **Classification of the respondents by their age.**

Age of respondents	**Frequency**	**Percentage**
8-9 years	33	15%
10 years	71	31%
11 years	35	15%
12 years	32	14%
13 years	19	8%
14 years	19	8%
15 years	8	4%
16	2	1%
17	5	2%
18 and above	3	1%
Total	227	100%

As revealed in Table 4.2.3, respondents who were 10 years accounted for the highest representation of 71 i.e. (31%) while those who were between 8 and 9 years had the third highest representation of 33 or (15%) of the total sample, mostly pupils of class 4 or 5. Respondents who were 11 years and 12 years had 35 and 32 sample representation which is 15% and 14% respectively. Then 19 respondents were 13 and 14 years old respectively with 8% representation respectively. Respondents that were 15 years, 16 years and 17 years had 8 (3.5%), 2(1%) and 5 (2%) representation

respectively. Respondents who were 18 years had 3 sample representations, which is 1%. The 1% representation were pupils from Nassarawo and Mamukan.

Table 4.2.4: Classification of the respondents by their classes.

Class	**Frequency**	**Percentage**
Class 4	104	46%
Class 5	59	26%
Class 6	64	28%
Total	227	100%

The classification in table 4.2.4 above indicated that pupils in class 4 had the highest sample representation of 104, i.e. 46% of the sample size. Class 5 had 59 representing 26% representatives and class 6 had 64 representing 28% of the population. From the above statistics, there were more pupils in the lower classes than there were in the higher classes of the nomadic schools.

Table 4.2.5 Classification of the respondents by their ethnicity

Ethnicity	**Frequency**	**Percentage**
Fulbe	227	78%
Non Fulbe	65	22%
Total	292	100%

The table above (Table 4.2.5) revealed that 227 respondents were Fulbe nomadic pupils representing 78% while 65 of the respondents, i.e. 22% were non-Fulbe nomads.

4.3: Presentation of Research Questions

Research Question one:

What motivational effect does teacher expertise have on the enrolment and retention of Fulbe nomadic pupil in nomadic schools?

Table 4.3.1: Level of mean agreement on the motivational effects of teacher expertise on pupil's enrolment and retention in nomadic schools.

S/no	Items	SA	%	A	%	UD	%	D	%	SD	%	Mean
1.	I like going to school because my teacher is hardworking.	84	37	125	55	10	4	8	4	**-**	**-**	**4.26**
2.	I learn a lot because my teacher is intelligent	92	41	116	51	6	3	10	4	**3**	**1**	**4.25**
3.	I behave well because my teacher is kind	76	34	133	59	10	4	8	4	**-**	**-**	**4.22**
4.	I do my class work because my teacher is friendly.	81	36	122	54	14	6	8	4	**2**	**1**	**4.20**

5.	My teacher is very active.	79	35	126	36	12	5	6	3	**4**	**2**	**4.19**
6.	I come to school early because my teachers are committed to their work.	74	33	134	59	10	4	7	3	**2**	**1**	**4.19**
7	I enjoy learning because my teacher is very supportive.	73	32	129	57	11	5	13	6	**1**	**4**	**4.15**
8.	I believe I can succeed because my teacher guides me.	68	30	129	57	13	6	10	4	**7**	**3**	**4.06**
9.	I appreciate myself because my teacher is approachable.	66	29	115	51	20	9	19	8	**7**	**3**	**3.94**
10.	I am committed to my school work because my effort matters.	52	23	113	50	24	11	22	10	**16**	**7**	**3.72**
11.	I work hard because my teacher believes in me.	63	28	102	45	11	5	35	15	**16**	**7**	**3.71**

The table above (4.3.1) is indicating the percentages of the pupil's level of agreement that teacher expertise motivate their enrolment and retention in school. The nomadic pupil's opinion on the above computed scale is indicating that 92% of the pupils agreed that their teachers are hard working, committed and intelligent. Furthermore, 93% of them also agreed that the teachers are kind and friendly. In the case of the teachers being supportive, 89% of the pupils agreed to that. About 87% of the pupils believe that their teachers guide them.

Research question 2:

What is the connection between relevance of curriculum and the motive to enrol and remain in schools among the Fulbe pupils?

Table 4.3.2 Level of mean agreement on the connection between relevance of curriculum and Fulbe pupils motivation to enrol and remain in school?

S/N	Items	SA	%	A	%	UD	%	D	%	SD	%	Mean
1.	My school curriculum is related to my lifestyle	105	46	105	46	4	2	9	4	4	2	**4.31**
2.	I worked hard duate to st to dary school.	85	37	124	55	6	3	1	.4	11	5	**4.19**
3.	I am guided in school based on culturally acceptable	71	31	139	61	7	3	6	3	4	2	**4.18**

	behaviour.											
4.	My school promotes socialization.	58	26	144	63	17	8	6	3	2	1	**4.10**
5.	My school supports explorative learning.	64	28	129	57	21	9	8	4	5	2	**4.05**
6.	I learn work such as arts, crafts, mats, bead making etc in school.	64	28	120	53	32	14	11	5	0	0	**4.04**
7.	My school curriculum is challenging.	51	23	147	65	12	5	12	5	5	2	**4.00**
8.	My school curriculum encourages development of innovative ideas.	61	27	106	47	40	18	16	7	4	2	**3.90**
9.	I enjoy cooperative learning in school.	61	27	75	33	14	6	52	23	25	11	**3.42**
10.	I learn many things about	60	26	51	23	9	4	47	21	60	26	**3.02**

	the Fulfulde culture (language).											

The provided table above (4.3.2) indicated that about 92% of the pupils agreed that the school curriculum corresponds with their lifestyle and the same percentage of these pupils want to graduate to secondary school. They also perceived that the curriculum contained explorative and challenging teaching and learning methods. About 81 % of them agreed that there are extracurricular activities in the schools. The language of communication and teaching in most of the schools is Fulfulde, however, it is not taught as a subject in most of the schools. This was confirmed by about 51% of the pupils who disagree with the view that the language is being taught in the schools.

Research question 3:

What is the association between reinforcements and the motive to enrol and retain Fulbe nomadic pupils in nomadic schools?

Table 4.3.3: Level of respondent's agreement on the level of association between reinforcements and enrolment and retention of pupils in nomadic school.

S/N	Items	SA	%	A	%	UD	%	D	%	SD	%	Mean
1.	I do my class work because it is interesting.	83	37	137	60	0	0	4	2	3	1.3	4.29
2.	I like attending classes because my teacher is	69	3	142	63	7	3	6	3	3	1.3	4.18

	very caring.											
3.	I am motivated to work hard because I am rewarded.	72	32	136	60	8	4	7	3.1	4	2	4.17
4.	I enjoy school because of my achievements.	67	30	139	61	9	4	10	4.4	2	1	4.14
5.	I work hard because my teacher praises me in class.	65	29	121	53	18	8	14	6	9	4	4.01
6.	I behave well because my teacher praises me.	69	30	118	52	21	9	12	5	7	3	3.96
7.	I like school because of team work.	76	34	89	39	20	9	23	10	19	8	3.79
8.	I behave well because my teacher rewards positive behaviour.	54	24	125	55	15	7	10	4.4	23	10	3.78
9.	I do my home work because I want to win a price.	57	25	103	45	27	12	8	4	32	14	3.64

Table 4.3.3 above, indicated that 97% of the Fulbe nomadic pupils agreed that learning is interesting and about 93% agreed that their teachers are caring. Their agreement that their teachers reward hard work is also reflected in the number of pupils (i.e.92%) agreeing to that. About 82% of these pupils agreed that they behave well and work hard because their teachers motivate them by praising them in class. It is also reported that about 70% of the pupils agreed that they work hard to either be praised or rewarded in class.

4.4: Hypotheses Testing

Six null hypotheses were postulated, presented and interpreted in this section.

Research Hypothesis one:

Hypothesis one states that there is no significant relationship between teacher's expertise and enrolment of fulbe pupils in nomadic schools.

Table 4.4.1: Pearson Product Moment Correlation statistics to test relationship between teacher expertise and enrolment in school.

VARIABLES	N	Mean	S.D	r	p
Teacher Expertise	227	74.82	5.34	.27 **	.000
Enrolment	227	39.03	3.83		

****correlation is significant at the 0.01 level (2-tailed)**

The above correlation statistics showed that a significant relationship exist between teacher expertise and pupils enrolment. This position is confirmed from the outcome of the correlation table above which shows that the correlation index r 271 is greater than .195 r critical, while the calculated sig or probability value of .000 is less than the 0.01 level of tolerance. Hence the null hypothesis which states that there is no significant relationship between teacher's expertise and enrolment of Fulbe nomadic pupils is hereby rejected.

Research Hypothesis two:

The null hypothesis states that there is no significant relationship between teacher expertise and retention in school.

Table 4.4.2:

Pearson Product Moment Correlation statistics to test relationship between teacher's expertise and retention in school.

Variables	**N**	**Mean**	**S.D**	**r**	**Sig**
Teacher expertise	227	74.82	5.34349	.505**	.000
Retention	227	41.05	5.26273		

****correlation is significant at the 0.01 level (2-tailed)**

Details contained in the Pearson Product Moment Correlation table 4.4.2 above showed that significant relationship exist between teacher expertise and retention because the correlation index r .505 is higher than the r critical which is .195 and the

calculate probability (sig) .000 is lower than the .01 level of tolerance confirming the existence of significant relationship between the two groups of variables. Consequently, the null hypothesis which states that there is no significant relationship between teacher expertise and retention is hereby rejected.

Research Hypothesis three:

The null hypothesis states that there is no significant relationship between relevance of curriculum and enrolment.

Table 4.4.3: Pearson Product Moment Correlation (PPMC) statistics to test relationship between relevance of curricullum and enrolment in school.

Variables	**N**	**Mean**	**S.D**	**r**	**sig**
Relevance of Curriculum	227	39.22	4.68	.169*	.016
enrolment	227	39.03	3.83		

*correlation is significant at the 0.05 level (2-tailed)

According to the results obtained from the Pearson Product Moment Correlation (PPMC) statistics table 4.4.3 above significant relationship exist between relevance of curriculum content and the motive to enrol because the calculated sig value of .016 is lower than the 0.05 level of tolerance.

Hence the null hypothesis which states that there is no significant relationship between relevance of curriculum and the motive to enrol is hereby rejected.

Research Hypothesis Four:

The null hypothesis states that there is no significant relationship between relevance of curriculum and retention in school.

Table 4.4.4:

Pearson Product Moment Correlation statistics to test relationship between relevance of curriculum and retention in school.

Variables	**N**	**Mean**	**S.D**	**r**	**sig**
Relevance of curriculum	227	39.22	4.68	.43**	.000
Retention	227	41.65	5.26		

****correlation is significant at the 0.01 level (2-tailed)**

Significant relationship has been proved to exist between relevance of curriculum and the motive to remain in school because the Pearson Product Moment Correlation (PPMC) statistics table 4.4.4 revealed that the calculated correlation index r .431 is higher than .195, while the calculated probability sig .000 is less than 0.01 level of tolerance confirming the existence of significant relationship between the two variables. Therefore, the null hypotheses which states that there is no relationship between the relevance of curriculum and the motive to enrol in school is hereby rejected.

Research Hypothesis Five

The null hypothesis states that there is no significant relationship between reinforcement and enrolment in school.

Table 4.4.5:
Pearson Product Moment Correlation statistics to test relationship between reinforcement and enrolment in school.

Variables	N	Mean	S.D	r	sig
Reinforcement	227	35.97	4.99	.099	
Enrolment	227	39.03	3.83		.137

Details of the above Pearson Product Moment Correlation (PPMC) statistics table 4.4.5 above revealed that there is no significant relationship between reinforcement and the motive to enrol Fulbe pupils in nomadic schools because result showed that the correlation index r .099 is less than the .195 r critical while the calculated probability (sig) .137 is higher than the 0.05 or 0.01 level of tolerance confirming that there is no significant relationship between the two variables. Hence the null hypothesis which states that there is no significant relationship between reinforcement and the motive to enrol is hereby accepted and retained.

Table 4.4.6:

Pearson Product Moment Correlation (PPMC) statistics to test relationship between pupil's reinforcement and retention in school.

Variables	N	Mean	S.D	r	sig
Reinforcement	227	35.97	4.96	.29**	
Retention	227	41.05	5.26		.000

****correlation is significant at the 0.01 level (2-tailed)**

According to the outcome presented in the Pearson Product Moment Correlation statistics table 4.4.6 above, significant relationship exist between reinforcement and the motive to remain in school due to the fact that the correlation index r .285 is higher than the r critical .195 while the calculated probability (sig) .000 is less than the 0.01 level of tolerance, confirming the existence of significant relationship between the two variables. Therefore, the null hypothesis which states that there is no significant relationship between reinforcement and the motive to remain in school is hereby rejected.

4.5: Summary of findings

This research study has now confirmed the significant relationships that exist between teacher expertise and enrolment, teacher expertise and retention, relevance of curriculum and enrolment, while reinforcement and enrolment was confirmed not to be related significantly.

The major findings of this study are:

- That there is significant relationship between teacher expertise and pupil's motive to be enrolled into school.
- That there is significant relationship between teacher expertise and the motive to remain in school.
- That there is significant relationship between relevance of curriculum and pupil's motive to enrol in school.
- That there is significant relationship between relevance of curriculum and the motive to remain in school among the Fulbe nomadic pupils.
- That there is no significant relationship between reinforcement and the motive to enrol in school.
- That there is significant relationship between reinforcement and the motive to remain in school.

The findings as reported above are the major findings of this study based on the six research hypotheses raised. Therefore, five of the six null hypotheses of the study were rejected while the fifth hypothesis which stated that there is no significant

relationship between reinforcement and the pupil's motive to enrol in school is hereby accepted because the result shows that there is no significant relationship between reinforcement and enrolment. In other words, this means that the issue of reinforcement does not significantly matters in the decision to enrol in school however reinforcement matters significantly for the pupils to remain in the school.

There are other important findings that need to be reported in this study to provide more information in support of the main findings.

- Another reason given by pupils for not coming to school every day was the issue of market days. The Fulani people belong to a collectivist society, which enjoys doing things collectively and going to the market to both the young and the elderly is like attending a cultural gathering that they look forward to either daily or weekly depending on their needs. The marketplace provides an avenue whereby they associate with each other and get news of relatives and friends who are far and near. Therefore, the culture of attending the market day is very important in the lives of the children as well because they play a very vital role in taking their animals and dairy products (milk, yoghurt and cheese) to the market.

4.6: Discussion

It has been observed that few of the results obtained in the analysis of data contradict the findings of some research works conducted in the past while most of the other reported findings agree with the findings of other researchers.

The results obtained are not very much surprising because from all the hypotheses, the research findings show that teacher expertise significantly determines both enrolment and retention. The study also reported that relevance of the nomadic school curriculum significantly relates to enrolment and retention of pupils as well. However, findings in the case of this study shows that enrolment of the Fulbe pupils into the nomadic schools were not determine by reinforcement. According to the findings of this study, retention of Fulbe pupils in the nomadic schools was determined by reinforcement. Most pupils who were enrolled and retained attributed their involvement in school partly because of their teacher's kindness, caring and supportive qualities. Some of the reasons given by the pupils for their interest in school activities include team work and the frequent praises by their teachers.

The findings above that teacher expertise significantly determined enrolment and retention is consistent with Fioriello's (2009) view point that students irrespective of their maturity levels can give an assessment of their teacher's character traits such as kindness, impressiveness, harshness, fairness, partiality, understanding, caring and all these may affect their participation in school. Like most parents, the Fulbe nomadic parents desire above all that their children be treated with love, care and kindness. They want a safe environment where their children are valued and recognized. So it is worth noting that teachers have a greater influence on whether pupils remain in school or not than any other person. In a similar report, Rogers (2009) observed that three things are necessary for a person to be well-adjusted i.e.

congruence, empathy and unconditional positive regard, these conditions allow people to find solutions to their own problems. This means if people believed they are understood, treated fairly without any discrimination and given absolute right to be, without negative attitude to their culture and beliefs, then they would definitely be well-adjusted in any society.

The findings of this study which indicated significant relationship between relevance of curriculum and the motive to remain in school is consistent with Balarabe (2007) who reported that curriculum and teaching method are central to facilitating or hindering learning in certain individuals. In a similar study, Bredekamp et al (1992, 1997) explained that curriculum is use as the main guide or focus for teaching and learning at all stages. They further attributed teacher's competence as the foundation of the curriculum.

Furthermore, pupil's level of reinforcement shows significant relationship with their level of retention in nomadic school. Therefore, the null hypothesis was rejected. It is indicated in table 4.4.2, that 92% of the pupils agreed that they behave well and work hard for their teacher's praises in class. The use of praise effectively by teachers provides pupils with positive reinforcement, according to Kelly (2010). This is in line with the view of Mclean (2003) that to sustain learning interest in learners, teachers must make teaching and learning more engaging and relevant to the needs of the learners through various extracurricular activities that promotes participation. There are so many ways by which pupils can be reinforced to remain in

school and one of this can be achieve by utilising the curriculum. Pupils agreed that they find school relevant by identifying with their culture. This is in agreement with Wimberley (2002) who argued that teachers must recognize and respect their student's cultural identity so as to build a trusting relationship. It is also reported by Stewart (2009) that increase in teacher expectations reinforce improved student's behaviour and achievement. These greatly determine their progress and retention in school.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1: Introduction

This chapter gives the summary, conclusion and recommendations based on the findings of the study.

5.2: Summary

The study was divided into five chapters whereby the first chapter begins with a general introduction as the major heading, defining motivation, motivation and learning, nomadism, then stating the problem of the nomadic education programme. The objectives of the study, research questions and hypotheses stated clearly the need of the study and question how teacher expertise, relevance of curriculum and proper reinforcements may influence enrolment and retention among Fulbe nomadic pupils or otherwise. Justifying the study, basic assumptions, scope and delimitation of the study and summary of chapter one was provided.

The second chapter is titled: Review of Related Literature, Maslow's theory of Motivation, extrinsic and intrinsic motivation were extensively discussed in relation to the study. The success and challenges of the Nomadic Education Programme has been reviewed, followed by issues on teacher expertise, curriculum and reinforcement in schools were also reviewed. Some literatures were looked into from

International experiences of other nomads as it relates to school enrolment and retention. Finally, the summary of the second chapter closes.

The third chapter is titled: Research Methodology, opening with introduction, research design, population of the study, sample size and sampling technique, instrumentation, validity and reliability of the instrument, pilot study and procedure for statistical analysis.

The fourth chapter is titled : Data Analysis and Discussion, it deals with the presentation of the collected data, analyzed research questions and hypotheses were presented and discussed in line with stated null hypotheses. In the interpretation and discussion of findings related literatures were cited in support or otherwise.

In chapter five, the introduction, summary, conclusion and recommendations were presented based on the findings of the study.

5.3: Conclusion

The study concluded based on findings that there is significant relationship between teacher expertise and enrolment, so also between teacher expertise and retention. Furthermore, results of the findings of the study also, revealed that there is significant relationship between relevance of curriculum and enrolment as well as relevance of curriculum and retention. The result of the fifth null hypothesis, however, indicated that there is no significant relationship between reinforcement and enrolment, thereby resulting to the researcher accepting the null hypothesis. The

sixth hypothesis which stated that there is no significant relationship between reinforcement and pupil's retention is hereby rejected because the result shows significant relationship exists.

5.4: **Recommendations**

Based on the findings of this study, the researcher would recommend the following:

- The government should ensure engaging more qualified teachers by retraining all teachers through the teacher training section of the NCNE. This is necessary because parent's decision to retain a child in a school often reflects the seriousness of the school on teaching and learning matters. There is also the need for positive communication to parents regarding their child's/ward's positive actions and performance so as to create goodwill and understanding and this can be achieve only with teachers who are experienced and who reflect.
- There is need for the state coordinator and all supervisors to ensure that all nomadic schools are using the nomadic school's curriculum so as to improve on the number of pupils enrolled and retained. This is very important because the findings of this study indicated that the content of the school curriculum greatly influenced the level of pupils to be enrolled and retained in the school. Therefore, this can be achieved by ensuring that teachers implement the curriculum so as to achieve the set objectives of the program. Another recommendation is the idea of updating the present curriculum to allow for more variety of positive

extracurricular activities like educational clubs and voluntary societies, drama club so that all pupils will be sufficiently engaged.

- There is need for NCNE, State, L.G.A, P.T.As and NGOs to improve on the environment of the nomadic schools so that pupils will be reinforced to enjoy and cherish being there. The environment may include the classrooms, the playgrounds, sporting, recreational facilities and provision of basic amenities such as good toilets and potable water. The provision of all these will create a secure and beautiful environment for pupils to be reinforced to enrol and remain in school.
- Based on the findings of this study that there is no significant relationship between reinforcement and the motive to enrol in school, there is need for the nomadic schools to make the schools more people and community friendly so that reinforcement can boost the already motivated pupils. This can be done by teachers being friendly, open and supportive to the communities. Effective Parents Teachers Association (P.T.A) in all nomadic schools can improve on the issue of reinforcing enrolment through positive attitudes.
- The study revealed that reinforcement significantly determines pupil's retention in the nomadic schools and this can be sustained by the state co-ordinators of the Nomadic Education Program through facilitating partnership with NGOs to organize literacy classes for adults in the Fulbe communities. This will reinforce higher enrolment and retention among the Fulbe nomadic pupils.

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APPENDICES

APPENDIX I (a): Teachers qualifications in the ten nomadic schools. (Adamawa state Nomadic Education Report, 2009).

S/N	School (Established)	No of Teachers			Teacher's Qualification					
		M	F	Total	Degree	HND	NCE	ND	GR II	SSCE
1.	Konglatan (1997)	5	0	5		1	1		1	2
2.	Mamukan (1990)	4	0	4	1		3			
3.	Matsimin (1998)	7	0	7			4		3	
4	Yadafa (1995)	9	1	10			7		2	1
5.	Wuro Labai (1989)	3	0	3					3	
6.	N/ Asma'u (2002)	7	1	8			4		2	2
7.	Garandiyyah (1993)	10	2	12			1	2	8	1
8.	Gudusu (1990)	6	0	6			4		2	
9.	Nassarawo (1998)	4	0	4		1			3	
10.	Bagalchi (2000)	5	2	7			5		1	1
Total	**10 schools**	**60**	**6**	**66**	**1**	**2**	**29**	**2**	**25**	**7**

APPENDIX I (b)

Qualification of teachers in the ten nomadic schools of this study by percentages.

Qualification	No of teachers	Percentages
Degree	1	1.5%
HND	2	3%
NCE	29	44%
ND	2	3%
Grade II	25	38%
SSCE	7	10.5%
Total	66	100%

Source: (Adamawa state Universal Basic Education Board, Yola, Report, 2009. Submitted by Adamawa state co-ordinator of the Nomadic Program to the Regional Office in Bauchi).

APPENDIX II

Nomadic schools, LGAs and number of registered pupils in Adamawa state (NCNE, Report 2008).

S/N	Name of School	L.G.A	No of registered pupils
1.	Bagalchi	Girei	188
2.	Dou Vendu	Girei	63
3.	Gudusu	Girei	136
4.	Kabawa MFCS	Girei	287
5.	Mo Kawu	Girei	121
6.	Nassarawo	Girei	176
7.	Wuro Koda	Girei	118
8.	Wuro Adayel	Yola South	40
9.	Dundare	Yola South	53
10.	Garandiya	Yola South	96
11.	Hulaire	Yola South	49
12.	Nana Asma'u	Yola South	79
13.	kilbaji	Yola South	62
14.	Mbonninga	Fufore	85
15.	Wuro Labai	Fufore	58
16.	Wuro Mango	Fufore	77

17.	Wuro Yolde	Fufore	97
18.	Filindi	Song	87
19.	Bagauda	Song	120
20.	Dabal	Song	56
21.	Kuma	Song	106
22.	Bondi	Gombi	62
23.	Dahara	Gombi	59
24.	Dongo	Gombi	67
25.	Dingai	Gombi	103
26.	Talire	Gombi	56
27.	Kurara	Gombi	25
28.	Ardo Musa	Hong	77
29.	Gau Musa	Hong	87
30.	Wuro Bajam	Hong	141
31.	Kwah	Mubi North	174
32.	Yadafa	Mubi South	175
33.	Matsimin	Maiha	191
34.	Diran Kore	Madagali	80
35.	Jiddel Nassarawo	Madagali	96
36.	Kesure	Madagali	95

37.	Thuri	Michika	79
38.	Dilichim	Michika	42
39.	Liwi	Michika	61
40.	Ta'akuma	Michika	38
41.	Douleggal	Mayo Belwa	331
42.	Ribadu Yoffo	Mayo Belwa	72
43.	Sakingo	Mayo Belwa	109
44.	Watere	Mayo Belwa	65
45.	Gumari Tugga	Mayo Belwa	97
46.	Dangsa	Mayo Belwa	62
47.	Wuro jam	Mayo Belwa	62
48.	Tassau	Mayo Belwa	33
49.	Sandoni Fulani	Ganye	84
50.	Wuro Gaduji	Ganye	86
51.	Konglatan	Ganye	108
52.	Kanisuwe	Ganye	113
53.	Sanjo Fulani	Ganye	123
54.	Mayo Kila	Jada	356
55.	Mayo Hako	Jada	480
56.	Mamukan	Jada	138

57.	Gidan Bagobiri	Jada	33
58.	Wuro Funa	Jada	143
59.	Yelwa Mbula	Jada	67
60.	Chabbal Kiri	Toungo	14
61.	Dejem	Toungo	88
62.	Jonkolo	Shelleng	148
63.	Jamali	Shelleng	111
64.	Savannah	Shelleng	69
65.	Bobbere	Shelleng	68
66.	Zauna Bako	Shelleng	109
67.	Kumoyel	Guyuk	139
68.	Kwampani	Guyuk	152
69.	Bolleri	Lamurde	54
70.	Koseyel	Demsa	63
71.	Wuro Bakari	Demsa	81
72.	Wuro Munchi	Demsa	52
73.	Tungan Gora	Demsa	47
74.	Bosso	Demsa	20
75.	Mayel Pali	Demsa	68
76.	Mbekwendewe	Demsa	96

77.	Tashan Uda	Numan	82
Total		7948	

Source (National Commission for Nomadic Education, Monitoring, Evaluation & Statistics Report, 2008).

APPENDIX III

Population percentages of pupils in classes 4, 5 and 6 in Adamawa state (NCNE Report, 2008).

S/N	Nomadic schools with classes 4, 5 and 6 as at 2008	Class	Boys	Girls	Total no of pupils.
1.	63	4	690	534	1224
		5	533	437	970
		6	399	278	677
Total	63		1,622	1,249	2,871

APPENDIX IV

Population of pupils in all classes 4, 5 and 6 in Adamawa state (NCNE, Monitoring and Evaluation Report, 2008). **The schools highlighted below were the ten schools used in this study**.

S/No	Nomadic School	L.G.A	Registered pupils in classes 4, 5 and 6
1.	**Bagalchi**	**Girei**	**83**
2.	**Mamukan**	**Jada**	**52**
3.	**Konglatan**	**Ganye**	**58**
4.	**Yadafa**	**Mubi South**	**70**
5.	**Matsimin**	**Maiha**	**64**
6.	**Wuro Labai**	**Fufore**	**16**
7.	**Nana Asma'u**	**Yola South**	**42**
8.	**Garandiya**	**Yola South**	**31**
9.	**Gudusu**	**Girei**	**58**
10.	**Nassarawo**	**Girei**	**90**
11.	Dou Vendu	Girei	38
12.	Dundare	Yola South	0(No classes 4, 5 and 6)
13.	Hulaire	Yola South	12

14.	Kilbaji	Yola South	0(No classes 4, 5 and 6)
15.	Mbonniga	Fufore	41
16.	Mo Kawu	Girei	35
17.	Wuro Adayel	Yola South	0(No classes 4, 5 and 6)
18	Wuro Koda	Girei	28
19.	Wuro Mango	Fufore	21
20.	Wuro Yolde	Fufore	75
21.	Kabawa	Girei	70
22.	Filindi	Song	43
23.	Dabal	Song	12
24.	Bagauda	Song	69
25.	Kuma	Song	39
26.	Ardo Musa	Hong	24
27.	Bondi	Gombi	0(No classes 4, 5 and 6)
28.	Dahara	Gombi	0(No classes 4, 5 and 6)
29.	Dongo	Gombi	27
30.	Dingai	Gombi	37
31.	Talire	Gombi	23
32.	Gau Musa	Hong	47
33.	Kurara	Gombi	0(No classes 4, 5 and 6)

34.	Wuro Bajam	Hong	67
35.	Kwah	Mubi North	64
36.	D/Kore	Madagali	37
37.	Kesure	Madagali	43
38.	Dilichim	Michika	0(No classes 4, 5 and 6)
39.	Thuri	Michika	25
40.	Jiddel	Madagali	57
41.	Liwi	Michika	29
42.	Ta'akum	Michika	0 (No classes 4, 5 and 6)
43.	Douleggal	Mayo Belwa	138 (selected for pilot study)
44.	Ribadu Yoffo	Mayo Belwa	39
45.	Sakingo	Mayo Belwa	53
46.	Watere	Mayo Belwa	28
47.	Gumari	Mayo Belwa	40
48.	Dangsa	Mayo Belwa	19
49.	Wuro Jam	Mayo Belwa	30
50.	Tassau	Mayo Belwa	0(No classes 4, 5 and 6)
51.	Kanisuwe	Ganye	41
52.	Sandoni	Ganye	0(No classes 4, 5 and 6)
53.	Wuro Gaduji	Ganye	32

54.	Sanjo Fulani	Ganye	52
55.	Mayo Kila	Jada	138
56.	Mayo Hako	Jada	195
57.	Gidan Bagobiri	Jada	4
58.	Wuro Funa	Jada	46
59.	Yelwa Mbula	Jada	39
60.	Chabbal Kiri	Toungo	0(No classes 4, 5 and 6)
61.	Dejem	Toungo	0(No classes 4, 5 and 6)
62.	Jonkolo	Shelleng	79
63.	Jamali	Shelleng	58
64.	Savannah	Shelleng	24
65.	Bobbere	Shelleng	30
66.	Zauna Bako	Shelleng	36
67.	Kumoyel	Guyuk	39
68.	Kwampani	Guyuk	69
69.	Bolleri	Lamurde	23
70.	Koseyel	Demsa	33
71.	Wuro Bakari	Demsa	0(No classes 4, 5 and 6)
72.	Wuro Munchi	Demsa	9
73.	Tungan Gora	Demsa	15

74.	Bosso	Demsa	0 (No classes 4, 5 and 6)
75.	Mayel Pali	Demsa	15
76.	Bekwendewe	Demsa	35
77.	Tashan Uda	Numan	18
Total	2871		

APPENDIX V:

Table for determining sample size from a given population (Glenn D. Israel (1992).

Table Sample size for ±3%, ±5%, ±7% and ±10% Precision Levels Where Confidence Level is 95% and P=.5.				
Size of	Sample Size (n) for Precision (e) of:			
Population	±3%	±5%	±7%	±10%
500	a	222	145	83
600	a	240	152	86
700	a	255	158	88
800	a	267	163	89
900	a	277	166	90
1,000	a	286	169	91
2,000	714	333	185	95
3,000	**811**	**353**	**191**	**97**
4,000	870	364	194	98
5,000	909	370	196	98
6,000	938	375	197	98
7,000	959	378	198	99
8,000	976	381	199	99
9,000	989	383	200	99
10,000	1,000	385	200	99
15,000	1,034	390	201	99
20,000	1,053	392	204	100
25,000	1,064	394	204	100
50,000	1,087	397	204	100
100,000	1,099	398	204	100
>100,000	1,111	400	204	100
a = Assumption of normal population is poor (Yamane, 1967). The entire population should be sampled.				

APPENDIX VI

QUESTIONNAIRE:

QUESTIONNAIRE ON ENHANCING ENROLMENT AND RETENTION THROUGH THE RISE MODEL ROLE OF MOTIVATIONAL AMONG FULBE NOMADIC PUPILS

(QEERM)

MODIBBO, Hapsat Hamid

M.Ed/43461/2004/2005

AHMADU BELLO UNIVERSITY, ZARIA

DEPARTMENT OF EDUCATION

EDUCATIONAL PSYCHOLOGY & COUNSELLING SECTION

Educational Psychology,

Department of Education.

Ahmadu Bello University, Zaria.

5th February, 2010.

Dear Respondent,

I am a post graduate student of the Ahmadu Bello University, Zaria, from the Educational Psychology section of the Department of Education. I am conducting a research study on Enhancing Enrolment and Retention of Fulbe nomadic pupils through the RISE Model in Adamawa state, in partial fulfilment for the award of master in Educational Psychology.

I am requesting your kind response by completing the attached questionnaire. I assure you that the information gathered will be treated confidentially.

Thank you.

Yours faithfully,

MODIBBO, Hapsat Hamid.

QUESTIONNAIRE ON ENHANCING ENROLMENT AND RETENTION THROUGH THE RISE MODEL ROLE OF MOTIVATIONAL AMONG FULBE NOMADIC PUPILS

(QEERM)

Section (A): Instructions

Please tick ( ) the option that is appropriate to you.

SA= Strongly Agree A= Agree U=Undecided D=Disagree or SD=Strongly Disagree

Section (B): Bio Data

1. Gender:

   Male ( )

   Female ( )

2. Age: ……

3. Class of respondent: 4( ), 5( ) or 6( )

4. Ethnicity: (a)Fulbe ( )

   (b)Non-Fulbe ( )

Section (C): Enrolment

S/N	Items	SA	A	U	D	SD
1	I am enrolled into school because I want to be literate.					
2	I am enrolled into school because I like what I am taught.					
3	I like going to school because I admire school routines e.g. break time, bell-ringing etc.					
4	I like school because wearing school uniform excites me.					
5	I like going to school because I admire play time in school.					
6	I like going to school because of how pupils relates well with others.					
7	I like coming to school because pupils learn good manners there.					
8	I like school because pupils learn to be more confident.					
9	I like coming to school because pupils display more responsible attitude.					

SECTION D: Retention

S/No	Items	SA	A	U	D	SD
10	I remain in school because I enjoy learning					
11	I remain in school because of the environment.					
12	I like coming to school because I am comfortable there.					
13	I remain in school because I like the activities we do.					
14	I like coming to school because learning is interesting.					
15	I remain in school because I learn to be independent now.					
16	I remain in school because my teachers respect my culture.					
17	I like attending school to impress my parents.					
18	I like coming to school because my teacher has very high expectation on me.					
19	I like coming to school because my teachers are committed to their work.					

Section E: Teacher expertise

S/No	Items	SA	A	U	D	SD
20	I learn a lot because my teacher is intelligent.					
21	My teacher is very active.					
22	I do my class work because my teacher is friendly.					
23	I behave well because my teacher is kind.					
24	I like school because my teacher is hard working.					
25	I come to school early because my teachers are committed to their work.					
26	I enjoy learning because my teacher is very supportive.					
27	I appreciate myself because my teacher is approachable.					
28	I work hard because my teacher beliefs in me.					

29	I am committed to my school work because my effort matters.					
30	I belief I can succeed because my teacher guides me.					

Section f: Curriculum content

S/No	Items	SA	A	U	D	SD
31	My school's curriculum is related to my lifestyle					
32	I am guided in school based on culturally acceptable behaviour.					
33	I learn many things about the Fulfulde culture (language inclusive).					
34	I enjoy co-operative learning in school.					
35	I learn works such as arts, crafts, mats, beads making etc, in school.					
36	My school promotes socialization.					
37	My school curriculum supports					

	explorative learning.					
38	My school curriculum is challenging.					
39	My school curriculum encourages the development of innovative ideas.					
40	I work hard to graduate to secondary school.					

Section g: Reinforcement

S/No	Items	SA	A	U	D	SD
41	I do my class work because it is interesting.					
42	I am motivated to work hard because I am rewarded.					
43	I like school because of team-work.					
44	I enjoy school because of my achievements.					
45	I work hard because my teacher praises me.					

46	I do my home work because I want to win a prize.					
48	I like attending classes because my teacher is very caring.					
49	I behave well because my teacher praises me in class.					
50	I behave well because my teacher rewards positive behaviour.					

KEY:

SA: Strongly Agree **D: Disagree**

A: Agree **SD: Strongly Disagree**

U: Undecided

APPENDIX VII

TRANSLATED VERSION OF THE QUESTIONNAIRE FROM ENGLISH TO FULFULDE

YEBRE A:

Useni suftu ko yaadi be ko woni nder bernde mada be alama banta do ( ).

MM: Mi yardi masiin

M: Mi yardi

C: Chaka mi dari

M: Mi yardai

MS: Mi yardai sam

YEBRE B:

1. A moi jo on?

(a) Mi gorko on ( )

(b) Mi Debbo on ( )

2. Duubi am ……..

3. Aji: 4 ( ), 5 ( ) ko 6 ( ).

4. A moi jo on?

(a) Mi Pullo on ( )

(b) Na mi Pullo on ba ( )

YEBRE C: NASTINOL PUKARAABE HAA JANNGIRDE

1.	Mi nasti janngirde ngam mi laato anndudo.	MM	M	C	M	MS
2.	Mi nasti janngirde ngam mi don yidi ko dum jannginta ton.					
3	Mi don yidi yahugo janngirde ngam kujeji bana fiyugo lenguru e wurtaaki ngam hasitaaki.					
4	Mi don yidi janngirde ngam bornaago kolte janngirde don fottana yam.					
5	Mi yidi yahugo janngirde ngam woodi faamtootindiral hakkunde pukaaraabe haa ton.					
6	Mi yidi janngirde ngam pukaraabe don ekkita gikkuuyi booddi haa ton.					
7	Mi yidi janngirde ngam nde don ekkitina pukaaraabe don ekkita gikkuu boobbi.					
8	Mi don yidi janngirde ngam nde don ekkitina pukaaraabe laato kimsiibe.					
9	Mi don yidi waruki janngirde ngam pukaaraabe don mbanngina gikkuuyi boociidi.					

YEBRE D: JOGITOL PUKARAABE HAA JANNGIRDE

10	Mi jogitaama haa janngirde ngam mi yidi janngugo.	MM	M	C	M	MS
11	Mi jogitaama haa janngirde ngam nokkuure man don fottana yam.					
12	Mi don yidi warugo janngirde ngam don welammi.					
13	Mi don yidi warugo janngirde ngam kuude min wadata ha jaangirde man do welaa am.					
14	Mi yidi warugo janngirde ngam jande dum beldum masin.					
15	Mi jogitaama haa janngirde ngam mi don jannga no mi hebirta ndimu hoore am.					
16	Mi jogitaama haa janngirde ngam mallum'en am don teddina aade am.					
17	Mi don yidi yaalirki janngirde ngam mi seyna saaro am.					
18	Mi don yidi waruki janngirde ngam ko mallumjo am yelantammi.					
19	Mi don yidi waruki janngirde ngam mallum'en am don ndarani kuude mabbe.					

YEBRE E : MASKAMKU MALLUMJO

20	on faama jande am ngam mallumjo am faami ko jannginta	MM	M	C	M	MS
21	Mallum am tiddo.					
22	Mi don booci jande am ngam mallumjo am peertiido.					
23	Mi don booci gikkuuji booddi ngam mallumjo am goddo on boodindo.					
24	Mi don yidi janngirde ngam mallumjo am tiddo haa kuude mako.					
25	Mi don wara janngirde law ngam mallum'en am don ndarani kuude mako booddum.					
26	Mi don samdini janngugo ngam mallum en am don ndarani min.					
27	Mi don seyi ngam mallumjo am hoya-gikkuujo.					
28	Mi don tiidi ngam hoolaare nde mallumjo am hooli yam.					
29	Mi don huucitani jande am ngam tiinaare am.					
30	Mi don nuddini mi heban nasaraaku haa jande am ngam mallumjo am hannditi yam.					

YEBRE F: NJUGGAM JANDE

31	Njuggam jande am don yaada e no ngurndanmi.	MM	M	C	M	MS
32	Mi don hannditore haa janngirde bee gikkuuyi booddi di aade am.					
33	Mi don faama aade fulbe bana ko laarani wolde Fulfulde.					
34	Mi don yidi janngudugo e pukaraabe haa janngirde.					
35	Mi don ekkita wamugo daage, yubbuki ooli, sehuki e ko nanndi e maaje.					
36	Jangirde am don booci leebootindiral hakkunde pukaraabe.					
37	Njuggam jande am don samdini janngugo hedi laawol widitaaki huunde fuu faama nde.					
38	Njuggam jande am don besdanammi tiinaare					
39	Njuggam jande am don esta pukaraabe njogito anndal feernuki kuuje kese.					
40	Mi don tiidi ngam heba no mi hewtoro janngirde sekonndari.					

YEBRE G: ESTUKI PUKARAA|E

41	Mi don booci jande am dum beldum.	M M	M	C	M	MS
42	Ngam caahuuji]i be ndokkatammi estatammi mi tiidana jande am.					
43	Mi don yidi janngirde ngam kuude- surge.					
44	Mi don samdini janngirde ngam nasaraakuuji di mi hebata haa mare.					
45	Mi don tiidani jangirde am ngam mallumjo am don manammi					
46	Mi don booci jande am ngam mi don yidi nyaamugo caahuuji.					
47	Mi don yidi yaalirgo janngirde ngam mallumjo am enduudo.					
48	Mi don yidi yaalirgo janngirde ngam mallumjo am don manammi haa suudu janngirdu.					
49	Mi don wanngina gikkuuyi boocci ngam warjo di e caahuuji					

KEY:

MM: Mi yardi Masin

M: Mi yardai

C: Chaka mi dari

M: Mi yardai

MS: Mi yarda Sam