ORGANISATION AND ADMINISTRATION OF THE NOMADIC EDUCATION SCHEME IN KADUNA STATE OF NIGERIA.

BY

DURUH BENJAMIN CHUKWUEMEKA
(M.ED EDUCATIONAL ADMINISTRATION AND PLANNING)

DEPARTMENT OF EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA

MARCH, 1994

DECLARATION

I hereby declare that, this Thesis entitled "Organisation and Administration of Nomadic Education Scheme in Kaduna State" is a product of my own research. This work has not been presented in any previous application for a higher degree.

All quotations are indicated and the sources of information are specifically acknowledged.

Duruh Benjamin Chukwuemeka.

CERTIFICATION

This thesis entitled Organisation and Administration of Nomadic Education Scheme in Kaduna State, by Duruh Benjamin Chukwuemeka, meets the regulations governing the award of the degree of Master of Educational Administration and Planning of Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and literary presentation.

Prof. J.C.S. Musaazi
Chairman, Supervisory Committee — 24/5/94 Date

Dr. A.N. Ezenne
Member, Supervisory Committee — 30/6/94 Date

Dr. I.U. Jahun
Head of Education — 12/10/94 Date

Prof. D. Mohammed
Dean, Postgraduate School Board — 30/5/97 Date

DEDICATION

This thesis is dedicated to every member of the Duruobishiri Family of Umuelele in Umuaghobe town of Ideato South Local Government Area of Imo State. For all their wellmeaning support and encouragement throughout the period of my study at this level.

ACKNOWLEDGEMENT

The researcher has received different assistance from many people during this research. Their names may not all be mentioned here. However, it is necessary that mention be made of some of them whose contributions to this work were overwhelmingly important.

The researcher expresses his indebtedness to his supervisor, Prof. J.C.S. Musaazi for his immense contribution to this work. His suggestions and criticisms were very illuminating. Similarly, the researcher is grateful to the then Head of Section, Dr. (Mrs) M.G. Di-Ibor for her relevant observations, criticisms and contributions to this research.

His regards go to Dr. I.U. Jahun, Head, Department of Education, Dr. M. Mamman and Dr. T. Alabi both of the Department of Education. Miss T. Abioye, Dr. (Mrs) D.O. Otu, Dr. (Mrs) I.M. Onyemelukwe, Mr. S.E. Ngwo, Mrs. F.A. Uwadileke of Institute of Education for their unperverted effort in making this research a big success. Again, the researcher is thankful to the Kaduna State Co-ordinator of the Nomadic Education Scheme, Mallam U.M. Habib and his assistant Mallam Musa for supplying all the relevant materials required for this research and Mallam Ramat Mohammed of Army Day Secondary School, Zaria for taking all the pain to translate the research questionnaire into the Hausa Language.

Finally, the researcher is very grateful to his cousin Miss Elizabeth Obioha of Faculty of Engineering for patiently typing this work and Mr. Solomon Azuonye of Department of

Education for his concern throughout this work. Every member of my family is appreciated for his or her unquantifiable support to me throughout the period of this level of education.

Above all, the researcher is most grateful to the Almighty God who has given him the grace to complete this work. Unto Him be all the glory.

ABSTRACT

The purpose of this study was to investigate the nature, organisation and administration of the Nomadic education scheme and the factors that militate against its smooth implementation in Kaduna State. It was intended to determine whether significant differences exist in the opinions of the respondents on the organisation and administration of the scheme in the State. Four classes of respondents in five randomly selected Local Government Areas of the State were used in this study and they include the officials of the Nomadic Education Scheme, the teachers, Nomadic Parents and the pupils. A multiple sampling approach was adopted to select 13 officials, 37 teachers, 72 parents and 285 pupils who responded to issues raised in the questionnaire. In all, a total of 407 respondents were involved in the study. The four null hypotheses which were raised in this study were all rejected at 0,05 significant level, this means that significant differences exist in the opinions of the respondents on the organisation and administration of the scheme in the State. The major findings of the study were that the nature of organisation and administration of the scheme affect its success in Kaduna State, that even though the Nomads in Kaduna State are aware of what the on going education scheme meant for them, the location of the Nomadic schools, too far away from their homes, affect their acceptance of the programme. Based on the findings of the research, recommendations were made to effect improvements.

TABLE OF CONTENTS

		Page
	Title Page - - - - -	i
	Declaration - - - - -	ii
	Certification - - - -	iii
	Dedication - - - -	iv
	Acknowledgement - - - -	v
	Abstract - - - - -	vii
	Table of Contents- - - -	viii
	List of Tables - - - -	x
	List of Appendices - - -	xii
	Abbreviations and Definitions of Terms	xiii
Chapter		
1.0	THE PROBLEM - - - -	1
1.1	Introduction - - - -	1
1.2	Statement of the Problem -	5
1.3	Research Questions - - -	6
1.4	Research Hypotheses - -	6
1.5	Objectives of the Study -	7
1.6	Basic Assumptions of the Study	8
1.7	Significance of the Study -	8
1.8	Scope and Limitations of the Study	9
2.0	REVIEW OF RELATED LITERATURE -	10
2.1	Introduction - - - -	10
2.2	Conceptual Framework of the Study	11
2.2.1	The Concept of Planning in Education	11
2.2.2	Organisational and Administrative Principles in Education - -	18
2.2.3	Leadership in Education - -	25
2.2.4	Communication Theory In Education	28
2.3	Historical Perspectives of Nomadic Education	31
2.4	History and Importance of Nomadic Education in Nigeria - - - -	37
2.5	Traditional Education Among Nomadic People	45

Chapter		
2.6	Federal Government Involvement in Nomadic Education in Nigeria - - -	51
2.7	Nomadic Education Programme in Kaduna State - - - - -	59
2.8	The Uniqueness of the Study - -	62
3.0	RESEARCH DESIGN METHODS AND PROCEDURE	63
3.1	Introduction - - - - -	63
3.2	Research Design - - - -	63
3.3	The Population - - - -	64
3.4	The Sample - - - -	65
3.5	The Instrument - - - -	68
3.6	Administration of the Instrument -	69
3.7	Rate of Return - - - -	70
3.9	Method of Data Analysis - - -	71
4.0	PRESENTATION AND DISCUSSION OF DATA	72
4.1	Introduction - - - - -	72
4.2	Presentation - - - - -	73
4.3	Bio-Data of Nomadic Education Teachers and Officials - - - - -	74
4.4	Testing of Hypotheses - - -	97
4.5	Discussion - - - - -	105
5.0	SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	116
5.1	Summary - - - - -	116
5.2	Conclusions - - - - -	118
5.3	Recommendations - - - -	120
	Bibiography - - - - -	123
	Appendices - - - - -	127

LIST OF TABLES

Table		Page
3.1	Population - - - -	64
3.2	The Sample - - - -	65
3.3	Rate of Return - - - -	70
4.1	Distribution of Respondents by Local Government Areas. - - -	73
4.2	Age Distribution of Nomadic Teachers	74
4.3	Educational Qualification of Nomadic Teachers - - - -	75
4.4	Ethnic Group of Nomadic Teachers	75
4.5	Teaching Experience of Nomadic Teachers	76
4.6	Teaching language of Nomadic Teachers	77
4.7	Age Distribution of Nomadic Education Officials - - - - -	77
4.8	Educational Qualification of Nomadic Education Officials - - -	78
4.9	Administrative Experience of Nomadic Education Officials - - -	79
4.10	Responses on the Nature of Organisation of Nomadic Education Scheme and its Success in Kaduna State - -	80
4.11	Responses on the Administration of the Nomadic Education Scheme and its Successful Implementation- - - -	84
4.12	Responses on the Accessibility of the Nomadic Education Scheme to the Nomads - - - - - -	88
4.13	Responses on the Involvement of the Nomads in the dministration of the Scheme in the State - - - -	92
4.14	Summary Table of Responses on the Organisation and Administration of the Nomadic Education Scheme in Kaduna State	95

Table

4.15	Opinions of Teachers, Pupils, Parents and Officials on the Organisational Effectiveness of Nomadic Education Scheme - - -	98
4.16	Opinions of Teachers, Pupils, Parents and Officials on Administrative Effectiveness of Nomadic Education Scheme. -	99
4.17	Opinions of Teachers, Pupils, Parents and Officials on Accessibility of Nomadic Education Scheme to the Nomads -	101
4.18	Opinions of Teachers, Pupils, Parents and Officials on the Involvement of the Nomads in the Nomadic Education Scheme.	102

LIST OF APPENDICES

Appendix	1	Bio-Data for Nomadic Education Teacher's	127
Appendix	2	Bio-Data for Officials of Nomadic Education Scheme	128
Appendix	3	Research Questionnaire for Officials and Teachers	129
Appendix	4	Tarkardar Bincike na Iyaye da Yaran Makaranta	132
Appendix	5	Interview Guide	135
Appendix	6	Kaduna State Nomadic Education Organisational Structure	136
Appendix	7	List of Nomadic Primary Schools in Kaduna State.	137

ABBREVIATIONS AND DEFINITION OF TERMS

In the context of this study, the following abbreviations and operational definition of terms will apply:

Abbreviations

L.G.A.:	Local Government Area.
N.C.N.E.S.:	National Commission on Nomadic Education Scheme
N.N.E.S.:	National Nomadic Education Scheme
P.S.D.B.:	Primary School Development Board
P.T.A.:	Parent Teachers Association
U.N.E.S.C.O.:	United Nations Educational, Scientific and Cultural Organisation
U.P.E.:	Universal Primary Education.

Definition of Terms

Accessibility:	The distance between the location of the Nomadic Education Schools from the locations of the people and forms of possible barriers that may prevent them from using the facility.
Acceptability:	The ability of the Nomads to take the Nomadic Education Scheme offered to them, based on the availability of facilities.
Administration:	The process of managing all the human and material resources available in an organisation, in order to achieve set goals of the organisation.

Administrative Effectiveness:	-A process of obtaining appropriate human and material resources, involving and Satisfying the needs of the group, delegating duties and creating an awareness of the organisational goal; which in turn results in the realisation of organisational goals and objectives.
Commission:	A body set up to manage the Nomadic Education programme in Nigeria towards the realization of its goals and objectives.
Nomads:	People whom by their lifestyle, culture and trade are unable to remain permanently in a particular settlement, but migrate from place to place due to variation in weather conditions.
Nomadic Education:	A special educational programme designed for the Nomads to enable them to acquire some form of Western education that will make them fit in effectively in the Nigerian society.
Organisation:	A pattern of social relations and arrangement of human and material resources in an organisation with the aim of accomplishing some specific goals or purposes.

Organisational Effectiveness:	This is a situation whereby appropriate social relationships, proper role specification, smooth flow of Communication and staff motivation and development is Maintained in an organisation, which in turn result in the realisation of the organisational goals objectives.
Planning:	A process of setting apart in advance certain actions to be carried out for the realization of the goals of an organisation.

Chapter 1

THE PROBLEM

1.1 Introduction

This study is about the organisation and administration of Nomadic Education Scheme in Kaduna State of Nigeria. It addresses issues that relate to the nature and problems of the organisation and administration of the scheme in Kaduna State.

Kaduna State, like all other States of the Federal Republic of Nigeria, is involved in the development of the Western type of education. However, before the advent of Western education, all societies in Nigeria had their traditional education which is still playing an important role. However, some societies in Nigeria seem to have prefered their traditional education to the exclusion of Western education, one of these are the Nomads.

In realisation of the important place of education as a tool for socio-economic and political development of any given society, the Government of some countries of the world appreciate the need to invest a large share of their annual expenditure on education, with the aim of ensuring that education is made both accessible and acceptable to the populace, in order to raise their literacy level. This goal justifies the effort of the Government of Nigeria at introducing and launching of educational programmes like the Universal Primary Education (UPE) Scheme in 1976, the 6-3-3-4 system of education which has stretched from 1977 to the present, and the current National Nomadic Education Scheme (NNES), which was launched in 1986, with the aim of helping the Nomads to embrace western education as part of the effort of the Government

of Nigeria at providing functional literacy to all Nigerians as a right.

The above development is stressed in the constitution of the Federal Republic of Nigeria (1979), which relevant section states that "Government shall direct its policy towards ensuring that there are equal and adequate education opportunities." This provision does not concern only the settled Nigerians but all Nigerians including the Nomadic Fulani. This provision was further articulated in the National Policy on Education (NPE) revised in 1985, when it stated; "Nigeria's philosophy of education..... is based on the integration of the individual into a sound and effective citizen and equal educational opportunities for all citizens of the Nation at the Primary, Secondary and Tertiary levels, both inside and outside the formal school system."

Since the Nomads lacks the privilege of acquiring Western education in the country, it becomes difficult for them to freely mix with their settled counterparts, not to talk of participating actively in the affairs of the country. Ngari (1988) observed that the people most discriminated against in the country are without doubt, the Nomadic people of Nigeria.

The validity of this statement can be more appreciated only when considered in relation to the actual deprived state of the Nomads in terms of Western education for many decades now. One wonders why the situation is so with the Nomads in Nigeria, even at this stage of modern civilization and advancement of Western education in the country. In fact, a critical consideration of the stages of educational development in this country, from the period

after the country's independence, reveals that concerted effort has not been intensified to provide a form of Western education to the Nomadic people in Nigeria, taking into consideration their life style.

Even though the Nomads have already acquired a wealth of knowledge in their traditional form of education, nevertheless, since Nigeria has long ago recognised and selected Western education as an instrument for National integration and development, it becomes necessary therefore, that this privilege should be extended to the Nomadic Fulani.

Considering the increasing awareness on the role of education as an inevitable tool for the realisation of a nations developmental needs and aspirations, the Government of Nigeria in the National Policy on Education revised in 1985, further stressed that:

"education will continue to be highly rated in the National Development plans, because education is the most important instrument of change as any foundatmental change in the intellectual and social out-look of any society has to be preceded by an educational revolution."

This provision might have motivated the recent direction of the effort of the Government of Nigerian on the education of the Nomads, who have been deprived of the privilege of benefiting from the Western system of education, with the aim of integrating them fully into the Nigerian society. Furthermore, the initiative of the

Government in this direction is not unconnected with the provision in the National Policy on Education, which states that: "education is the birth right of every Nigerian child, and should be brought close to the environment of the child." In view of this provision, the Federal Government of Nigeria has shown her readiness to realise this goal of educating the Nomads through the establishment of the National Nomadic Education Scheme (NNES) in the country in 1986.

In appreciation of the relevance of education for improving the life and living condition of the Nomadic Fulani in Kaduna State, whose population estimate according to Lar (1989) is put at 3,329,364. The Government of Kaduna State has also shown it's willingness to extend the privilege of education to the Nomadic sect through launching of the National Nomadic Education Scheme in the state in October 1987, along side with Kano, Katsina, Borno and Bauchi States. This gesture is seen as a timely development by the Nomads in the State.

The Nomadic people found in Kaduna state may not be purely described as pastoral in nature, the reason being that some of them had already settled down in several locations in the State for many decades now. This situation may be seen as an advantage which Kaduna State has over other states in the country, where the movement of the Nomads is uncertain and unpredictable. According to the State co-ordinator of the scheme, Mallam Habibu Umar, "most of the pastoral Fulani found in the state are those from the neighbouring States who are in search of pasture for their cattle."

The National Nomadic Education Scheme is a special educational programme designed at the Federal Government level in the country, with its implementation affecting all States in the country, with

high concentration of Nomads. However, the state coordinator of the scheme, Mallam Habibu Umar, further revealed tnat there is no unified guideline for the implementation of the scheme across the states so far. Thus, every state in the country is left to carry it's own cross.

1.2 Statement of the Problem

Even though the Nomadic Education Scheme, a special educational programme designed to enable the Nomadic people in Nigeria benefit from the Western education system is gaining wider acceptance in Kaduna State, nevertheless, this scheme is faced with some problems. This study is intended to investigate the organisational and administrative situation with regard to the implementation of the National Nomadic Education Scheme in the State.

Specifically, this study will focus on the following areas:

i) The nature of organisation and administration of the Nomadic education scheme in Kaduna State.

ii) The duties and responsibilities of the organisers of the Nomadic Education Scheme in the State.

iii) The extent of involvement of the Nomadic Fulani in the organisation of the scheme in the State.

iv) The accessibility and acceptability of the Nomadic education scheme to the Nomads in Kaduna State.

1.3 Research Questions

In this study attempt will be made to answer the following questions:

i) What is the nature of organisation and administration of the Nomadic education scheme in Kaduna State?

ii) What factors constitute problems to effective organisation of the scheme in the State?

iii) What factors constitute problems to effective administration of the scheme in Kaduna State?

iv) To what extent is the Nomadic education scheme both accessible and acceptable to the Nomads in Kaduna State?

v) To what extent are the Nomads involved in the administration of the scheme in Kaduna State?

1.4 Research Hypotheses

This research is carried out on the following hypotheses:

Ho_1 There is no significant difference in the opinions of teachers, pupils, Parents and officials on the organisational effectiveness of Nomadic Education Scheme in Kaduna State.

Ho_2 There is no significant difference in the opinions of teachers, pupils, Parents and officials on the administrative effectiveness of Nomadic education scheme in the State.

Ho_3 There is no significant difference in the opinions of teachers, Pupils, Parents and officials on the accessibility of Nomadic Education Scheme to the Nomads in Kaduna State.

Ho_4 There is no significant difference in the opinions of teachers, pupils, parents and officials on the involvement of the Nomads in the administration of the National Nomadic Education Scheme (NNES) in State.

1.5 Objectives of the Study

The Nomadic Education Programme is a topical issue in Nigeria especially in those areas that have high concentration of Nomads. This type of education has also received a wide range of support and publicity by the Government.

Furthermore, much funds have been disbursed on this programme by both the Federal, State, and Local Government with the aim of making education accessible to the Nomadic group of this country. These efforts are geared towards the realisation of the laudable National goal of making education in the country for all by the year 2000AD.

The objectives of this study are:

i) To assess the extent to which the Nomadic education as emphasized by the Federal, States and Local Government's has actually been accessible to the Nomads in Kaduna State.

ii) To determine to what extent the Nomads in Kaduna State are aware of the ongoing Nomadic education scheme meant for them.

iii) To identify the factors that constitute obstacles to effective organisation and administration of the Scheme in Kaduna State.

iv) To find out the extent to which the Nomads are involved in the administration of the programme in the State.

1.6 Basic Assumptions of the Study

This study is carried out on the following assumptions:

i) That the Nomads in Kaduna State also have high value for Western education like their settled counterparts.

ii) That the Nomadic People are generally suspicious of new things, persons and situations.

iii) That the Nomads already have acquired a wealth of knowledge through their traditional system of education.

1.7 Significance of the Study

This study is significant in that the findings would help to reveal problems associated with the Nomadic education programme in Kaduna State. The recommendation would serve as a guide to the initiative of the Government of Kaduna State on this programme in the right direction.

This study is expected to give insight on the extent to which the programme has been made accessible and acceptable to the Nomads and would reveal to the Government of Kaduna State as to whether the efforts being made at educating the Nomads is yielding the desired result.

Government policy makers, officials of the NNES, educational administrators, institutions of learning and groups of individuals who are interested in the scheme, would benefit from the findings and recommendation of this study in terms of effective planning and implementation of the programme in Kaduna State.

The study would provide various means of solving the organisational and administrative problems associated with this programme in the State.

1.8 Scope and Limitations of the Study

The researcher for logistic reasons finds it convenient to consider specifically the organisation and administration of Nomadic Education Scheme in selected Local Government Areas of Kaduna State.

By their culture, the Nomads are observed to be conservative and suspicious of new things, persons and situations. This was a major difficulty that the researcher encountered which may affect the findings of this study. The reason is that the Nomads could conceal from the researcher some information that are of vital importance for the purpose of this study.

Also, the itinereant lifestyle of the Nomads may affect the findings of this study as the researcher found it very difficult to cope with their unsteady movements within the State, due to both physical and financial constraints.

Finally, language barrier was also a limitation in the study, since the researcher was not very fluent in Hausa nor the Fulfulde language of communication. Thus, much of the interractions between the Nomads and the researcher was done through the use of interpreters.

Chapter 2

REVIEW OF RELATED LITERATURE

2.1 Introduction

One of the contemporary topical issues in the country today is the Nomadic Education Scheme. This scheme was formally launched in Nigeria in 1986, as an effort by the Federal Government to extend educational privileges to the pastoral Fulani in the country; who for long have been deprived the right to formal education as other citizens of the country. The objective of the scheme is to provide the Nomads with a special kind of education that could enable them to become integrated into the affairs of the country as productive citizens.

This chapter is organised to cover the following areas: Conceptual framework of the study; historical perspectives of Nomadic education; indigenous education among Nomadic people; Federal Government involvement in Nomadic education scheme in Nigeria; and the Nomadic education programme in Kaduna State. The reasons for the selection of the above themes are:

(i) To examine some organisational and administrative theories through which this study can be mirrored;

(ii) To give the historical perspective of educational programmes for the Nomadic Fulani in some countries of the world and their relevance to the organisation and administration of the scheme in Kaduna State.

(iii) Identify some practical steps initiated by the Nigerian Government at educating the Nomads in the country, particularly in Kaduna State.

2.2 Conceptual Framework Of The Study

In this section, the researcher focuses on the major themes constituting the section. These are:

(a) The concept of planning

(b) Organizational and administfative principles in education

(c) Leadership in education and

(d) Communication theory

2.2.1 The Concept of Planning in Education: There is a global perception that planning is an integral part of education management. Planning involves the projection of the activities to be carried out in an organisation in order to achieve a set of goals. It is a process of identifying and setting apart, in advance, a sequence of action which when implemented could lead to the attainment of the goals of an organisation.

Fayol (1949), considers planning as an act of foretelling and preparing for the future , while Gulic and Urwich (1939), view planning as working out in broad outline things that need to be done and the methods for accomplishing the goals of an organisation . According to Newman (1963), in Ovwigho (1991), planning entails "the process of determining in advance what is to be done, including clarification of goals, establishment of policies, mapping out of programmes and defining the specific methods of procedure". However, Banfield (1952), considers planning to be "a process by which an administrator selects a course of action for the attainment of his valid ends".

From the above concepts of planning, it can be observed that planning generally is future oriented and entails the identification of goals and objectives of an organisation and working out ways and means of achieving them. It is a dynamic process that operates not in isolation of the existing situations and circumstance of the organizations. All organizations differ remarkably in their goals, tasks, policies and nature of administration. These elements are necessary in the planning process of any organisation.

Educational Planning, according to Musaazi (1982) is "the application of rational, systematic analysis to the process of educational development with the

aim of making education more effective and efficient in responding to the needs and goals of students and society". Thus, it involves the process of identifying educational needs of any country, society or group of people, outlining preferable directions which education should take and how to implement the decisions taken.

The National Nomadic Education Scheme designed for the Nomadic group in this country, is in line with the above. The Nomads differ remarkably from other citizens of Nigeria as their mode of life and occupation which is closely tied to cattle rearing make them aliens in the country of their birth, and unable to benefit from the regular educational programme in the country. Hence, Omuabor (1982), stated that "because of the nature of their occupation, the myth has been woven over the years that the cattle Fulani is a born wanderer with wandering trait." Since the life style of the Nomads puts them at a disadvantage in terms of full participation in the regular educational programme of the country, it becomes logical that a special educational programme is planned in the type of NNES, to cater for the needs and aspirations of the Nomads.

According to Ezeocha (1985), Educational Planning does not stop with the present, it deals with the future by drawing its enlightenment from the past. Planning itself

is a continuous process which is concerned with not only in what direction to go, but by what means and the best ways to get there. This implies that educational planning no matter how well articulated, does not end with putting down the plan on paper. It must also concern itself with the implementation. Coombs (1974), asserted that "as one plan period moves into action, planning for the next must be underway, nourished by feedback from the first". Similarly, Musaazi (1982), contended that since development and change take place over a period of time, planning designed to achieve development has to be seen as a continuous spiral process. Therefore, planning is not only concerned with objectives but also with how to achieve them, through implementation of those objectives.

The viability of the National Nomadic Education Scheme (NNES) should not be judged by the content of the 'blue print' as given by the Federal Government only. Much of the success or failure of this scheme will depend on the implementation. Thus, there is need to continue to monitor the progress made, identify flaws in the plan and how to overcome them. This may even require changes in the original plan, principle and decisions in order to achieve better results. Consequently, educational planners concerned with the NNES should be well informed on the nature of the Nomadic Fulani society and their way of life; their needs and aspirations and should possess adequate statistical data to enable them to make predictions that would

improve the existing situation of the scheme in Kaduna State. Ezeocha (1985), further maintained that many plans have ended in a confusion simply because of lack of trained people to translate them into concrete terms in real situations. He further stressed that people who can interpret and translate these plans into real life situations should be trained and arrangements concerning administrative management should be made so that plans could function.

With regard to the NNES, the Federal Government had in 1990, established a National Commission on Nomadic Education (NCNE) which is responsible for the implementation of the scheme in all states with Nomadic education primary schools. The bulk of work of the commission is administration and considering the special nature of the NNES, it has established Nomadic education Units which are attached to the Primary School Management Boards of these states. These units are headed by staff trained for the coordination and implementation of the scheme at the state level.

Planning as a process is change-oriented. Change is a process which involves alteration in the structure and function of an entity. The entity may be a living or non-living thing for example plant, man, organisation or a society. Meaningful change in any field of human endeavour can be

realised through effective planning. Thus, a plan is meant for a change. Smith (1973), explained that change is an alteration of existing field of forces and no institution or organisation is exempted from it. According to Maurie et.al. (1971),"change as a fundamental natural law, connotes the idea of making something different in one or more planned ways; but not really the activity of converting to something wholly new." Thus, change may be regarded as a new development or way of doing things, that has the potential of altering the old ways when introduced and adopted.

The NNES can be seen as a new development presently experienced by the Nomadic Fulani in the country and Kaduna State in particular, which no doubt has the possibility of altering appreciatively their way of life; through the acquisition of Western education and improved herding skills. However, the emphasis is not on a complete destruction of their cultural heritage through education, but to provide the Nomads with a special kind of education that would enable them to fit into the main-stream of life in the society through a well designed curriculum. However, Ezeocha (1985),indicated that every planned change, no matter the underlying good intentions, evoke some problems. Sometimes, the emergence of these problems tend to discourage the continuation

of the change process. In the case of the NNES, there is the fear that this scheme might end up transplanting the Nomads from their well cherished societal values, norms and culture practices to western cultures: which has not solved the mundane needs of our traditional society.

Ardo. (1986), identified two types of models which are popular among the planners of change. They are: the "systems model" and the "developmental model". He explained that the "systems model" is regarded as universally applicable to physical, social and human relationships in small or large units, while the "developmental model" deals with human affairs. Furthermore, Bushnell et.al (1971) and Smith (1973), tend to agree that the 'systems model' is predicated on the functionalist perspective of change. This implies that change can only occur when an overall equilibrium of a system is disturbed. The 'developmental change' is said to centre around growth and directional change. This implies that the 'systems model' involves a change which may not be qualit ative; while 'developmental model' involves a vector change and as such it is qualitative. In this case models of planned change, can be applied to curriculum change and be made relevant to the NNES. The systems model, when applied to the NNES will involve internal struggle within the system to make some adjustments,

so as to allow the continuation of the former system in a new situation. While the 'developmental model' seeks for a permanent change from the former system, which means a complete displacement of the existing situation with a new system entirely. Ardo (1986), noted that no society is static in the absolute sense, even the Nomadic Fulani society is also in a state of motion and is influenced by both internal and external forces. He suggested that education and its contents should have to change along with these internal and external changes therein. This implies that the role of the NNES for the Nomadic Fulani should be to reproduce the cultural apparatus of their society.

2.2.2 Organisational and Administrative Principles in Education. It is widely agreed among scholars of organisation that the study of organisation is faced with one difficulty that stems from the fact that organisation is not readily visible or describable. Musaazi (1982), argued that "organisations are constituted because certain people have founded a common purpose, have been able to interact with others and have shown willingness to contribute action towards accomplishment of purposes". Similiarly, Mooney (1947), in Ostrander (1973), pointed out that organisation is the form that is required for human association to attain

common purposes. Here, it implies that no single member forming the organisation is indispensable. Thus, for the realisation of the goals or needs establishing the organisation, it is imperative that members must interact so as to contribute well meaning actions towards this end.

The NNES can be seen as a special educational need identified by the Federal Government in Nigeria, which directly affects the Nomadic group of our sociey. Both the Federal, State and L.G.A in conjuction with the policy makers, educational planners and administrators have produced a 'Blue Print' on Nomadic education in the country; and a NCNE was established by the Federal Government to perform definite assignment, as Stinchcombe (1965) in Osfrander (1973), postulated of organisation as a set of stable social relations deliberately created, with the explicit intention of continuously accomplishing some specific purposes.

Caplow, (1976), perceived organisation as consisting of people in a pattern of relationships. Similarly, at present, there is a simple hierarchical organisational structure for the NNES in Kaduna State. It is such that instruction is given in the order of hierarchy occupied by individual staff. Waldo (1964), in Ostrander (1973),

supported this view when he stated that in structured organisation, there are authoritative and habitual personal interrelations. Under this situation, some persons give instructions to others and these instructions are habitually followed by other persons. In the case of the NNES in Kaduna State, instruction is passed from the NCNE down to the State Coordinators of the scheme who are directly responsible to them. Fayols' (1841 - 1925) in Musaazi (1982), conception of administration, placed the Chief Executive of any establishment in a position where he must develop formal structure which facilitates hierarchical allocations of responsibilities and communication flow. Fayol also emphasized the importance in administration of division of work, authority, discipline, unity of direction, subordination of individual interest to the interest of the organisation order and initiative. While Ostrander (1973), indicated that if an organisational structure is to be designed to achieve definite purposes, then it is clear that the purposes must be known. He insisted that an organisational pattern which defines the division of responsibility in one way and then operates in another is an incongruous operation which fosters and nurtures individual's anxieties and makes it more difficult for them either to identify with the purposes of the institution or help to define or redefine them.

It implies that if an organisation is expected to develop towards the achievement of certain goals and purposes, there should be proper and clear allocation of duties and responsibilities among the members of the organisation. The absence of proper role specification in an organisation is one of the major causes of redundancy in an organisation.

In the case of the organisation and administration of the NNES in Kaduna State, not much is seen of division of work and decentralisation of authority, which tends to destroy initiative and reduce efficiency and effectiveness of the staff. Much control over the scheme is exercised by the NCNE such that the state coordinators of the programme can not claim full control over the scheme in the state. This is contrary to Webers (1864-1920), opinion that regular activities of the staff are distributed in a fixed way called official duties: and their operations or work activities are governed by a consistent system of abstract rules or guidelines: which leads to the attainment of goals and objectives. The administration of the NNES in Kaduna State does not seem to have definite guidelines for the implementation of the programme that cover such areas as number and calibre of staff to be employed, their duties and responsibilities, staff emoluments and the nature of school building to be constructed in the state.

Considering the above situation, for Fayol's (1841 1925), idea of efficiency to be achieved in the organisation and administration of the NNES in the state, it becomes necessary for the NCNE to understand how it can organise the activities, the materials and human resources at its disposal to enhance the attainment of goals. Thus, Musaazi (1982), maintained that there should be delegation of duties and authority and an adequate span of control; and of course, channels of communication must be well defined. This implies that no matter how well articulated the NNES is, it may never really work well as desired, unless the organisational and administrative milieu favours it. It means that for the scheme to be effective the various participants along the line should be able to perceive their relative role in relation to the entire system. In other words, all those who are directly concerned with the Nomadic education programme, like the parents, pupils, teachers and administrators, should be given a fair chance in the planning process.

An examination of the Kaduna State Nomadic education organisational structure (see Appendix 4) provides a hierarchy running from top to bottom. It gives the impression that all is being poured from the top to bottom. This approach does not seem to provide room for feedback

from the subordinates, yet, the administration of schools is not a one way approach. Earlier, it has been mentioned that the Nomadic education unit forms a sub-unit of the Kaduna State P.S.D.B., since the NNES is essentially primary education. Although the Nomadic education unit's activities is monitored by the Executive Secretary PSDB, it is directly under the control of the NCNE. Thus, a critical consideration of the hierarchies indicates that some of the staff in the box do not directly belong to the unit: some belong to the Ministry of Education. For example, the State Coordinators of Nomadic education are not purely answerable to the Executive Secretary P.S.D.B., but to the NCNE in all matters affecting the programme in the State. Similarly, the Education Secretaries and Supervisors to the L.G.As are not answerable to the State Coordinators for Nomadic education. However, since all are concerned with primary education goals, they jointly work together in harmony for the success of the programme in the state.

Thakur et.al. (1980), considers delegation of authority as an important organisational and administrative principle. They remarked that when work must be divided, authority must be delegated to accomplish the task. Thus, delegation of authority is giving someone "permission to do certain things". In the case of the NNES in Kaduna

State, there seem to be a close working relationship and delegation of authority between the Nomadic education unit in Kaduna State P.S.D.B., and Staff of the L.G.A. Under special arrangement with the Nomadic education unit, some of the Nomadic primary schools are built by the Nomads themselves and the L.G.E.A., and in most cases, the L.G.E.A. supply these schools with teachers.

According to Musaazi (1982) "Supervision is a consciously planned programme for the improvement and consolidation of instruction". This opinion seems to have agreed with Swearingen (1962), in Musaazi (1982), who indicate that supervision focuses upon the improvement of instruction. It is concerned with the continuous re-definition of goals, the wider realisation of the human dynamic for learning and for cooperative efforts, and with the nurturing of a creative approach to the problems of teaching and learning. It implies, therefore, that Supervision is an inevitable aspect of the educational system which seeks to improve the teaching and learning process, thereby guiding the goal of an educational programme as planned towards its realisation. In case of the NNES, in Kaduna State, regular supervision of the Nomadic primary schools is carried out by the L.G.E.A. Supervisors and the State Coordinators of the scheme in order to regulate the standard of the schools.

2.2.3 Leadership in Education Effective administration of any organisation can only be achieved through good leadership. Therefore, school as an organisation by its nature requires sound leadership in order to accomplish its objectives. According to Musaazi (1982), and Ezeocha (1985), "Leadership is the process of influencing the activities and behaviour of an individual or a group in efforts towards goal achievement in a given situation." In contrast to the above, Lipham in Ostrander (1973), stated that "leadership is the initiating of new procedure or structures and procedures for achieving existing goals or the initiating of new objectives and goals for the organisation." Thus, a leader, besides being a member of the organisation, is a custodian of the organisation's overall interest. He defines both his role and that of the group and ensures that they are performed in the best interest of the group.

Follet (1960), in Ngu (1988), identified three types of leadership traits; leadership of personality, leaddrship of position and th t of function. She admits that in modern complex organisation, that of personality is less important than the other two. But Gulton's (1925), Personality traits theory cited in Ngu (1988), sees "Leadership as a process of acquiring exceptional innovation in respect of choice of goals". However, notwithstanding the type of leadership in question, all leaders seem to have one common element, implicitly or explicitly. Thus, Musaazi (1982), further advanced that "leadership is

concerned with the implementation of those policies and decisions which assist in directing the activities of an organisation towards its specific goals." However, leadership in any organisation implies that an individual or a group of individuals have been given an authority or injunction to exercise a definite measure of power within a particular organisational contex. A common relationship that exist in these definitions is that leadership involves the art of motivating and coordinating the activities of individuals and groups towards goal achievement in the organisation. However, Ezeocha (1985), stressed that "the salience and coverience of power exercised by a leader would depend to a large extent on the goals set out by the organisation and also by the strategy available for achieving them." According to him, the role or duties of an educational leader vary widely. The specific duties he has will depend for example, on the type and size of the school, the tradition of the school, the general organisation of the institution and the number of staff. Thus, the responsibilities of educational leaders can be categorized into two: professional and administrative.

In relation to the NNES in Nigeria and Kaduna State in particular, as a new educational programme, its smooth implementation would depend on effective professional knowledge and administrative leadership ability of all committed to the programme. By their nature, the Nomadic Fulani's itinerant movements, suspicion of people, situation and new development, are possible factors that could affect

their acceptance of the programme. In view of this, a very efficient administrative leadership is required in order to motivate and persuade the Nomads towards developing interest in response to the scheme in the State. To this end, Goodenough (1951), an anthropologist, indicated that administrative leadership of conventional school systems is easier than that of pastoral schools due to their itinerant way of life. It implies that the administration of the programme may not necessarily adopt the conventional school administrative leadership approach, considering its special nature. Thus, a special administrative approach should be adopted to suit this kind of educational system in Nigeria and particularly in Kaduna State.

There is presently an appreciable effort on the leadership activities of the State Coordinators of the NNES. Besides creating more awareness on the programme in the state, the Coordinators have encouraged the Nomads in Kaduna State to construct footpaths and bridges leading to their settlements, to make for easy access to them. They have encouraged them to make mini dams for their cattle , in areas where they have settled close to water sources , as can be observed at Rafin Guza. Again, the Nomads have been made to appreciate the need to be involved in the implementation of the scheme in the state, by establishing more Nomadic Primary Schools PTA., building more schools for themselves, as in Katul (Kachia L.G.A.) and by encouraging their adults to embrace the adult literacy programme. Regular

meetings between the Coordinators and the leaders of the Nomadic Fulani is organised by the State Coordinators to discuss issues affecting the programme in the State.

2.2.h Communication Theory In Education. One of the main areas of concern in the organisation and administration of any institution centres on effective communication. Communication is the transfer of information from one or more persons to others. Musaazi (1982), explains that "Communication is intended for conveying information, instructions, advice, feelings, opinions and facts correctly and accurately from one to another person or group of people." This implies that school administrators do not solely communicate among themselves, but with the teachers, pupils, parents, public, and other employers. Thus, communication serves as a network that holds all members of the organisation together in a harmonious relationship for goal attainment. Furthermore, Musaazi (1982), observed that "communication permeates every process of school life". Much of the activities of school administrators is characterised by decision making and this requires a lot of information. For such information and ideas to be passed or received, different channels of communication should be adopted. To this end Campbell et. al (1971), in Ezeocha (1985), suggested that the flow of communication should move downwards, upwards or across. Usually communication will occur through the hierarchy of the school, from the headmaster down to the pupils and between the staff and pupils. This mode of communication could be termed vertical and horizontal. Ezeocha (1985), warned that downward

communication,however facile,is never enough. Any organisation that hopes to work smoothly must ensure that there is some feed-back, and also a forum for the expression of opinion by all levels within the organisation.

With regard to the organisation and administration of the Nomadic education scheme in Kaduna State, there is a smooth channel of communication which tends to conform with Campbell and Ezeocha's suggestion of downwards and upwards communic ation. Since the Nomadic education unit is under the Kaduna state P.S.D.B., it follows that the State Coordinators of the programme are answerable to the Executive Secretary, PSDB. They are responsible for receiving and communicating to him the progress of the scheme in the state. Similarly, the Coordinators are in constant communication with the Education Secretaries of the L.G.A's who also oversee the Nomadic Primary Schools under them. They make periodic report to the unit on the situation and needs of the schools,especially in the areas where the L.G.E.A. cannot assist. Teachers under the services of the L.G.E.A. could receive and communicate through the headmaster to the Secretary. Whereas,this is not purely the same with employees (teachers) under the commission. They could directly communicate with the Unit when such need arises, since the L.E.A. has no obligation to them.

Furthermore, Ukeje (1979),insists that communication is important both to those who control and manage and those who are to benefit from education, it helps those who are in control

to make the thinking, decision, and actions known to those who are variously involved. This view conforms with Barnards (1938), opinion in Musaazi (1982), when he emphasized the importance of effective communication in administration through which inducement, persuasion, inspiration and cooperation can be achieved. Thus, it can be stressed here that effective communication is the bedrock of any administration for possible goal attainment.

In relation to the NNES in Kaduna State, their cherished culture and occupational mode of life has been identified as the main cause of hinderance to their full acceptance of the programme. In this regard, there exists an established communication link between the Nomads in the L.G.As, through the Miyeth-Allah (Cattle Breeders Association) and the Nomadic education unit of the State P.S.D.B. They often send a representation of the leaders to liase with the State Coordinators on matters affecting the schools or a request to the unit for the establishment of new primary schools. Similarly, the unit, through the leaders of this association, tries to persuade the Nomads in the state to accept the programme at the grassroots, and to settle down in areas favourable to them, for the success of the scheme in the state.

2.3 Historical Perspectives Of Nomadic Education.

In some countries of the world, there have been efforts aimed at educating and settlement of the Nomadic groups in order to better their lot. Mohammed (1989), observed that, mobile educational provision was long established by the wandering catechists in pastoral areas of Northern Europe and in colonial and pre-colonial Africa before the establishment of formal educational systems. Similarly, Gorham (1975), pointed out that travelling schools have been used or are in use in the pastoral regions of Mongolia, Soviet Central Asia, Mainland China, the Western Sahel and South Asia. According to him, initial attempts to sell and promote literacy in the Soviet Republics of Kazakhstan and Kirghizia in the early 1920s, depended mostly on two types of mobile facilities known as the Kyzye Kerum or (Red Caravane) and the Kyzye Otovu, or (Red Yurtas). These facilities were both used to establish educational contact with the local Nomadic groups before 1930.

In the West Africa region, Ardo (1986), reported that attempts to provide more structured forms of mobile schooling for Nomadic pastoralists took place in the 1920s in the Francophone West Africa countries. He indicated that the first recorded tent school was among the Sahelian Nomads in 1924,

when the then Mauritanian Government provided some educational facilities for the Sahelian Pastoralists. Furthermore, Ardo believes that the Mauritanian examples were copied by her neighbours such as Chad, Mali, and Niger with varying degrees of success, but not without difficulties in the area of teacher recruitment most of whom were not ready to participate in the programme. This was due to the absence of such social services as health and portable drinking water in the rural areas. Similarly, N'Gwandu (1981) had expressed the same problem in Tanzania and Kenya respectively, and went on to give the following reasons for the development. According to him, the teachers' formal education experiences tend to alienate them away from the rural society. And the motivational and reward structure of the village communities may not be conducive to the teachers to integrate with the communities. Ngwandu, added that in order to overcome this negative attitude of the Nomadic teachers, the programme planners had to recruit the teaching staff from the tribal Nomadic societies.

This idea seems to conform with what is obtained in the NNES in Kaduna State, where the bulk of the teaching staff are Fulbes. Thus, they could conveniently perform their duties because they are used to the Nomads' way of life. In fact the use of Nomadic Fulani teachers in this programme in Kaduna State may have helped the programme to survive up to this stage. Perhaps, the situation would have been the opposite where none of Fulbe ethnic group were employed in view of such problems mentioned above.

Furthermore, Ardo (1986), in reviewing the situation in China, claimed that about a hundred tent schools were in use in Shangai Province in 1965, with the pastorialists in the grazing areas. He found that children were expected to attend school in two sessions; the early morning and the evening sessions. The children then spend their time for the remaining part of the day with the livestock, as a result of this arrangement. In Kaduna State, the schools run for one session, that is from morning to noon, and the children could spend the rest of the day herding.

Ardo (1986) and Aminu (1988) claimed that efforts by governments and educational planners towards providing basic education for Nomadic Fulani have been variously called "Education for tribal population" in Iran; Education of Travellers Children" in the United Kingdom; "Education of Rural Migratory People" in Alaska; and "Nomadic Education" in Nigeria. While there existed similarities in the goals of educational development by the various countries, and in the problems encountered, the strategies adopted and the outcomes were quite different. Thus, this situation provides relevant clues for successful approaches to Nomadic education in some countries of the world. In the case of Nigeria and Kaduna State in particular where this programme is just taking off, much is to be learnt from other countries of the world where the Nomadic education programme have long been in force. The planners, organisers and administrators of the NNES in the Country should synthesize

and integrate those common elements in other countries, that are relevant to the situations in our country to the scheme; in order to guide our efforts and scarce resources invested in this programme towards an expected end.

Education for Tribal Population in Iran: Like in every other country, Heron (1983) cited in Ardo (1986), maintained that "effort to provide education for the Nomads in South Persia (Iran) began in the 1930s". He indicated that the purpose of education was clearly tied to providing conditions for eventual settlement of Nomadic people such as: the Qashqai, Bakhtiari, Lur, Baluchi and Kohkiloyeh. Heron claimed that pastoral education in Iran was aimed at settling these Nomadic tribes, and observed that this perspective of the Government planners, conflicts with the pastoralist perspective and so it raised some difficult but essential questions which include: Must the Nomads settle? Would education lead to their settlement? And does development in education necessarily include change for pastoralists?

Ardo (1986), stated that primary schooling in Iran took place in tents which accompanied the pastoralists in their movements. In the summer and winter, when the pastoralists were highly mobile, the classes were not held. The curriculum of schools emphasized the 3Rs - Reading, Writing and Arthmetic in addition to History, Geography and the basics of Hygiene. The Language of instruction as observed by Ardo was Persian,

though a second language to most Nomadic children, it was not difficult for them to respond to the programme. The Iranian Education for Tribal population planners identified and exploited the tribal and cultural identity of the Nomads in making the programme a success in Iran. In Nigerian situation, the cultural identify of the Nomads should not be taken forgranted in desigining the Nomadic Education Curriculum. The fulfuide should be the main language of instruction. The success of "Iranian Tribal Education" programme, can generally be attributed to its recognition of the culture of the people and incorporating it in the curriculum. Thus, the NNES planner could borrow a leaf from the Iranians in this direction in order to make the programme a success in Nigeria.

Education for Pastoralists in Kenya: Mohammed (1989), observed that unlike Iran, conventional facilities were said to have been used instead of mobile schools in Kenya. Thus, instruction followed the outlined National Syllabus. The pastoral children were made to compete with non-pastoralist children in boarding secondary schools and in school-leaving certificate examinations. Ardo (1986) claimed that in Kenya, the two organizational framework for the provision of educational facilities to pastoral areas are: stationary schools and boarding schools. However, he observed, that due to frictions with other non-pastoralist groups, such stationary schools developed into mono-ethnic instructions with only the Massai Pastoralist

children in attendance. He further pointed out that with time, the negative attitude of parents towards the schools resulted in low attendance of the pastoralist children. One of such attitudes, according to him, was the refusal to pay the required school fees by parents. Another, was the fear of lack of employment opportunities which discouraged the children from attending school. This situation created a general apathy towards Western education in the Massai Society, due to conflicting social goals between the provision of modern education and Massai traditional Pastoralism.

As can be seen, the attempts to provide education for pastoralists in Iran and Kenya have brought out three major organisational framework for the planners. In the case of Kenya, the planners utilized stationary and boarding facilities. Similar problems like low attendance from low density population of pastoralists, conflicting social goals of the planners perceptions and the pastoralists strong attachment to the values of their society, characterised the experience of both countries. Moreso, the language of instruction which differ from the childrens' mother tongue, coupled with lack of teachers who are willing to follow the Nomads around in their itinerant movements, were major constraints to this programme in Kenya. In the case of Kaduna, effort is being made through this research to identify such possible constraints to the smooth implementation of the scheme.

2.4 History And Importance Of Nomadic Education In Nigeria

According to Ehimka, (1985), the issue of integrating the Nomadic group of Africans into the main society of wherever they are found has worried the Governments of the areas where these people belong. In Nigeria, he pointed out that this same question has become a policy matter. Na'allah (1988), observed that one of those who championed the need for Nomadic education in Nigeria was the late Chief Obafemi Awolowo in the election of 1954, 1959, 1964, 1979 and 1983 respectively. However, a Government report on the NCNE (1987) indicated that in 1924, the British Colonial Government in Nigeria initiated "the floated school programme" to provide schooling for the children of itinerant cattle rearers. This report pointed out that the project was left to Local Authorities who lacked organisational structure, financial and material resources; administrative skill and competence, to execute such a complex feat. Thus, the project flopped and was soon forgotten.

Lar (1989), argued that the long cherished desire to provide the Nomads with Western Education was revived and initiated by the Plateau State Government in 1981, she opined that following this modest beginning, and of course, the progress attained in Plateau State in Nomadic education, some Northern States of the country with high concentration of Nomads; notably Kaduna, Kano, Gongola, Borno, Bauchi, Sokoto, became interested in the programme and sent a group on a fact-finding to Plateau

State. This group was to obtain a first hand knowledge of what Nomadic education is all about. Following this satisfactory fact finding visit to Plateau State, the stage was thus set for the introduction of the Nomadic education scheme in some Northern States.

However, Lar remarked, that the programme assumed a national dimension during the Military administration expecially under the leadership of General Ibrahim Babangida. Thus, it was not until November 1st, 1985 that the then Minister of Education, Professor Jubril Aminu inaugurated a 32-member National Advisory Committee on Nomadic Education headed by retired Colonel, Bello Khaliel. According to the Minister, the Committee was considered essential because Nomadic education was a new, unusual multidimensional and highly pervasive social programme beyond the ordinary consideration of an educational subsector.

The Nomadic Education has assumed not only a national but also an international dimension eloquently demonstrated by the UNESCO,UNDP participation. Speaking on the reason why this country must embark on Nomadic Education, Aminu (1988) indicated that the itinerant gypsies of Britain, the Hunters and food gatherers of India, and the Hadzable of Tanzania live unproductive lives. They contributed little to their national economy, yet their national Government invest a lot in their education in order to

make them productive citizens of their countries and integrate them nationally. He contended that "If such could be done for unproductive Nomads in those lands, what reason has Nigeria to abandon her highly productive Nomads in educational provisions". Furthermore, Aminu remarked that, the Tuaregesof Libya, the Massai and Turkana of Mauritania are Nomads. They contribute visibly to the economic, social and politicsl life of their countries, just like their Nigeria counterparts. He argued that the national Government of these Nomads, have designed and executed special school arrangements, to enhance their economic contribution and bring about their full national integration. According to the Minister, considering the foregoing facts which depict existing conventions, policies and practices of other lands; it is unreasonable to advocate that the fulbe, the Shua Arab, the Kwayam, the Badawi, the Buduma, the dark Buzzu and the Azbenawa Nomads in Nigeria, who contribute alot in terms of tax payment and other types of local economy should be abandoned uneducated. Aminu, contended that, "involve the Nomads in the planning and implementation of sound Nomadic education scheme, incorporate their occupational roles and cultural interests in the national curricular, they will do as well as others at school". He added that, it is the accepted national policy and practice to aid educationally disadvantaged groups to catch up with others. Certainly, the Nomads in Nigeria as at now happen to be the most educationally disadvantaged, and should be given special educational

facilities. Therefore, the on going NNES appears to be a timely step and effort in the right direction. Although, the implementation of this scheme is bound to be difficult, the fact remains that drastic social change is never executed without obstacles. Therefore, what is required is a strong political will which is a condition necessary for successful execution of public programmes.

Ezeomah (1978) cited in Ezeomah (1983) indicate that, in a study on the attitude of the Cattle Fulani toward education revealed that, as a result of the interaction of the nomadic people with their settled counterparts, they have seen some of the benefits of formal education. Such advantages include the opportunity to read and write, to know more about the world, to learn more about animal diseases and how to cure them and to be represented in the government.

Nomadic Education Scheme In Some States of Nigeria: The NNES which was formally launched in Nigeria in 1986 have since taken various shapes in some States of the country. The implementation of the programme in Sokoto State, according to Adekunle, in Tapidi (1991), showed that the Sokoto State Government has so far spent over 2 million naira on the programme between the 1989 and 1990 fiscal year. The then Commissioner for Education, Alhaji Ahmed Gusau indicated that the Sokoto State Government has established about 62 Nomadic Primary Schools between 1989-1990 and that plans are in the pipeline to increase the number to 80 classroomss in the year (1991). According to him, the State has a total students intake of about 1,850 and 124 staff as at December, 1990, and planned to increase the number of

schools to 120 by 1995, teachers from 124 to 240 and the enrolment would also be increased from 5,000, to 6,000 during the some period. Furthermore, the Commissioner remarked that plan is on to construct permanent classrooms in order to ensure that the Nomads were settled at a place and provided with social amenities such as: water for domestic use, medical centres, earth dams, and pastoral areas and routes, for their animals in some selected parts of the State. However, he warned that any attempt to deculture the beneficiaries of the Nomadic education will spell doom for the programme. He also remarked that, "the problem of the programme was the elite who have not viewed it as something worthwhile. Some section of the elite look at the programme as a machinazation of an individual and not as an entitlement of the Nomads."

In Kano State which is one of the pioneering States in the implementation of the scheme, the programme has risen the enthusiasm of the Nomads to acquire literacy. However, Isah in Tapidi (1991), indicated that the hopes of many Nomads to benefit under the programme are gradually dashed as the programme is facing shortage of fund and some administrative bottlenecks which is hindering the programme from making giant strides. According to the Assistant Coordinator of the programme in the State, since the commencement of the programme in Kano State in November 1988, only 64 Nomadic Primary Schools have been established with a student population of 2,427. He explained that the programme is being over seen by the scrapped State Primary Schools Management Board (PSMB) with 123 teachers and

8 Supervisors as Zonal Coordinators of the programme. According to him, the programme has gained wider acceptance among the Nomads in the State, as more and more Nomadic Communities have continued to apply to the board for more schools. Most of the communities displayed their keen interest on the programme and some of the communities even pledged their readiness to assist the board in the establishment of the schools. This was as a result of the intensive enlightenment, door to door and market days campaigns embarked upon by the board at the take-off of the scheme.

On the financial commitment of both the Federal and State Governments on the programme, the Assistant Coordinator revealed that a total of 1,222,552,95 naira have been expended on the programme between 1989 to 1990. Out of the amount, the Federal Government provided 724, 552, 95 naira comprising 300,000.00 naira used for the provision of welfare schemes for the Nomads, while 422,552,93 naira was spent for purchase of instructional material for the existing and proposed Nomadic schools. The Kano State Government on its' part contributed the sum of 500,000.00 naira to the programme which was spent on paying teachers and supervisors allowance and salaries. The Assistant Coordinator revealed that the main problem facing the scheme in the State is lack of adequate funding and logistics to cover all the Nomadic communities in the states. According to him, the fate of the NNES with the scrapping of the PEMB, has now put all those directly involved with the programme in a State of dilemma. He contended that it should be accorded autonomy at the State level so that the programme would be independent of any Ministry or Boards as is the

case with the Nigerian Educational Research and Development Council (NERDC) State area offices. Already, the Kano State Government is sponsoring over 10 post-diploma students on fulfulde studies at the centre for Nigerian Languages of the University of Maiduguri.

In the case of Kwara State, Nomadic education is facing a lot of problems and unless concerted efforts are made by the State Government, the programme may collapse. According to Gambari in Tapidi (1991), the programme has gulped over 500,000.00 Naira since its inception in 1989 and there is little to show about the programme in areas where the schemes were established. Gambari further observed that some of the nagging problems facing the scheme in the State are; inadequate mobile classrooms, transportation difficulty, lack of accommodation for staff in the remote rural arease, lack of transport for teachers, lack of water supply and inaccesibility of some Nomadic settlements in the State. He revealed that the four pilot Nomadic schools established in Edu, Ifelodun, Borgu and Moro L.G.A's inthe State which were functional initially when the scheme was launched, have been grounded because teachers were not available and coupled with the lack of essential teaching materials. Furthermore, the Local Government Committees set up to enlighten the Nomads about the importance of Western education when the programme initially t took off were no longer functioning and no alternative arrangements have been provided to sustain the enthusiasm: even though the Nomads were apathetic to the programme the number of Nomadic children who embraced the programme when it took of had reduced considerably owing to diminishing interest emanating from lack of enlightenment, support and incentives.

From the above situation of the NNES as reviewed, it can be observed that there is no uniformity in the organisation and administration of the programme, within all the States involved with the programme. Hence, the implementation of the scheme in these States, is left to the initiative of the staff. This lack of uniformity in the implementation of the NNES at the State level, may not augur well for the success of the scheme in the country as a whole. Also, the problems facing the scheme appear to be common to all the States. Therefore, the NCNE should intensify effort to ensure that these problems are resolved and implementation of the programme harmonised amongst the States.

Furthermore, Ezeomah (1983) oberved that the problems encountered in Nomadic education experiments in Gongola, Plateau and Bauchi States include:

i. Difficulties in tracing the Nomadic Pastoral movements in and out of one particular area, with new clans always coming from the North to occupy the places left by other clans who have gone to the south; in this respect to the Republic of Cameroum, Central Africa and the rest.

ii. Difficulties to find the Nomads at a certain time of the year due to high mobility and lack of motorable roads to their locations (if they are found at all).

iii. It was also discovered that the initiating age to the Nomadic cultural occupation (of cattle herding) coincided with the school age of 5 - 7 years.

iv, And the time when the lessons used to start in the Primary School also coincided with the time when the pastoral child led his cattle to nearby grazing area for the day.

The above difficulties notwithstanding, the federal government has launched the NNES in 1986 and has given a directive that all States should do same. The Kaduna State government launched this scheme in 1987 and at present is faced with the task of establishing appropriate ways and means of ensuring its successful implementation in the State. It is necessary to highlight here that amongst other factors, that have constituded impediments to the success of Nomadic education programmes, the unpredicatable nature of the Nomads movements patterns, the recurrent issues of teachers, Curriculum base of the scheme, the conflicting aims between government planners of the scheme and the Nomads cultural dispositions and availability of funds are issues to be properly examined and understood in order to facilitate smooth implementation of the scheme in Kaduna State.

2.5 Traditional Education Among Nomadic People

Traditional education can be described as a natural system of education where ideas, norms, attitudes and values, beliefs and culture are original to the people and are transfered from one generation to another. According to Ezeomah (1983), Human existence that lacks some values is meaningless. All human values must, to some extent, be shared because man is

inherently and uniquely social. The individuals Socialization reflected his family, his social class, the institutions and culture in which he grows up. This implies that any person group of people that does not have well defined culture and values lacks identify.

Lar (1989), observed that the Fulani who are the main Nomadic group of this country are livestock farmers by tradition.. She maintained that they are reluctant to send their children to school as a result of their mobile mode of life and because they do not own any land, they are constantly on the move to herd their animals. Similarly, De-st-Croix, (1972) in Lar (1989) expressed that the Nomads only care for their herds and flocks and have persistently held themselves strictly aloof from other races. Since their lives are governed by cattle economy movement becomes necessary for the well-being of the cattle. Thus, the fulani Nomads leave a particular location when the grazing grounds becomes dry and look for new areas. This lifestyle has been passed on from one generation of Nomads to another and forms part of their traditional education. Salia-Bao (1980), confirmed this view when he stated that "by the time the Nomadic child attains school age, he has aready acquired some basic knowledge about cattle". For example, their species, shape, colour of their skin, the shape of their horns, and the species of ticks found on the cattle. Furthermore, Lar (1989), revealed that their teaching methods emanate from their traditional education. Chidlren learn herding from members of their families rather than from other Nomads.

Thus Nakene (1970), in Mkena (1981), stated that the Nomads also have implicit trust and obedience in their parents and elders. Fufunwa (1974), seems to agree with the above opinion when he noted that age is an important element in the life of the African. He observed that the elder is assumed to be a person of wisdom and is expected to demonstrate this in his speech and actions: if he is to keep his position among those who look up to him for leadership. It can be noted here, that the traditional education among the Nomads might have kept them together as a distinct group of people.

Salia-Bao (1980), and Balogun et.al.(1984), stressed the educational ideas and belief of some reknowned African Leaders like Nyerere, Kaunda, Nkrumah, Kenyatta, Senglor and Toure, that education must develop individuals to sustain their cultural and moral values. They maintained that since education cannot be considered apart from society the school should not educate a child in isolation from the society and economic systems in which he lives. Lar (1982) further indicated that the society and the child are important factors in education. This implies that all efforts at the education of the Nomads must be governed by their cultural concepts attitudes and values. Raay (1975), in Lar (1989), reinforced this view when he revealed that Nomadic children are encouraged to familarize themselves with cattle at a very young age. Even at birth they are made to play with young calves, make model camps and animals. Their play reflects their cultural values.

With regard to the implementation of the NNES in Kaduna State, an issue of relevance that requires the consideration of the planners, organisers and administrators of the scheme is that of determining how a Nomadic child who has been brought up in scuh a shrewed culture, should be taught to disregard it easily for modern education. According to Herskorits (1926) cited in Lar (1989), "the pastoralist attitude towards cattle is for status and rituals. Their importance is mainly seen during marriages and naming ceremonies, deaths and initiation. Similarly, Raay observed that the Nomads in East Africa are strongly attached to cattle, such that they dislike killing them except for ritual purposes such as birth, initiation marriages and death." As can be seen above, the attitude of these Nomads apply to the Nigerian Nomadic Fulani and is of special significance to their education, in order to prevent them from turning into social misfits. Ezeomah (1987) reinforced these views whem he buttressed that, because the goal of their education must of necessity emanate from the needs and aspirations of the Nomads and rooted in their cultural setting. Obviously, the knowledge of the way their role areas are organised and coordinated will form part of the strategies to be adopted in providing education for them.

Furthermore, Omuabor (1988), observed that the Nomads are a "very religious race and they associate themselves with Islam. According to him, a Nomad would be mad, if he is referred to as unbeliever. He believes in the Islamic injuction that the whole universe is a mosque, and does his own prayers at appropriate times. But he cannot afford to keep his wife in the purdah, as her labour is very fundamental to his existence. The wife cooks

his meals, does the little household chores at his temporary hut, but over and above all, she must go to the market to sell the milk for a few coins.

Each Nomadic clan usually has a Quaranic teacher that goes with them. A Nomad that has two sons would spare one of them to be taught by the teacher. The second son must herd with him. His son in the Quaranic School plays some role in the family. He would take care of the burial rites when the man dies, officiating and leading the prayer during Islamic festival such as Id-El-Maloud. The Nomads during such festivals gather around their huts in the bush and observe the rites like the town-folks, with dances, music and songs that embelish such festivals.

According to Omuabor, Marriage among the Nomadic fulbe is cousin marriage. It is arranged on the paternal side, the first cousins are preferred for such arrangements. Such arrangements are done to maintain the purity of the clan, and to keep the cattle of the family. To the Nomads cousin marriage are regarded as the purest, except in divorce cases, no inter-family marriage is encouraged. However, a few more distant family marriage are being allowed presently. After divorce a woman can marry from outside her family. They regard marriage between brother and sister an abomination. Marriages are arranged from childhood, and there is no question of choice for the spouse. Moreso, the ceremonial flogging called 'sharo' among the Nomadic Fulani is performed not necessarily to prove that the youthful Nomadic male has come of age; but to prove that the young man can defend his family,

his wife, and cattle. Therefore, a failure at the contest does not stop marriage. The man suffers only a sense of disgrace but does not lose his wife.

In his view, Omuabor further indicated that, the information gathering mechanism of the Nomads is amazing. They have scouts in almost all the villages that lie near their poutes: such that they are abreast with developments in the country. They have their communities and political institutions. Usually they move in class consisting of 10 to 20 families. The Nomads also have specific routes and points of settlements. Their scouts supply them with the situation reports about the next point of settlement. Two clans can move together as a result of long association. The 'Ardo is the immediate political head. He is the leader of the moving clan and he mediates in all disputes within the clan. It is the 'Ardo' who reports the arrival of a clan to the 'Sarkin Fulani' (Leader of the Fulani) in the immediate village. Through the Sarkin Fulani, the Ardo negotiates grazing land and protection with the village head. He also collects the cattle tax, which he hands over to the Sarkin Fulani who forwards it to Local Government Officials. The 'Madaki' is the Ardos' deputy and he takes leadership responsibility in his absence. Ezeomah cited in Omuabor (1982), maintained that the Ardo used to be the Chief Scout, as well as liason officer between the moving clan and the urban Fulani. He indicated that it is from this position that the Sarkin Fulani emerges.

In relation to the NNES in Kaduna State, the Nomads should be seen as a "special group" with a clear and peculiar ways,

of existence. Therefore, education for the Nomads should emphasize the cattle economy, in order to make the Nomads respond to it freely. The organisational and administrative set-up of the scheme in Kaduna State, should endeavour to see the Nomadic Fulani against their cultural and traditional background in providing them with education. Therefore, efforts should be made to integrate the main aspects of their traditional education into the NNES Curriculum in order to make it acceptable to them. Also the information gathering mechanism of the Nomads, can be used as an advantage to extend awareness of the programme to the Nomads as they move from place to place.

2.6 Federal Government Involvement In Nomadic Education In Nigeria

In view of the demanding nature of the NNES in Nigeria it becomes necessary that the Federal Government should keenly mornitor its implementation to avoid the occurance of the 1924 experience. A Government report on the (NNES 1987) revealed that in other Nations where education for Mobile Nomads has been successfully executed, the responsibility is born by the Central Government. For instance, realising the educational disadvantage state of the Algerian Nomads, their Central Government enacted an educational ordinance in 1967 to encourage equality of access to schools for all children. To plan and implement suitable educational scheme for its Nomads, the Central Government established a National Council on Nomadic

Education. Similarly, in Kenya, the national Government recognising the disadvantaged state of the Nomads in terms of Western education and other social amenities established the Arid Zone National Education Board to handle the education of the Nomads. While in Great Britain, a National Council was established following the enactment of the Caravan Act of 1968 to deal with the Education of Gypsies throughout the United Kingdom.

According to the report, migratory people move across the nations and pose problems national in outlook, which can only be solved nationally by the coordinated effort of a special Commission manned by specialists and provided with adequate resources instead of being left to be solved in isolation, by State and Local Governments with their insufficient resources. Here, the NCNE scheme established in Nigeria to monitor the Nationwide implementation of the programme is in line with the suggestion of the report, and the experience of other countries with Nomadic education programme cited above. Therefore, the success of the scheme in Nigeria and Kaduna State in particular depends on the efficiency of the Commission in implementing the scheme.

Ezeomah (1986), gave reasons for the failure of educational programmes in Nomadic pastoral societies. He observed that variables like demography, mobility, lack of relevant curriculum materials and intrastructural facilities are responsible for such failures. These situations was also scored by Lar (1989), that,

education for the Nomads will not be easy due to the Nomadic nature of the people, just as schooling for the Gypsy's children was not easy when the British government first tried it thus, it is important to stress the need to relate curriculum development to the needs and culture of the Nomads. They Nomads should be actively involved in any curriculum effort meant for them in order to ensure that the Curriculum materials and infrastructural facilities are suitable to their aspirations. Such curriculum should be focused on the cultural realities environment and lifestyle of the Nomads.

The blue print on Nomadic education scheme (1987) has made provision for the establishment of Nomadic education centres in 3 universities in Nigeria, that have relevant facilities and personnel; these being the University of Jos, Maiduguri and Sokoto. The centres are espected to develop a system of education that will take adequate care of the lifestyle, social value, needs and occupational concerns of the Nomads. The centre for Nomadic Education, University of Jos is responsible with continuous research on the lifestyle of the Nomads, identification and Planning of different educational appreaches, experimentation on Nomadic education pilot schemes and evaluation of projects. While the centre for Nomadic education scheme; University of Maiduguri is charged with the responsibility for teacher training and supervisory personnel and the development of relevant materials for the training of teachers. Similarly, the centre for Nomadic Education scheme, University of Sokoto is responsible for the

production of relevant educational literatures for mobile schools, instructional materials for fixed schools, recording of lessons and useful information on tapes and to liaise with educational programme producers such as radio stations, Nigerian Educational Technology Centre (NETC), to ensure programme production is suitable for Nomadic schools. These centres are responsible to National Commission Nomadic Education (NCNE) and are charged with responsibilities by the Commission on the basis of the resources and expertise available to each of the.

As can be seen from the above description, which shows the functional structures for the effective implementation of the NNES in Nigeria, it is clear that the success or failure of this scheme may largely be determined by the functional State of these centres. Thus the slow pace experienced in the implementation of this scheme in the country may be a possible indicator that these centres are performing below expectation. This situation calls for quick reappraisal by the NCNE scheme on the activities of these centres in the hope of making them more functional towards the accomplishment of the goals of the scheme: for which they are set up.

According to the blue print on Nomadic education of (1987), the aims and objectives of the programme are essentially the same with the broad objectives of the new National Policy on Education, However, the Nomads are seen as a special group of people whose ways of life as of now, stood quite differently

from the rest of the society in which they carry out their yearly immigrations. Consequently, it was agreed upon to adopt a special approach for the Nomads, in terms of the type and methods of providing them with the right type of education. It was therefore accepted that the specific aims and objectives of Nomadic education should be classified into the following short and long term objectives.

The short term objectives of the scheme amongst others includes:

> acquisition of basic functional literacy and numeracy. In practical terms it implies, reading with comprehension those things that affedt their occupational roles; to read and understand national papers and magazines in order to know what is happening around them; writing legible and meaningful letters to friends, relations and business partners; do simple calculations and keep records relating to the number of their of their herds, cost of and returns from investments.

While the longterm objectives of the scheme are:

> acquisition of knowledge and skills to enable them improve their income earning capabilities through mixed farming, land acquisition and consequent development of grazing reserves and settlement; improvement of livestock products, such as milk, meat butter, hides and skin by application of modern technology; better marketing of their products including progressive economic expert; appreciation

> of the need to use modern savings and bank credit facilities, which will enable them integrate better within the dominant national culture; appreciation of the aims and functions of cooperatives; production of skilled fulbe professionals and administrators, and acquisition of functional knowledge and skills for raising healthy well adjusted families.

Furthermore, the blue print on Nomadic Education, indicated that the Nigerian Nomads are now at different stages of settling down. At present, we have the transient, the transhumant, the semi-settled, and the permanently settled pastoralists. According to the blue print, as the Nomads are in different stages of settling down, no one school system is deemed sufficient in providing them with meaningful education at the present stage. Therefore, a multi-approach of school systems and resource development will be adopted. Thus, the multi-approaches identified to be likely appropriate in different cases are:

(i) Regular schools; this may be useful mainly for settled groups

(ii) On-site schools: may be used for semi-sedentary Nomadic groups.

(iii) Mobile schools (Portable Classrooms): may be used for mobile families depending on their number within a clan cluster.

(iv) Adult education programmes: this may be used for adult Nomadic men and women.

(v) Radio or distance education programmes: may be used to aid all educational systems adopted for the Nomads at different levels. Radio drama, whose style, plot and content reflect the Nomadic cultural heritage, radio commercial and sport announcement, and radio discussion by Fulanis who have made it to the top, are all envisaged.

(vi) Telecast: may be used mainly for the settled cattle-fulanis who possess television-sets.

Ezeomah (1986) indicated that government sponsored research studies recommended the utilization of 3 organisational fromework; the Ruggah school, the vocational school and the mobile school. He further observed that the schools were established in Zomo, Mazat, Roff, Gashish and also in Wase grazing reserve all in Barikin lady, Shendan and Nasarawa Local Government Councils. The mobile schools were to move with the movement of the Nomadic Fulble and the teachers were to move with them. According to Ezeomah (1986), the vocational and mobile schools in both Bauchi and Plateau States, could not be operated due to financial inadequancies.

It can be pointed out here, that a sharp contrast exist between the 3 organisational framework recommended above by government sponsored studies and the types of school structures as outlined in the blue print on Nomadic education (1987). Considering the special nature of this scheme, it may be reasoned that 3 school structures are inadequate in meeting with the educational needs of the Nomads. Thus, the types

of educational facilities provided in the blue print seems to be ellaborate enough inview of the varied settlement patterns of the Nomads. Although, they may be demanding in terms of finance, human and material resources required to implement them.

In relation to the NNES in Kaduna State, it can be observed that the Nomadic fulani in the State share all the settlement patterns and characteristic as shown above. However, a majority of them are already settled down, and semi-settled. As it where, it is obvious that almost all the above school systems can be adopted to meet the education needs of the Nomads in the State. Due to logistic reasons, the regular schools, on-site schools and the adult education programmes are so far used for the Nomads in the State. However, if the NNES must succeed in this country, the task before the Federal Government of Nigeria is an enormous one, considering its cost intensiveness. The Federal Government as a matter of necessity should endeavour to provide adequate fund to sustain both the human and material resources required for a smooth implementation of the scheme in the country. Concerted efforts should be intensified to monitor the efforts made so far on the scheme through the NCNE in the country. Regular seminars with the State Coordinators and the Nomadic education Primary school teachers should be organised to improve their knowledge on the demands of the scheme; meaningful researches on the scheme should be encouraged by both the NCNE and the State Coordintor of the programme. The Federal Government should

make the Local Government feel a sense of responsibility to the scheme.

2.3 Nomadic Education Programme In Kaduna State

The implementation of the Nomadic Education programme which was launched in the State in 1987, is making an impressive stride. According to the State Coordinator Mallam Habibu Umar, in a situation report on Nomadic Education programme in Kaduna State, indicates that presently, Kaduna State has 22 schools, located in nine Local Government Areas in the State. (see appendix 5). The schools were established through collective efforts of the Ministry of Education, the defunct Primary Schools Management Board and the Nomads themselves. These schools have a total of 1,832 pupils with a total of 71 teaching staff, 20 of whom were recruited on part-time basis due to insufficient fund. The State Coordinator, Mallam Habibu, Stated that the Kaduna State Government in 1990 made a financial contribution of ₦200,000.00 to the programme, and in 1991, the sum of ₦296,410.00 was approved for the state for the recruitment of 126 staff to man the schools. This figure he explained represent an increase of more than 50% above last year's contribution, staff wise, Mallam Habibu, indicated that the Unit was able to make purchase of ₦60,000.00 worth of textbooks, and ₦99,189.00 worth of furniture. Also, the sum of ₦10,583.30 was spent to renovate two blocks of 4 classrooms which was loaned to the Unit by the Nomadic Fulani at Rafin-Guza settlement. In six of the schools, permanent classrooms have also been built by the PSMB and L.G.E.A. other schools are in tarpaulin structures or open-air schools.

On problems facing the programme in the State, the coordinator, stated that the unit feels particularly concerned about its mode of operation: that in 1990, the Nomadic education units were requested by the Commission to be transfered from the State Ministry of Education, to the defunct PSMB; to this, Kaduna State complied, considering the decision as wise and problem solving. However, for the repealing of decree number 31 (PSMB), one would have thought of a quick action from the NCNE, which is also affected by the repeal, interms of issueing guidelines on how the programme should operate in the State. Habibu, contended that, the result of this silence from the NCNE has thrown the unit into confusion of not knowing where it actually stands. It has also denied the unit to a large extent of its control over some administrative advantage; this is because schools initially existing within the PSMB have automatically been transfered to the L.G.As. On what he termed as administrative misrepresentation, the Coordinator stressed that it is one area of concern between the Commission and the unit in Kaduna State. According to him "with the Commission's seat in Kaduna, one would think that Kaduna State could become a model for other states, but contrary to this, our relationship with the Commission is only becoming sour, as a result of its activities in the state." He argued that, so many activities are being carried out by the Commission within the State, without even the knowledge of the Unit.

Lack of fund is the main problem the Nomadic education unit in Kaduna State is facing. The Coordinator, lamented

act of administrative misrepresentation by the Commission in the State, could belittle not only the effort of the Coordinators of the scheme, but the unit as a whole in the eyes of the Nomads in the State. The Commission therefore should appreciate the fact that the State Coordinators of the scheme, are entrusted with the task of implementing and Coordinating the NNES at the state level; since they are closer to the Nomads in the State. Therefore, they should be given a free-hand and encouragement to perform their duties without domination and undue interferance by the Commission. The Commission should concern itself with the task of solving the major problems of the scheme within its powers, in order to make things easier for the Coordinators at the State level.

2.8 The Uniqueness of the Study

Several research works as reviewed, have been conducted in an effort to gain an appreciable understanding about the culture; life style and needs of the Nomads and the possibility of providing them with some form of western education, as a special group.

To the knowledge of the researcher this seems to be the first attempt to examine Scientifically the administrative and organisational structures of the Nomadic education school in Kaduna State. The contributions of this investigation will provide useful information regarding the administrative patterns of the scheme. Hence future researchers may find this research project useful in further investigations on Nomadic education in the states.

Chapter 3

RESEARCH DESIGN METHODS AND PROCEDURES

3.1 Introduction

This chapter describes the research methodology employed in this study. It includes a description of the research design, the population, sampling procedure and the methods used in compiling the data. It also explains the instruments adopted for data collection as well as the methods of data analysis.

3.2 Research Design

The study attempts to examine the organisation and administration of Nomadic education scheme and problems associated with the implementation of the scheme in Kaduna State. Various works related to the study are reviewed to highlight these problems. The group of respondents involved in the study are: the Nomadic education teachers, the officials who are directly concerned with the scheme in Kaduna State, the Nomadic pupils as well as their parents. These were requested to respond to the questionnaire designed to find out the problems of the Nomadic Education Scheme in the State. The officials responded to an interview guide constructed to consolidate the responses on the questionnaire.

3.3 The Population

The population for the study includes all the nine Local Government Areas in Kaduna State, where the Nomadic Primary Schools have been established; all the functioning Nomadic Primary Schools within the nine Local Government Areas, and all the teachers in the Nomadic Primary Schools. Also included are the Nomadic pupils enrolled in these schools, their parents, officials of the Kaduna State Primary School Development Board (P.S.D.B.) and the Local Government Areas directly involved in the programme. The population of each category involved in this study is shown in Table 3.1.

Table 3.1: Population

List of L.G.A's. with Nomadic Primary Schools	No. of Nomadic Primary Schools	No. of Nomadic Pri. Sch.Trs.	No. of Pupils	No. of Parents as given by the State Coord.	Officials of PSDB and L.G.As.
Birnin Gwari	4	8	201	12	
Kaduna North	1	6	203	20	2 Coordinators of
Ikara	3	10	190	14	the programme in
Jama'a	3	14	299	20	Kaduna State
Makarfi	2	8	363	24	1 Executive Secretary,
Zaria	1	6	155	12	primary School
Lere	1	2	46	6	Development
Kachia	5	13	260	20	Board.
Zangon Kataf	2	4	115	8	9 Education Secretaries and 9 Supervisors for the L.G.As.
TOTAL	22	71	1,832	136	21

3.4 The Sample

A multiple sampling approach is employed in this study. For the first stage sample, a list of all the nine Local Government Areas of Kaduna State where the Nomadic Primary Schools have been established, was compiled. The table of random numbers as developed by Bush et. al (1980) is used to select five of the Local Governments used in the study as shown in Table 3.2 These form the sample size of the population at the first stage of sampling.

Table 3.2: Sample Size from the Population

Random No.	List of L.G.A's. with Nomadic Primary Schools	Sample size	No. of Schools	No. of Teachers	No. of Pupils	No. of Parents as given by the State Coordinators
01	Birnin Gwari	-	-	-	-	-
02	Kaduna North	x	1	6	203	20
03	Ikara	x	3	10	190	14
04	Jama'a	-	-	-	-	-
05	Makarfi	x	2	8	363	24
06	Zaria	x	1	6	155	12
07	Lere	-	-	-	-	-
08	Kachia	x	5	13	260	20
09	Zango Kataf	-	-	-	-	-
TOTAL	9	5	12	43	1,171	90

Four classes of respondents were used for the purpose of data collection. These are the Nomadic Primary School Teachers, Officials of the Primary School Development Board and five Local Government Areas of Kaduna State who are directly involved with

the programme, the pupils and their parents. The parents involved in this study are those who represent the interest of the entire Nomadic Parents on the implementation of the programme in the Local Government Areas of Kaduna state, as given by the State Coordinators. This is because it will be very difficult to get the actual number of all Nomadic parents in the chosen Local Government Areas, due to their unsteady movements. The activities of these parents, according to the State Coordinators, could be likened to that of the Parent-Teacher Associations (PTA). These parents, most of whom are members of the Miyath Allah Cattle Breeders Association, are actively involved in the programme as they regularly supply the State Coordinators with relevant information required for the success of the programme in the Local Government Areas of the state.

The final sampling procedures adopted are as follows:

Nomadic Teachers: As can be observed in Table 3.2 [illegible], there are 43 teachers involved in this programme in the selected schools within the 5 L.G.A's. randomly selected for the study. To obtain a fairly representative sample for generalization, Krejcie and Morgans' (1970) table for determining sample size from a given population was adopted by the researcher, to select 37 teachers who were requested to respond to the questionnaire for the study.

Officials Directly involved with the Scheme: The officials who are directly involved with the Nomadic Education Programme in the state include, the state coordinators of the programme, Executive Secretary Kaduna State P.S.D.B. and the Education Secretaries and Supervisors to the L.G.A's with Nomadic Schools as revealed in table 3.1. Since only 5 L.G.A's are used for the

study, the researcher adopted the Intact Group Sampling Measurement Procedure, to seek the opinion of the 5 Education Secretaries and 5 Supervisors involved with the programme in these L.G.A's. Also involved are the 2 state coordinators of the programme and the Executive Secretary P.S.D.B. of Kaduna State. In all, a total of 13 officials were requested to respond to the questionnaire. According to Olomolaiye (1986) "the Intact Group Sampling Measurement is a method used in collecting data from a whole population involved in a study, where such population is too small to be sampled."

Nomadic Parents: There are 90 Nomadic Parents who are actively involved with the implementation of the programme in the chosen L.G.A's. for the study, as shown in table 3.2. To obtain a fairly representative sample for generalization, the table for determining sample size from a given population as developed by Krejcie and Morgan's (1970) was also adopted by the researcher to select 72 parents who were requested to respond to the questionnaire for the study.

Nomadic Pupils: Having considered the large number of pupils in the selected Nomadic Primary Schools within the L.G.A's randomly selected for the study (that is 1,171) as shown in table 3.2, the researcher, for the purpose of obtaining a fair representative sample of the population for generalization, further employed Krejcie and Morgan's (1970) table for determining sample size from a given population, to select 285 pupils who were requested to respond to the research questionnaire for the study.

3.5 The Instrument

The instruments used are questionnaire and interview guide for data collection.

Questionnaire: The research questionnaire contains items capable of eliciting the desired responses from the respondents. One set of the questionnaire was used for the study. However, the questionnaire was translated into Hausa language and administered to the Nomadic Parents and Pupils who can not read the English language. In all, 357 copies of the questionnaire were administered to this group of respondents; that is 285 for Nomadic pupils and 72 copies for the parents. The remaining copies of the questionnaire in English language were administered to the teachers and officials directly involved with the programme in the L.G.A's. for the study; that is 37 for the teachers and 13 for the officials.

The questionnaire contains the same questions. This was to enable the researcher to make comparison on the opinion of the parents and pupils, teachers and officials on the organisation and administration of the scheme in the state. Thus, a total of 407 copies of the research questionnaire were used for the study.

The research questionnaire is divided into four main sections, and contains 22 items. In section one, items 1 - 6 sought the opinion of the respondents on whether there are significant differences on the organisational effectiveness of Nomadic education scheme in Kaduna State. In section two, items 7 - 13 sought the opinion of the respondents on whether there are significant differences on the administrative effectiveness of Nomadic education scheme in Kaduna State. While

section three of the questionnaire (items 14-18) seek to discover their views on the accessibility of the Nomadic education programme in Kaduna State. Section four, items (19-22) sought the opinion of the respondents on whether there are significant differences on the involvement of the Nomads in the administration of the NNES in the state.

Each question in these sections is subjected to a five point scale answer. The respondents are requested to tick (✓) in the box drawn opposite, and preferences on the scheme. The items of responses are as follows:

i) Strongly Agree (SA)
ii) Agree (A)
iii) Moderately agree (MA)
iv) Disagree (D)
v) Strongly Disagree (SD)

The subject matter for items included in the questionnaire were drawn from the research objectives, hypotheses and research questions. The research instrument was examined by experts in educational administration and planning. Because of the survey nature of the research, it was not subjected to the rigors of pilot study which could have enhanced its content validity. It contains precise and straight-forward questions to enable the respondents to express their opinions on issues raised without fear of misinterpretation.

3.6 Administration of the Research Instrument

The researcher employed a great deal of personal efforts in the data gathering process. He visited the L.G.A's. selected

for the study and the Kaduna State P.S.D.B. for the purpose of administering the research questionnaire. The researcher also made use of the Nomadic School Teachers in these L.G.A's who are mostly of the Fulani ethnic group and are quite fluent in Hausa language, in administering some of the questionnaires to the Nomadic Parents and pupils where necessary.

3.7 Rate of Return

Out of the 407 copies of questionnaire distributed to the respondents, 338 of them (about 83%) were returned. Thus, about sixty-nine copies were not returned or rejected due to poor completion. Table 3.3 shows the breakdown of the returned questionnaire.

Table 3.3 Rate of Return by Local Government Areas

L.G.A	Teachers		Officials		Nomadic Parents		Pupils	
	No	%	No	%	No	%	No	%
Kaduna North	5	100.0	2	40.0	18	100.0	54	84.4
Ikara	8	100.0	2	100.0	10	100.0	34	71.0
Makarfi	8	100.0	2	100.0	20	100.0	60	79.0
Zaria	4	100.0	2	100.0	10	100.0	20	71.4
Kachia	12	100.0	2	100.0	14	100.0	51	74.0
Total	37		10		72		219	

Table 3.3 shows that, in Kaduna North Local Government Area 5 teachers (100.0%), 2 officials (40.0%), 18 Nomadic Parents (100.0%) and 54 Pupils (84.4) responded to the questionnaire didstributed.

In Ikara L.G.A, 8 teachers (100.0%), 2 officials (100.0%) (100.0%) 10 Nomadic Parents (100.0%) and 34 pupils (71.0%) responded to the questionnaire. Similarly, in Makarfi L.G.A, 8 teachers (100.0%), 2 officials (100.0%) 20 Nomadic parents (100.0%), and 60 pupils (79.0%) responded to the questionnaire. In Zaria L.G.A, 4 teachers (100.0%) 2 officials (100.0%), 10 Nomadic parents (100.0%) and 20 pupils (71.4%) also responded to the questionnaire. Finally, in Kachia L.G.A. 12 teachers (100.0%) responded to the questionnaire.

The respondents above were used for this study because they are involved in the Nomadic in the Nomadic Education Scheme in Kaduna State.

3.8 Method of Data Analysis

The data derived from the questionnaire are analysed statistically by the use of Kruskal-Wallis, a non-parametric statistics.

Chapter 4

PRESENTATION AND DISCUSSION OF DATA

4.1 Introduction

In this chapter, data presentation and discussion of findings from the study were made. The chapter is divided into two parts. The first part involves a general presentation of the data and converted percentages in tables, followed by discussions, while in the second part, the hypotheses raised in chapter one were tested and the results discussed.

The data deal with the opinions of nomadic teachers, officials, parents and pupils: on the organisational effectiveness of Nomadic Education Scheme in Kaduna State, on the administrative effectiveness of Nomadic Education Scheme, on the accessibility of Nomadic Education Scheme to the nomads and the involvement of the nomads in the administration of the Nomadic Education Scheme in Kaduna State.

Since the researcher was interested in finding out whether there was a significant difference in the opinions of the teachers, officials, nomadic parents,

and pupils on the organisation and administration of Nomadic Education Scheme in Kaduna State, the researcher drew four null hypotheses based on the focus of the research stated in 1.2. The questionnaire for the study includes twenty-two items subjected to a five point scale. The items of responses were grouped into four sections and each section was used in testing one hypothesis.

4.2 Presentation

A total of 407 copies of the questionnaire were distributed in five local government areas selected for the study. Table 4.1 - 4.9 presents useful information in this work, although it does not have a direct bearing on the empirical treatment of data in this chapter. Table 4.1 shows the break down of the distribution based on the Local Government Areas.

Table 4.1: Distribution of Respondents by Local Government Areas.

Local Government Areas	Teachers	Officials	Nomadic Parents	Pupils
Kaduna North	5	5	18	64
Ikara	8	2	10	48
Makarfi	8	2	20	76
Zaria	4	2	10	28
Kachia	12	2	14	69
Total	37	13	72	285

4.3 Bio-Data of Nomadic Education Teachers and Officials

The Bio-data of the Nomadic education teachers and the officials directly involved in the Scheme were obtained. This was considered to be a necessary information for the credibility of this study; as shown in the following tables.

4.3.1 Bio-Data of Nomadic Education Teachers:

Table 4.2 Age Distribution of Nomadic Teachers

Parameter	Fi	%
15 - 20	-	-
21 - 25	1	2.0
26 - 30	18	48.0
31 - 35	17	45.0
36 - 40	2	5.0
41 and above	-	-
Total	37	100.0

Table 4.2 shows the age distribution of the Nomadic education teachers. It indicates that 48.0% and 45.0% of the respondents fell within the age bracket of 26 - 30 and 31 - 35 years. This implies that the bulk of the teachers are youths and if given the encouragement, they could be of much value for the success of the scheme in the State.

Table 4.3 Educational Qualification of Nomadic Teachers

Parameter	Fi	%
Grade Two Teachers Certificate	25	67.6
General Certificate in Education 'O' level	-	-
Nigeria Certificate in Education	2	5.4
Arabic Teachers Certificate	10	27.0
University Degree	-	-
Total	37	100.0

Table 4.3 presents the educational qualification of Nomadic education teachers. From the table, it is obvious that the bulk of the teachers (67.7%) have the Grade Two Teachers Certificate. While 27.0% and 5.4% of them have the Arabic Teachers Certificate and the Nigeria Certificate in Education (NCE) respectively. This result may mean that graduates of N.C.E and University degree holders are unwilling to take up teaching appointments in the scheme.

Table 4.4 Ethnic Group of Nomadic Teachers

Parameter	Fi	%
Hausa	21	56.8
Fulani	16	43.2
Ibo	-	-
Yoruba	-	-
Others specify	-	-
Total	37	100.0

Table 4.4 indicates that the bulk of the Nomadic education teachers (56.8%) come from the Hausa ethnic group while 43.2% of them are from the Fulani ethnic group. This shows that there is at present a shortage of trained teachers from the Fulani ethnic group. This situation may have serious implication for the success of the schme in the State.

Table 4.5 Teaching Experience of Nomadic Teachers

Parameter	Fi	%
1 - 3 years	10	27.0
4 - 6 years	23	62.2
7 -99 years	2	5.4
10 years and above	2	5.4
Total	37	100.0

Table, 4.5 gives the teaching experience of Nomadic education teachers. It can be observed from the table that 62.2% them have about 4 - 6 years of teaching experience. This suggests that more training opportunities on Nomadic education should be created to increase the experience of the teachers in the scheme. This may be in form of Seminars and workshops.

Table 4.6 Teaching language of Nomadic Teachers

Parameter	Fi	%
Hausa only	3	8.1
Fulfude only	2	5.4
English only	-	-
Hausa and Fulfulde	14	37.8
Hausa and English	18	48.7
Total	37	100.0

Table 4.6 shows the teaching language of Nomadic education teachers. From the table, it is obvious that Hausa and English are the main language of instruction in the scheme; as shown by 48.7% of the respondents. There is fear that this situation may create some difficulties in the acceptability of the scheme by the Nomads, due to language barrier.

4.3.2 Bio-Data of Nomadic education officials.

Table 4.7 Age Distribution of Nomadic Education Officials

Parameter	Fi	%
20 - 25	-	-
26 - 30	-	-
31 - 35	3	23.1
36 - 40	3	23.1
41 and above	7	53.8
Total	13	100.0

Table 4.7 presents the age distribution of Nomadic education officials. It shows that the bulk of the officials (53.8%) are within the age of 41 years and above. This means that the age of the officials may not be considered as a serious factor which affect their administrative functions in the scheme.

Table 4.8 Educational Qualification of Nomadic Education officials.

Parameter	Fi	%
Grade Two Teachers Certificate	1	7.7
General Certificate in Education 'O' level	-	-
Nigeria Certificate in Education	-	-
Diploma Certificate in Education	9	69.2
University Degree	3	23.1
Others specify	-	-
Total	13	100.0

Table 4.8 indicates the educational qualification of Nomadic education officials. It can be seen from the table that, 69.2% of the officials have diploma certificate in education. About 7.7% of them have grade two teachers certificate while 23.1% others have University degree. This suggests that more opportunities such as seminars and workshops on Nomadic education should be created for the officials to improve their knowledge on the scheme.

Table 4.9 Administrative Experience of Nomadic Education officials.

Paramater	Fi	%
1 - 3 years	-	-
4 - 6 years	-	-
7 - 10 years	5	38.5
11 - 12 years	8	61.5
13 years and above	-	
Total	13	100.0

Table 4.9 shows the administrative experience of Nomadic education officials. It indicates that 61.5% of the respondents have between 11-12 years of administrative experience, while about 38.5% of them have between 7 - 10 years experience. This means that the administrative experience of the officials is not a factor that may affect the success of the scheme in the State.

Table 4.10 shows the number of respondents and the Percentage of responses to issues raised in the questionnaire.

Table 4.10 Responses on the Nature of Organisation of Nomadic Education Scheme and its Success in Kaduna State.

Section 1	Strongly agreed		Agreed		Moderately agreed		Disagreed		Strongly Disagreed	
	f	%	f	%	f	%	f	%	f	%
1. The nature of Organisation of the Nomadic eduction scheme affects its sucess in Kaduna State.	216	63.9	58	17.2	34	10.02	17	5.03	13	3.85
2. Involvement of the Local and state Government in the Organisation of the scheme will facilitate it's success	215	63.6	64	18.8	37	11.0	11	3.3	11	3.3
3. Establishment of state Boards and zonal offices on Nomadic education is essential for the success of the scheme	234	69.2	63	18.6	29	8.6	8	2.4	4	1.2
4. Provision of a well articulated guideline for the organisation of the Nomadic education scheme will enhance the smooth implementation.	227	67.2	63	18.6	36	10.6	8	2.4	4	1.2
5. Role specification of the staff is necessary for their effectiveness on the scheme	218	64.5	64	18.9	35	10.4	14	4.1	7	2.1
6. Regular workshop and seminar will improve the effectiveness of the staff	232	68.6	48	14.2	39	11.5	14	4.1	5	1.5

Table 4.10 (items 1 - 6 of the questionnaire): indicates the respondents opinions on the organisation of the Nomadic Education Scheme and its successful implementation in Kaduna State. From the Table about 274 (81.1%) of the respondents agreed that, the nature of organisation of the scheme affects its success in the state. Some 34 (10.2%) of the respondents moderately agreed, while 30 (8.9%) of the others disagreed. From the result, it can be deduced that there is at present, a great fear as to the fact that, the nature of organisation of the Nomadic Education Scheme is a major factor that may militate against its success in Kaduna State.

On the involvement of the Local and State Government in the organisation of the scheme together with the establishment of a State Board and Zonal Offices for the smooth implementation of the scheme in Kaduna State, a larger proportion of the respondents 279 (82.4%) and 297 (88.0%) agreed respectively. On the other hand, 37 (11.0%) and 29 (8.6%) of the respondents moderately agreed, while 22 (6.6%) and 12 (3.8%) others disagreed respectively with the view. From this information, it is pertinent that, to ensure a smooth implementation of the Nomadic Education Scheme in Kaduna State, the full involvement of both the local and state government

in the organisational machinery of the scheme, and the establishment of a State Board and Zonal Offices on Nomadic Education Scheme cannot be over-emphasized

Based on the respondents' opinions on whether the provision of a well articulated guideline for the organisation of Nomadic Education Scheme will enhance the smooth implementation of the scheme in Kaduna State, a large proportion of the respondents 290 (85.8%) agreed, while 36 (10.6%) others moderately agreed and 12 (13.6%) of the respondents disagreed. Similarly, about 282 (83.4%) of the respondents agreed that, the role specification of the staff was a necessity to enhance their effectiveness in the Nomadic Education Scheme. However, 35 (10.4%) of them moderately agreed, while 21 (6.2%) others disagreed. A critical examination of this result shows that not much progress can be made in the scheme in the absence of a well articulated guideline and a clear role specification of the staff. Finally, the respondents' opinions on whether regular workshop and seminar will improve the effectiveness of the staff proved that, 280 (83.0%) of the respondents agreed, while 39 (11.5%) of them moderately agreed. Some 19 (5.6%) others disagreed. Thus, in order to increase the effectiveness of the staff in the scheme, regular workshop on the Nomadic Education Scheme should be encouraged.

From the table, it is clear that the greater majority of the respondents to the items agreed with the issues raised in the questionnaire, and it implies that, the nature of organisation of the Nomadic Education Scheme is a major factor that may affect its successful implementation in Kaduna State. The result was also confirmed by the responses obtained from the interview guide which indicated that there was no properly defined organisational approach adopted for the implementation of the Nomadic Education Scheme in the State.

Table 4.19 Responses on the Administration of the Nomadic Education Scheme and its Successful Implementation.

Section 2	Strongly agreed		Agreed		Moderately agreed		Disagreed		Strongly Disagreed	
	f	%	f	%	f	%	f	%	f	%
7. Effective administrative leadership will promote successful implementation of the programme in the state	202	59.8	63	18.6	36	10.6	29	8.6	8	2.4
8 The Nomadic education Unit should function as an autonomous body from the P.S.D.B. to ensure the success of the scheme the scheme.	79	23.4	170	50.3	68	20.1	16	4.7	5	1.5
9. There is adequa e supply of teaching and learning facilities to the Nomadic Schools	33	9.8	179	53.0	72	21.3	17	5.03	37	11.0
10. The morning session is the most conducive time for the Nomadic school	74	22.0	170	50.3	51	15.1	33	9.6	10	3.0
11. The evening session is the most conducive time for the Nomadic school	57	16.9	61	18.3	163	48.2	31	9.2	26	7.4
12. Nomadic schools teachers should come from the Nomadic tribe and must live with the Nomads	107	31.7	151	44.7	32	9.5	32	9.4	16	4.7
13. The Nomads in Kaduna state are aware of the on going education scheme meant for them	217	64.2	48	14.2	35	10. 3	11	3.3	27	8.0

Table 4.11 (items 7 - 13) also shows the respondents' opinions on the administration of the Nomadic education Scheme and its successful implementation in Kaduna State. From the table, majority of the respondents 265 (78.4%) agreed that, an effective administrative leadership will promote successful implementation of the scheme in the state. Only 36 (10.6%) of the respondents moderately agreed, while 37 (11.0%) others disagreed. This result is a suggestion to the fact that, more effort should be intensified by the organisers of the scheme to ensure an effective administrative leadership as a necessity for the success of the scheme in the state.

On whether the Nomadic Education Unit should function as an autonomous body from the Primary Schools Development Board (PSDB) in order to ensure the success of the scheme, about 249 (73.7%) of the respondents agreed, while 68(20.1%) others moderately agreed but 21 (7.1%) disagreed. It can be seen from this result that, there was a great desire among the respondents for the Nomadic Education Unit to function in autonomy from the Primary School Development Board. The respondents' opinions on whether there was adequate supply of teaching and learning facilities to the Nomadic Schools show that a majority of the respondents 212 (62.8%) agreed, some 72 (21.3%) moderately agreed while

54 (16.3%) others disagreed. It can be deduced from this result that the supply of teaching and learning facilities to the Nomadic Schools was not a serious factor that affect its success in the state.

Considering the arrangement of the Nomadic School Session, a majority of the respondents 244 (72.3%) agreed that, the morning session is the most conducive time for the Nomadic Schools in Kaduna State. Some 51 (15.1%) of them moderately agreed while 43 (12.6%) others disagreed. On the other hand, while 163 (48.2%) of the respondents moderately agreed that, the evening session was the most conducive time for the Nomadic School, some 118 (35.2%) others agreed. Only 57 (16.6%) disagreed. From all indications; it is obvious from this information that the morning school session was preferred to the evening session as the most conducive time for the Nomadic Schools in Kaduna State.

On whether the Nomadic School teachers should come from the Nomadic tribe and must live with the Nomads, a greater proportion of the respondents 258 (76.4) agreed, while 32 (9.5%) moderately agreed; some 48 (14.1%) others disagreed. This information shows that, a majority of the respondents have a high preference for the recruitment of Nomadic School teachers who are Nomads by ethnicity. This

seems to be plausible and it may be as a result of the special nature of the scheme. Furthermore, the respondents' opinions as to whether the Nomads in Kaduna State are aware of the ongoing education scheme meant for them shows that a greater proportion of the respondents 265 (78.4%) agreed with the view while 35 (10.3%) moderately agreed and 38 (11.3%) others disagreed. The awareness of the Nomads of the scheme in the State, may be as a result of intensive enlightenment campaign embarked upon by the organisers. Thus, awareness of the scheme in Kaduna State may not be a serious factor militating against its success. However, the result from the interview guide indicated that, at present there was no harmony in the nature of administration of the Nomadic Education Scheme in Kaduna State. The implication of this situation is that not much progress would be made in the pursuance of the goals of the scheme in the State.

Table 4.12: Responses on the Accessibility of the Nomadic Education scheme to the Nomads.

Section 3	Strongly agreed		Agreed		Moderately agreed		Disagreed		Strongly disagreed	
	f	%	f	%	f	%	f	%	f	%
14. Accessibility to the Nomadic schools will facilitate the Nomads acceptance of the programme	200	59.2	75	22.2	51	15.9	9	2.7	3	0.0
15. The Nomadic education programme is now accessible and acceptable to the Nomads in the state.	63	18.6	78	23.8	156	46.2	18	5.3	23	7.0
16. The Location of the Nomadic schools too far away from the Nomads homes affect their acceptance of the programme	88	26.4	192	56.8	37	11.0	15	4.2	6	1.6
17. Establishment of more Nomadic Primary Schools within the L.G.As will facilitate their acceptance of the programme	94	27.8	187	55.3	34	10.6	10	2.8	13	3.9
18. Herding prevents Nomadic parents from sending their children to the Nomadic schools established for them	201	59.3	70	20.7	42	12.4	16	4.7	9	2.7

Table 4.12, (items 14 - 18 of the questionnaire) presents the respondents' opinions on the accessibility of the Nomadic Education Scheme to the Nomads. The table shows that, 275 (81.4%) of the respondents agreed that, accessibility to the Nomadic Schools will facilitate the Nomads acceptance of the programme. Some 51 (15.9%) moderately agreed while only 12 (3.6%) disagreed. Similarly, the respondents' opinions as to whether the Nomadic Education programme is now accessible and acceptable to the Nomads in the state indicate that, 141 (42.4%) of the respondents agreed while a larger proportion of them 156 (46.2%) moderately agreed. Only 41 (12.3%) others disagreed. This result implies that, more effort should be made by the organisers of the scheme to ensure that the services of the scheme is made accessible to the Nomads in the State. Moreso, since a greater proportion of the respondents moderately agreed that, the scheme was now accessible and acceptable to the Nomads means that there might be some accessibility problems to the scheme, which may discourage their response in the State.

The respondents' opinions on whether the location of the Nomadic schools too far away from the Nomads homes affect their acceptance of the programme show that, a majority of the respondents 280 (83.2%) agreed, while 37

(11.0%) of the respondents moderately agreed and 21 (5.3%) others disagreed with the view. Moreover, on whether the establishment of more Nomadic Primary Schools within the Local Government Areas will facilitate their acceptance of the programme, the respondents' opinions indicate that, 281 (83.1%) of them agreed, while some 34 (10.6%) moderately agreed and 23 (6.7%) others disagreed with the view. A consideration of this result seems to suggest that the location of the Nomadic Schools may be a serious factor that affects the nomads acceptance of the programme in the State. Therefore, more Nomadic Primary Schools should be established within the Local Government Areas so as to facilitate the nomads acceptance of the programme in the state. The respondents' opinions on whether herding prevents Nomadic parents from sending their children to the Nomadic schools established for them indicate that, a larger proportion of the respondents 171 (80.0%) agreed while 42 (12.4%) of them moderately agreed, and only 22 (7.4%) disagreed. This implies that the organisers of the programme should ensure that the arrangement of the school hours for the Nomads is favourable enough, to enable the pupils to perform their regular herding and at the same time attend their lessons conveniently.

However, the result from the interview guide shows that the location of the Nomadic Education Primary Schools was based on the concentration of the Nomads in parts of the local government areas of the state and on the centralisation of the schools to their settlements. Thus, Nomadic Primary Schools are centrally established in some parts of the Local Government Areas where the concentration of the nomads is high. The implication of this approach is that, some groups of the nomads in the state may be left out or denied the privilege of having access to the scheme; thereby frustrating their interest in the scheme.

Table 4.13: Responses on the Involvement of the Nomads in the Administration of the Scheme in the State.

	Section 4	Strongly agreed		Agreed		Moderately agreed		Disagreed		Strongly Disagreed	
		f	%	f	%	f	%	f	%	f	%
19.	Involvement of the Nomads in the Administration of the Nomadic education programme, will faciliate their response in the state	62	18.3	206	61.0	44	13.2	17	5.0	9	2.5
20.	Nomadic parents negative attitude towards the programme will be changed by getting them actively involved in the implementation of the programme	118	34.9	161	47.6	35	10.4	19	5.6	5	1.5
21	Establishment of the Nomadic primary School PTA is very vital for the success of the programme	223	66.0	63	18.4	26	8.0	11	3.2	15	4.4
22	The unstable nature of the Nomads might affect their response to the programme in the state	225	66.6	42	12.4	28	8.3	19	5.6	24	7.1

Table 4.13 (items 19 - 22 of the questionnaire) also shows the respondents' opinions on the involvement of the Nomads in the administration of the Nomadic Education Scheme and their response to the scheme in the state. From the table it is obvious that, 268 (79.3%) agreed that, the involvement of the Nomads in the administration of the scheme will facilitate their response to the scheme in Kaduna State. However, some 44 (13.2%) of them moderately agreed with the view while 26(7.5%) others disagreed. It is evident from this result that the response of the nomads to the programme depend largely on the extent to which they are involved in the administration of the scheme in the state.

The respondents' opinions as to whether the Nomadic Parents' negative attitude towards the programme will be changed by getting them actively involved in the implementation of the scheme show that, while 279 (82.5%) of the respondents agreed, 35 (10.4%) moderately agreed and some 27 (7.1%) others disagreed. Similarly, the table further indicates that, 286 (84.4%) of the respondents agreed with the view that, the establishment of the Nomadic Primary School Parent Teachers Association (PTA) was vital for the success of the programme in the State. Some 26 (8.0%) of them moderately agreed while 26 (8.0%) others disagreed. It can be deduced from this result that, the negative attitude of Nomadic Parents towards the Nomadic Education Scheme can be changed for the

better if they are actively involved in its implementation in the state. Moreso, a Parent: Teachers Association for the Nomadic Primary Schools should be established to serve as a forum through which the parents can make their own contributions to the scheme.

Moreso, on whether the unstable nature of the Nomads might affect their response to the scheme in Kaduna State, the respondents' opinions proved that, 267 (80.0%) agreed, while 43 (12.7%) moderately agreed and only 43 (12.7%) disagreed. This result stresses the seriousness of the unstable nature of the Nomads as a factor that may affect their response to the scheme in the State. It implies therefore, that, except necessary measures are taken by the organisers of the scheme to cope with their itinerant movement, their chances of benefiting from the scheme may be very slim.

The responses gathered from the interview guide indicated that, there was so far an appreciable level of involvement of the nomads in the administration of the scheme in Kaduna State. This development seems to be favourable for the realisation of the goals of the Nomadic Education Scheme in the State.

Table 4.14: Summary Table of Responses on the Organisation and Administration of the Nomadic Education Scheme in Kaduna State.

Section	Number of Respondents	Mean	Sd
1. Responses on the nature of Organisation of the Nomadic Education Scheme and it's success.	338	26.257	4.678
2. Responses on the nature of Administration of the Nomadic Education Scheme in the State.	338	26.104	4.538
3. Responses on the Accessibility of Nomadic Education Scheme to the Nomads	338	19.728	3.545
4. Responses on the involvement of the Nomads in the Nomadic Education Scheme.	338	16.408	3.207

Table 4.14 (summary table) gives a clear picture of the total number of the respondents which responded to all the items in section 1 - 4 of the questionnaire, with their mean score and standard deviation. A close look at the table shows that, majority of the respondents were of the opinion that, the nature of organisation and administration of the Nomadic Education Scheme affect its successful implementation in Kaduna State, with mean score of 26.257, and 26.104 respectively. However, considering the difference in the two mean scores, it shows that, the greater majority of the respondents were more concerned with the nature of organisation of the Nomadic Education Scheme as a factor that largely affects its success in the State.

4.4. Testing Of Hypotheses

The researcher formulated four null hypotheses for the study. These were intended to enable the researcher to objectively determine the opinions of the respondents, on the organisation and administration of Nomadic Education Scheme in Kaduna State. The data for the test of the hypotheses were gathered from the questionnaire administered to the respondents. The questionnaire consisted of twenty two items (see Appendix 1 and 2) and were grouped into four sections. Each group of questions was used to test a given hypothesis. The Kruskal-Wallis (ANOVA) statistics was employed for testing the hypotheses at 0.05 significant level.

4.4.1 Hypothesis On Organisational Effectiveness

The first hypothesis states that, there is no significant difference in the opinions of Teachers, Pupils, Parents and Officials with regards to the organisational effectiveness of Nomadic Education Scheme in Kaduna State. To test the hypothesis, Kruskal-Wallis Statistics (H-test) was used. Table 4.15 presents the result of the analysis.

Table 4.15 .Opinions of Teachers,Pupils,Parents and Officials on the Organisational Effectiveness of Nomadic Education Scheme.

Source	df	SS	MS	H.Value	P
Between	3	5.136	1.712	23.93	0.000
Within	337	2.390	7.156		
Total	337	2.904			

*Significant P/__ 0.05.

Table (4.15) shows that, there are significant differences in the opinions of the respondents used for the study on the organisational effectiveness of the Nomadic Education Scheme in Kaduna. From the table, H-Value which is 23.93, was found to be significant. Therefore, the hypothesis was rejected at 0.05 significant level. This means that, there was significant differences in the perceptions of the respondents on the organisational effectiveness of the scheme in the State. The possible explanation for this result could be that,the Nomadic Education Scheme as a new innovation in the State, was still lacking the most favourable organisational framework through which the set goals can be achieved. Perhaps, the impact of the organisation is not adequately felt in the State as expected, due to organisational inadequacies. Therefore, to ensure that the organisation of the scheme

in Kaduna State is effective, effort should be made to identify a well defined and most suitable approach for organising the scheme so as to realise its goals and objectives in the State.

4.4.2 Hypothesis On Administrative Effectiveness

The hypothesis states that, there is no significant difference in the opinions of Teachers, Pupils, Parents and officials on the administrative effectiveness of the Nomadic Education Scheme in the State. To test the hypothesis, Kruskal-Wallis Statistics was used to analyse the result of the data. Table 4.16 presents the result of the analysis.

Table 4.16 Opinions of Teachers,Pupils,Parents and Officials on Administrative Effectiveness of Nomadic Education Scheme.

Source	df	SS	Ms	H-Value	P
Between	3	3.824	1.275	15.84	0.0000*
Within	334	2.688	8.047		
Total	337	3.070			

*=Significant P/_0.05

Table(4.16) indicates that, significant differences exist in the respondents opinions on the administrative effectiveness of the Nomadic Education

Scheme in Kaduna State. From the analysis, H-Value calculated was 15.84. Thus, the earlier stated hypothesis was rejected at 0.05 significant level. The probable explanation for these differences in opinions of the respondents, could be based on the fact that, the administration of the scheme in Kaduna State is operating without any articulated administrative guidelines and role specification for the staff, this situation must have contributed in making it difficult for the staff to adequately cope up with the demands of the scheme in the state. No administration ever functions effectively in the absence of a clear-cut-direction. Therefore, for the Nomadic Education Scheme to succeed in Kaduna State, it is very necessary that, the administration ought to be well informed of what actions to be carried out and how best they can be performed in the best interest of the organisation.

4.4.3 Hypothesis On Accessibility

The third hypothesis states that, there is no significant difference in the opinions of teachers, pupils, parents and officials on the accessibility of Nomadic Education Scheme to the Nomads in Kaduna State. The Kruskal-Wallis statistics was adopted to test the hypothesis, and the result is shown in Table 4.17

Table 4. 17 Opinions of Teachers,Pupils, Parents and , Officials on Accessibility of Nomadic Education Scheme to the Nomads.

Source	df	SS	MS	H-Value	P
Between	3	1.012	3.374	3.94	0.0089*
Within	334	2.864	8.570		
Total	337	2.964			

*=Significant P/ 0.05

It can be seen from Table (4.17) that, there afe significant differences in the opinions of the respondents on the accessibility of Nomadic Education Scheme in Kaduna State, since the H-Value Calculated was found to be 3.94. It means that, all the respondents have varied opinions on this issue. Therefore, the earlier stated hypothesis was rejected at 0.05 significant level. The possible reason for these differences in opinions could be attributed to the fact that, the services of the scheme was yet to be felt in some areas of the state, irrespective of the high awareness of the scheme by the Nomads as expressed by (78.4%) of the respondents in Table 4.11

This situation may affect the acceptance of the scheme in Kaduna State. The administration of the Nomadic Education Scheme should endeavour to explore more areas with high concentration of Nomads; and obtain sufficient

fund and manpower in order to extend the services of the scheme to them.

4.4.4 Hypothesis On Involvement

The fourth hypothesis states that, there is no significant difference in the Opinions of Teachers, Pupils, Parents and Officials on the involvement of the Nomads in the administration of the Nomadic Education Scheme in the State. The Kruskal-Wallis statistics was employed to test the result of the data, as shown in Table 4.18.

Table 4.18: Opinions of Teachers, Pupils, Parents and Officials on the Involvement of the Nomads in the Nomadic Education Scheme.

Source	df	SS	MS	H-Value	P
Between	3	1.592	5.305	6.42	0.0004*
Within	334	2.759	8.262		
Total	337	2.919			

* Significant, P/ 0.05.

Table (4.18) shows that, there are significant differences in the respondents opinions, on the involvement of the Nomads in the administration of the Nomadic Education Scheme in Kaduna State. This means that they have varied opinions on the issue. Thus, the hypothesis was rejected

at 0.05 significant level, since the H-Value which is 6.42 was found to be significant. The possible explanation for this differences in opinions could be attributed to the fact that, since the NNES is a new innovation to the Nomads, they are still being careful to be fully involved in the scheme, considering its possible implications for their well cherished culture. However, since the scheme is meant for the Nomads in the state, efforts should be intensified through well articulated administrative process and leadership to create more forum for the Nomads to be actively involved in the administration of the scheme in the State. Thus, the administration of the scheme, should be flexible enough to accommodate the Nomads at all levels where their contribution may be required, for the success of the scheme in Kaduna State.

For the fact that all the four null hypotheses raised in this study were rejected, based on the results obtained from the analyses of the opinions of the respondents, show that, there was no harmony and clear direction in their opinions: on the nature of organisation and administration of the Nomadic Education Scheme in Kaduna State. It also shows that, the expectations of the teachers, pupils,

Nomadic Parents and Officials in the scheme are yet to be satisfied in the areas of its organisational effectiveness, administrative effectiveness, accessibility of the scheme to the Nomads . and the involvement of the Nomads in the administration of the scheme in the State.

4.5 Discussion

This aspect of the work deals with the discussion of the findings from the research. In the discussion, possible explanations are made for the problems highlighted by the respondents. The research questions for the study, which was meant to reveal the major problems of the organisation and administration of the Nomadic Education Scheme in Kaduna State was answered.

The respondents' opinions as shown in Table 4.10 (items 1 - 6 of the questionnaire), sought their views on whether the nature of organisation of the Nomadic Education Scheme effects its successful implementation in Kaduna State. From the result obtained, it was discovered that the greater majority of the respondents (81.1%), (82.4%), (88.0%), (85.4%), and (83.0%) all agreed respectively that the nature of organisation of the scheme; involvement of the Local and State Government in the organisation of the Scheme; establishment of State Board and Zonal Offices on Nomadic Education; the provision of a well articulated guideline for the organisation of the scheme; role especification of the staff and regular workshop and seminar on Nomadic Education for staff effectiveness were essential for the successful implementation of the scheme in Kaduna State.

As valid as these responses may be, it is necessary to point out that for a successful implementation of the scheme in the State, a lot depends on the organisational framework of the scheme. Considering the challenge posed by the special nature of the scheme, it means that not much progress would be made if all

the organisational facilities are not in their rightful places. The findings obtained from the interview guide (see Appendix 3) show that although it is contained in the "Blue Print" on Nomadic Education Scheme that, both the State and Local Governments should be actively involved in the implementation of the Nomadic Education Scheme, was not enough. It means that, they are yet to be fully committed to the education of the Nomads in the State. Perhaps, this laxity may be due to lack of the provision of guidelines from the National Commission on Nomadic Education (NCNE) on what roles are expected from both the State and Local Governments for the smooth implementation of the scheme in the country. Similarly, it was discovered that, despite the importance of a State Board and Zonal Offices for the smooth running of the Nomadic Education Scheme, no State Board and Zonal Offices on the scheme are established in the State. Lack of these structures in the organisation of the programme would make it difficult for effective supervision and co-ordination of the Scheme in the State. Furthermore on role specification of the staff, it was also discovered that, uptil now the staff were not certain of what roles they are specifically expected to perform for the smooth implementation of the scheme. There is no doubt that, a situation like this would only encourage redundancy and ineffectiveness on the part of the staff in accomplishing the task of the organisation.

A thorough examination of the above situations show that there was a sharp departure from Ostrander (1973), view that, if an organisational structure is to be designed to achieve definite purposes, then it is clear that the purposes must be known. Thus, if an organisation defines the division of responsibility in one way and then operates in another, such situation could provoke individual's anxieties and make it more difficult for them to identify with the purposes of the institution. From the foregoing therefore, it becomes necessary that, the organisers of the programme should review its organisational situation in order to correct existing lapses that may interfer with the success of Nomadic Education Scheme in Kaduna State.

The respondents' opinions as expressed in table 4.11 (items 7 - 13 of the questionnaire) shows their views on the administration of the Nomadic Education Scheme and its successful implementation in Kaduna State. From the table, it was observed that the bulk of the respondents (78.4%), (73.7%), (62.8%), (72.3%), (76.4%) and (78.4%) all agreed respectively that an effective administrative leadership will promote successful

implementation of the scheme; that the Nomadic Education Unit should function as an autonomous body from the Primary Schools Development Board (PSDB); that there is adequate supply of teaching and learning facilities to the Nomadic Primary Schools; and that the morning session is the most conducive time for the Nomadic Schools. Also, they all agreed with the views that the Nomadic Schools' teachers should come from the Nomadic tribe and must live with the Nomads, and that the Nomads in Kaduna State are aware of the ongoing education scheme meant for them. Only some (48.2%) of the respondents moderately agreed that the evening session is the most conducive time for the Nomadic Schools in the State.

Even though the majority of the respondents were of the opinion that effective administrative leadership is necessary for successful implementation of the Nomadic Education Scheme in Kaduna State, it may be surprising to note that, the responses obtained from the interview guide indicates that, there are no administrative guidelines provided by the NCNE on the administrative activities of staff involved in the scheme. This situation may imply that, the administration of the scheme in the state is operating in a vacuum and that possibly, every state is left to run the scheme on their own initiative. The resultant effect of

this shortcoming is that of lack of direction and uniformity in the administration of the scheme across the states. This arragement is not consistent with Webers (1864-1920) opinion that regular activities of the staff should be distributed in a fixed way called official duties and their operations governed by a consistent system of abstract rules or guidelines which lead to the attainment of goals and objectives.

On the issue of autonomy, it was discovered that the Nomadic Education Unit is not autonomous from the Primary Schools Development Board (PSDB). In view of the challenge posed by the special nature of the scheme in the State, this arrangement appears to run counter productive for the realisation of its set goals. Lack of autonomy is affecting the administration of the scheme in the area of funding, staff recruitment and easy provision of teaching materials for the schools. Thus, the administrative activities of the Nomadic Education Unit may be more effective if granted autonomy.

Contrary to the majority opinion (76.4%) that the Nomadic Schools teachers should come from the Nomads themselves and must live with them, it was discovered that in some places none Nomadic teachers were recruited due to the shortage of qualified teachers of the Nomadic

clan. This situation may not augur well for effective teaching and learning process desired in the scheme. The recruitment of non-Nomadic teachers for the pupils is likely to raise suspicion and fear in them; it can also scare them away from being regular in school. Therefore, the special nature of the scheme makes it ideal to involve teachers from their clan to instruct them in the language they could better understand. The high level of awareness by the nomads of the Nomadic Education Scheme in the State as expressed by (78.4%) of the respondents show that the administrative leadership of the scheme, despite all odds, are making efforts to create more awareness of the scheme in the Nomads through enlightenment campaigns. Finally, the respondents preference for the morning school session as the most conducive time for the Nomadic Schools,conforms with the arrangement in Shangai province in 1965 as observed by Ardo (1986), that,children were expected to attend school in two session; the early morning session and in the evening. This arrangement seems to be conducive for the Nomads in Kaduna State most of whom are settlers. The idea is to enable the pupils to spend the remaining part of the day to herd their cattle.

Table 4.12 (items 14 - 18 of the questionnaire) gives the respondents' opinions on the accessibility of the Nomadic Education Scheme to the Nomads in Kaduna State. It shows that a larger proportion of the respondents (81.4%) were of the opinion that, accessibility to the Nomadic Schools will facilitate the Nomads acceptance of the scheme, while (46.2%) moderately agreed that the Nomadic Education programme is now accessible and acceptable to the Nomads in the State. However, some (83.2%) of the respondents also agreed with the view that, the location of the Nomadic Schools being too far away from the Nomads' homes, affects their acceptance of the programme. Similarly, another (83.1%) agreed that the establishment of more Nomadic Primary Schools within the Local Government Areas will facilitate their acceptance of the scheme in the State. Finally, about (80.0%) others agreed that herding prevents Nomadic Parents from sending their children to the schools established for them.

From this data, it can be deduced that a larger proportion of the respondents opined that accessibility to the Nomadic schools will facilitate the Nomads acceptance of the programme in the State. However, since (46.2%) of them moderately agreed with the view that the scheme is now accessible and acceptable to the Nomads, implies that there was still the problem of accessibility and acceptability of the scheme in the State.

Perhaps there is high awareness of the scheme as opined by (78.4%) of the respondents as shown in Table 4.11 but the services of the scheme was not adequately felt in some Local Government Areas of the State. This was confirmed by a majority of the respondents (83.2%) who maintained that the location of the Nomadic schools too far away from their homes, affects their acceptance of the programme. Thus, to encourage accessibility and acceptability of the scheme to the Nomads, the schools should be located at strategic points were the Nomadic pupils could easily reach them without difficulties.

The situation in Kaduna State as of now is that, the Nomadic schools are located on the basis of their closeness to the Nomads' settlements in the Local Government Areas, and the Nomads whose settlements are closer to the conventional schools in the Local Government Areas are encouraged to send their children to such schools. Considering this arrangement, closeness/centralisation here may be relative; the reason is that some schools could be located more closer or even too far away from the Nomads settlements. Therefore, the issue of centralisation does not seem to be the most appropriate strategy to be adopted in the location of the schools. Furthermore, the idea that the Nomads who are settled close to conventional schools should benefit from the facilities and services offered in those schools is also inconsistent with the

special nature of the Nomadic Education programme designed for the Nomads. This practice if encouraged will have serious effect on the Nomads full acceptance of the scheme in the State, considering their strong attachment to their culture and suspicion of situations. Rather, more Nomadic Primary Schools should be established for the Nomads within the Local Government Areas, as agreed by (83.1%) of the respondents, so as to enable the Nomads to progress in the scheme at their own pace. The majority opinion that herding prevents Nomadic Parents from sending their children to school as expressed by (80.0%) of the respondents suggest that, the Nomadic Parents should be more enlightened on the arrangement of the school session; which is organised in the morning hours of the day. Unless adequate effort is made in this area, their reluctance to send their children to school will affect the success of the scheme in Kaduna State.

Table 4.13 (items 19 - 22 of the questionnaire) presents the respondents' opinions on the involvement of the Nomads in the administration of the Nomadic Education Scheme in Kaduna State. From the table, a majority of the respondents (79.3%) and (82.5%) agreed respectively that, the involvement of the Nomads in the administration of the Nomadic Education Scheme in Kaduna State will facilitate their response in the State, and

that the Nomadic Parents' negative attitude towards the programme will be changed by getting them actively involved in the implementation of the programme. Similarly, some (84.4%) of the respondents agreed that, the establishment of the Nomadic Primary School Parent: Teachers Association is very vital for the success of the programme while (79.0%) others also agreed that, the unstable nature of the Nomads might affect their response to the programme in the State.

The above result shows how necessary the involvement of the Nomads is for the success of the scheme in Kaduna State. They should not be kept in isolation from the scheme, rather they should be more actively involved as the sole recipients of the scheme. This will enable them to development a sense of value and commitment to its success in the State. It is note worthy that the level of involvement of the Nomads in the administration of the scheme in Kaduna State is encouraging as revealed by the interview guide. The Nomads were encouraged to donate land and to build schools for their children through communial efforts. Perhaps the involvement of the Nomads in the scheme might be responsible for the high level of awareness of the Nomadic Education Scheme in the State as expressed by (78.4%) of the respondents in Table 4.12

The result also shows that, the greater proportion (84.4%) of the respondents agreed that, establishment of the Nomadic Primary School PTA was vital for the success of the scheme in Kaduna State. Although, at present. the administration of the scheme has not formally established a PTA for the Nomadic Schools as discovered by the interview guide, some selected members of the Miyath-Allah Cattle Breeders Association seem to be playing the role of the PTA, thus representing the interest of the Nomads in matters that affect the scheme in the State. However, there is the need for the organisers of the scheme to establish a formalised PTA to serve as an avenue through which the Nomadic Parents can be more actively involved in the administration of the scheme in Kaduna State. Moreso, since (79.0%) of the respondents agreed that, the unstable nature of the Nomads might affect their response to the programme in the State is an indicator that should serve as a guide to the initiative of the administration of the scheme in the State. The administration of the Nomadic Education scheme should employ all necessary measures to either settle the Nomads, reduce their itinerant movements or possibly to follow them up in their movements with educational facilities in order to enable them to benefit from the scheme.

Chapter 5

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATION

This study was intended to investigate the organisational and administrative machinary of the Nomadic Education Scheme in Kaduna State. The purpose was to determine whether there were significant differences in the opinions of the Teachers, Officials,Nomadic Parents and Pupils on the organisation and administration of the scheme in the State. The study was carried out by means of research questionnaire and an interview guide which were drawn by the researcher. Data from the study were analysed and interpreted in chapter four of this work.

5.1 SUMMARY

This study investigated the nature of organisation and administration of the Nomadic education scheme in Kaduna State. Chapter one introduced the problem that relates to Nomadic education and specific focus was placed on the nature of organisation and administration of the scheme, duties and responsibilities of the staff, accessibility and acceptability of the scheme to the Nomads and involvement of the Nomads to the scheme.

Chapter two of this work reviewed various works, and studies relevant to the study. Among these reviewed are the works of Ardo G.V., Chimah Ezeomah "Lar Mary and Gorham A.B. just to mention a few. This was in order to cover some knowledge related, to the theories, Methodologies and practical dimensions of the research.

In Chapter three, the methodology adopted in this study was clearly explained. The means of the research questionnaire and interview guide were employed to seek the opinions of the respondents on the issues raised in the questionnaire. Four classes of respondents were used in this study; these are the Nomadic parents, pupils, teachers and staff. The items of responses were drawn from the main focus of the study as spelt out in chapter one of this study.

Chapter four of this work gave the presentation and discussion of data collected for the study. The method of data analysis employed is Kruskal-Wallis (ANOVA) statistics to determine whether significant difference exist in the opinions of the respondents on the organisational and administrative effectiveness of the scheme in Kaduna State. The main findings from the result of the analysis, include; An effective administrative leadership coupled with making the Nomadic education unit autonomous from the PSDB will promote the success of the scheme in the state. The Nomadic parents negative attitude towards the programme will be changed by getting them actively involved in the implementation of the scheme, and that, the location of the Nomadic schools being to faraway from the Nomads homes affect their acceptance of the programme in the state.

In the final chapter, the summary, conclusions and the recommendations for the study were made.

5.2 Conclusions

From the findings of this research, the following conclusions were made:

1. There were significant differences in the opinions of the respondents on the organisational effectiveness, administrative effectiveness, accessibility of the Nomadic Education Scheme to the Nomads and involvement of the Nomads in the administration of the scheme in Kaduna State.

2. Lack of full involvement of the local and state governments in the organisation of the scheme, none establishment of a State Board and Zonal Offices on Nomadic Education, none provision of a well articulated guidelines for the organisation of the scheme, coupled with the absence of role specification for the staff were factors that largely affect the organisational effectiveness of the Nomadic Education Scheme in Kaduna State.

3. Lack of autonomy of the Nomadic Education Unit from the Primary School Development Board was a militating factor against the administrative effectiveness of the Nomadic Education programme in Kaduna State.

4. There was a high level of awareness of the on going education scheme meant for the Nomads in Kaduna State and the morning session was preferred to as the most conducive time for the Nomadic School.

5. Even though there was high awareness on the scheme as shown by 78.4% of the respondents, the data collected also point to the fact that, there was still accessibility and acceptability problem with the Nomadic Education programme in Kaduna State, as a larger proportion of the respondents (46.2%) moderately agreed that the scheme was now accessible and acceptable to the Nomads in the State.

6. That, the location of the Nomadic schools to far away from the Nomads settlement affect their acceptance of the scheme, while establishment of more Nomadic Primary Schools within the Local Government Areas were necessary to facilitate their acceptance of the programme in Kaduna State.

7. That herding prevents Nomadic Parents from sending their children to the Nomadic Schools established for them, and their unstable nature affect their response to the programme in the State.

8. That, there would be a change in the Nomadic parents negative attitude towards the programme, if they were actively involved in the implementation of the scheme in Kaduna State. Furthermore, the establishment of the Nomadic Education Parent Teachers Association (PTA) was viewed to be very vital for the success of the programme in the State.

5.3 Recommendations

The main purpose of this study was to investigate the organisational and administrative nature of the Nomadic Education Scheme in Kaduna State. Based on the findings, the following recommendations were made:

1. To facilitate the realisation of the goals of the National Nomadic Education Scheme (NNES) in Kaduna State, the Nomadic Education Commission should as a matter of urgency, issue guidelines on how the programme should effectively be organised in the State. The guidelines should specifically spell out the roles of the State, Local Government and communities for the success of the scheme.

2. The Nomadic Education Commission should consider the special nature of the Nomadic Education Scheme in Nigeria; with particular reference to Kaduna State and direct its thinking towards making the Nomadic Education Unit autonomous from the Primary School Development Board (PSDB). This will make for an effective organisation and administration of the scheme in the State.

3. In order to ensure the smooth implementation of the Nomadic Education Scheme in Kaduna State, the State Government should without further hesitation, create a State Board and Zonal Offices on Nomadic Education to make for effective supervision, co-ordination and evaluation of the scheme in the State.

4. To improve on the level of accessibility and acceptability of the Nomadic Education Scheme in Kaduna State, the organisers of the scheme should survey and discover some other locations in the state with high concentration of Nomads; so as to extend the services of the scheme to them. More Nomadic Primary Schools should be established and located within the reach of the Nomads from their settlements; at least a walkable distance of two to three kilometres. Infact considering the slow pace of the implementation of NNES in Nigeria, one is tempted to feel that the national laudable goal of making education for all by the year 2000 A.D may not be realistic since the NNES is part of such effort by the government.

5. Since it was imperative that herding, coupled with the unstable nature of the Nomads, were serious factors that affect the Nomads response to the scheme in Kaduna State, the organisers of the scheme should develop a strategy which may be termed as "the Staggered Education Programme for the Nomads in Kaduna State". This programme will have an in built capacity of ensuring that, educational activities are provided for the Nomads in the State all year round, without any interruption by their unrestricted movement. Besides establishing school close to their settlements during the rainy season, the organisers of

the scheme should always anticipate their movement before the dry season and make adequate arrangements before hand to establish temporary educational facilities for the Nomads, along their regular migratory routes. This arrangement, if properly carried out will ensure that no time is lost in the pursuance of the goals and objectives of the Nomadic Education Scheme in Kaduna State.

6. A formal innauguration of a functional Parent Teachers Association (PTA) was necessary as an avenue through which the Nomadic Parent would be fully involved and committed to the success of the scheme in Kaduna State.

7. Effort should be made by the Government of Kaduna State to find ways and means of attracting literate members of the Nomadic clan to be trained as teachers for the Nomadic education scheme. This may be in the form of free education scheme, scholarship awards, and in-service training programme to such interested teachers.

8. Further studies should be carried out in the following areas: An Evaluative Study on the Involvement of the Kaduna State Government in the implementation of the Nomadic Education Scheme in the State, and A Comparative Study on the Organisarion and Administration of Nomadic Education Scheme in Kaduna State with some selected States of the Federal Republic of Nigeria, that are actively involved in the scheme.

BIBLIOGRAPHY

Aminu, J. (1985), Minister Reiterates Support for Nomadic Education. New Nigerian Newspapers Ltd., Kaduna August 15.

_____ (1988) The Importance of Nomadic Education. The Reporter Sunday, September 10.

_____ (1988) Federal Government Sets Up Nomadic Education Commission. New Nigerian Newspapers Ltd., January, 2.

Ardo, G.V. (1986), The Development of a Science Curriculum Package for the Nomadic Pastoral Fulbe of the West African Savannah Belt: Ph.D. Proposal Dept. of Education, Ahmadu Bello University, Zaria.

Balogun, D. Musaazi, J.C.S., Okon, S.E. and Thakur, A.S. (1981) Principles and Practice of Education.
Basingstoke. Mac. Publishers pg. 207.

Banfield, E.G. (1952), 'Ends and Means in Planning. International Social Science Journal Vol. II No.3.

Best, J.W. (1981), Research in Education, 4th Edition, New Jessey. Published by Prentice Hall, Inc. Englewood Cliffs.

Blue Print On Nomadic Education: Fair Deal for the Nomads (1987) Federal Ministry of Education, Lagos.

Busha, C.H. Harter, S.P. (1980), Research Methods in Librarianship: Techniques and Interpretations. New York, Academic Press. pg. 19.

Bushnell, S.D. and Reppaport, D. (1971) ed. Planned Changed in Education: A Systems Approach. New York. Harcourt Brace Jovanovich, Inc. pg. 95.

Caplow, T. (1976), How to Run Any Organisation. New York Holt inehart and Winston.

Coomb, P.H. (1974), 'What is Educational Planning. UNESCO International Institute for Educational Planning. Conterick, Louvain.

Ehimika, J. (1988), The Challenge of Nomadic Education in Nigeria, New Nigerian Newspapers Ltd. January 2.

Ezeocha, P.A. (1985), School Management and Supervision: Owerri, New African Pub. Ltd. pg. 105

Ezeomah C. (1983), The Education of Nomadic People: The Fulani of Northern Nigeria. Great Britain. Studies in Education Ltd. Nafferton Books Diriffield, N. Humberside. pg. 44

_____ (1986) The Education of Nomads in Nig.: First National Workshop, Yola. Nov. 4-6, Lagos, Federal Ministry of Education, p. 45-47.

_____(1987) The Settlement Patterns of Nomadic Fulbe in Nigeria: Implications for Educational Development. Great Britain. Dean House Ltd. p. 77.

Fafunwa, A.B. (1974), History of Education in Nigeria. Sydney, Deorge Allen and Urwin.

Fayol, H. (1949), "Administrative Industriaelle et Generate." in Constance Staress (ed), General and Industrial Management. London Sir Isaac Pitman and Sons.

Goodenough, W.H (1951), Property, Kin and Community on Truk Yale University Publications in Anthropology. No. 46 pg. 192.

Gorham, A.B. (1978), The Design and Management of Pastoral Development: The Provision of Education in Pastoral Network Paper, London. pg. 20

Gulick, L. and Urwich, L. (1979), Papers on Science of Administration. New York, Institute of Public Administration, Columbia University. pg. 20

Habib, U.M. (1991), A Situation Report on Nomadic Education Programme in Kaduna State Presented by, Nomadic Education Unit P.S.D.B. Kaduna State At the State Coordinators Meeting Held at Maiduguri May 13th-14th.

Heron, P. (1983), Education for Nomads in Nomadic Peoples Journal No. 13 July.

Krejcie, R.V. and Morgan, D.W. (1970), Determining Sample Size for Research Activities. Educational and Psychological Measurement, Vol. 30. pg. 604 - 610.

Lar, M. (1982), "Some Problems of Nomadic Education in Plateau State." A Paper Presented at an Internal Conference on Curriculum Development in the Faculty of Education, University of Jos.

_____ (1989), Aspects of Nomadic Education in Nigeria. Jos, Feb Education Books. pg. 32

Maurie, H. and Ronald, T.H. (1971), Change and Innovation in Elementary and Secondary organisation. New York, Holt, Rinehart and Winston, Inc. pg. 7.

Mohammed, U. (1989), Educating Fulani Nomads in Bauchi State. An Analysis of Environmental Constraints Against The Nomadic Childs Learning Process M.Ed. Thesis Dept. of Education, ABU, Zaria.

Musaazi, J.C.S. (1982), The Theory and Practice of Educational Administration. Basing Stoke Macmillan Press Ltd. Pg. 124.

Na-allah, M.Z. (1988), Nomadic Education Versus Critics: New Nigerian Newspaper Ltd. January, 9.

_____ National Policy on Education (1985) Revised), Lagos, Federal Government Press.

N'Gwandu, P.Y.B. (1982), Factors Affecting the Participation of Primary School Teachers in Village Communities Leadership in Tanzania; Standord University, in Dissertation Abstract International. Vol. 42, Pg. 3401 - 4.

Ngari, A. (1988), Governor Jang, Zwingina and Nomadic Education. New Nigerian Newspapers. February 3.

Ngu, S. (1988), Motivation Theory and Workers Compensation in Nigeria. Zaria, Faculty of Administration, Ahmadu Bello University. Pg. 55.

Nkena, T. (1981), An Analytical Case Study of Morality and Christian Missionary Activities Among Tiv. 1910-1975. A Ph.D. Thesis Proposal, Department of Education, Faculty of Education, Uni. of Jos.

Olomolaiye, F. (1986), Research Methods and Statistics, Jos Fab. Anich Ltd. Pg. 49.

Omuabor, V. (1988), Nigerians Endangered Tribe: The Story of Fulani Nomads. African Concord. March 29, No. 187. Pg. 23.

Ostrander, R.H. (1973), A Value Approach to Educational Administration: New York, R.F. Krieger Publishing Company Humtington. Pg. 86.

Ovwigho, M.Y. (1991), The Theory and Practic of Educational Planning in Nigeria. Kaduna, Think Pub. Co. Ltd., Pg. 2

Salia-Bao, S.K. (1980), African Social Studies Programme: A Handbook for Social Studies Teachers in Africa. A Ph.D. Thesis USA, Harvard University.

Smith, D.A. (1973), The Concept of Social Change: London, Routledge and Kegan Paul. Pg. 9.

Tapidi, A.B. (1991), Nomadic Education: The Story so Far. New Nigerian Newspapers Sunday, February 10th.

Thakur, A.S. Musaazi, J.C.S. and Aminu, D.M. (1980), Educational Administration: The Legal Basis for Education in Nigeria. India National Publication House. New Delhi - 11002. Pg. 11.

The NCNE, Federal Agency to Implement Nomadic Education Programme. Purpose, Structure, and Functions (1987), Primary Sections, Federal Ministry of Education, December 10th.

_____ The Nigerian Constitution (1979), Federal Government Press, Lagos.

Ukeje, B.O. (1979), Foundation of Education. Bein City, Ethiope Publishing Co. Pg. 291.

APPENDIX I

BIO-Date for Nomadic Education Teacher's

The purpose of this questionnaire is to obtain some relevant personal information about the Nomadic Education Teachers. It is part of the requirement for the survey on the organisation and administration of the Nomadic education scheme in Kaduna State.

Please answer the questions below by inserting (✓) as appropriate to you. All information would be treated as highly confidential. Thanks.

1. Name of L.G.A _____

2. Age Range:
   a) 15 - 20
   b) 21 - 25
   c) 26 - 30
   d) 31 - 35
   e) 36 - 40
   f) 41 and above

3. Educational qualification:
   a) Grade Two Teacher' Certificate
   b) General Certificate in Education 'O' Level or its equivalent
   c) Nigeria Certificate in Education
   d) Arabic Teacher's Certificate
   e) University Degree.

4. Ethnic group:
   a) Hausa
   b) Fulani
   c) Ibo
   d) Yoruba
   e) others - specify

5. Teaching experience:
   a) 1 - 3 years
   b) 4 - 6 years
) 7 - 9 years
   d) 10 years and above.

6. What is your teaching language:
   a) Hausa only
   b) Fulani only
   c) English only
   d) Hausa and fulfulde
   e) Hausa and English.

APPENDIX 2

Bio-Data for Officials of Nomadic Education Scheme

The purpose of this questionnaire is to obtain some relevant p personal information about the officials of Nomadic education scheme. It is part of the requirement for the survey on the organisation and administration of the Nomadic education scheme in Kaduna State.

Please answer the questions below by inserting (✓) as appropriate to you. All information would be treated as highly confidential. Thanks.

1. Age Range:
   a) 20 - 25 years
   b) 26 - 30 years
   c) 31 - 35 years
   d) 36 - 40 years
   e) 41 years and above.

2. Educational qualification:
   a) Grade Two Teachers Certificate
   b) General Certificate in Education 'O' level or its equivalent
   c) Nigeria Certificate in Education
   d) Diploma Certificate in Education
   e) University Degree
   f) Others - specify

3. Administrative Experience:
   a) 1 - 3 years
   b) 4 - 6 years
   c) 7 - 10 years
   d) 11 - 12 years
   e) 13 years and above.

APPENDIX I

RESEARCH QUESTIONNAIRE

FOR OFFICIALS AND TEACHERS

LOCAL GOVERNMENT AREA .....

The purpose of this questionnaire is to survey the organization and administration of the Nomadic Education Programme in Kaduna State. It is aimed at determining such factors that militate against the programme in the State, and to suggest practical measures that can facilitate it's implementation in the State.

Please answer the questions thoughtfully and honestly by inserting (✓) in the box appropriate to your rating on a five point scale opposite each question. The scale ranges from "Strongly Agree" to Strongly Disagree". All information would be treated as highly confidential.

		SA	A	MA	D	SD
1.	The nature of organisation of the Nomadic Education programme will affect its success in Kaduna State.					
2.	Involvement of the Local and State Government in the organisation of the programme will facilitate its success in the State.					
3.	Establishment of Zonal Offices and Boards on Nomadic Education is essential for the success of the programme in the State.					
4.	Provision of a well articulated guideline for the organisation and administration of the programme by the Commission will enhance the smooth implementation of the programme.					
5.	Role specification of the Staff is necessary for their effectiveness in the programme.					

		SA	A	MA	D	SD
6.	Regular workshop and seminar will improve the effectiveness of the staff.					
7.	Effective administrative leadership will promote successful implementation of the programme in the State.					
8.	As a special education programme, the Nomadic Education Unit should function as a autonomous body from the P.S.D.B. to ensure the success of the programme in the State.					
9.	There is adequate supply of teaching and learning facilities to Nomadic schools.					
10.	The morning session is the most conducive time for the Nomadic school.					
11.	The evening session is the most conducive time for the Nomadic school.					
12.	To ensure the success of the programme, Nomadic schools teachers should come from the Nomadic tribe and must live with the Nomads.					
13.	The administration have created positive awareness among the Nomads about the activities of the scheme.					
14.	Accessibility to the Nomadic schools will facilitate the Nomads acceptance of the programme.					
15.	The Nomadic Education programme is now accessible and acceptable to the Nomadic Fulani in the State.					
16.	The location of the Nomadic schools too far away from the Nomads homes affect their acceptance of the programme.					
17.	Establishment of more Nomadic Primary schools within the L.G.As. will facilitate their acceptance of the programme.					

		SA	A	MA	D	SD
18.	Herding prevents Nomadic Parents from sending their children to the Nomadic schools established for them.					
19.	Involvement of the Nomads in the administration of the Nomadic Education programme, will facilitate their response in the State.					
20.	Nomadic Parents negative attitude towards the programme will be changed by getting them actively involved in the implementation of the programme.					
21.	Establishment of Nomadic primary school PTA is very vital for the success of the programme in the State.					
22.	The unstable nature of the Nomads might affect their responses to the programme in the State.					

APPENDIX 4

TARKARDAR BINCIKE NA IYAYE DA YARAN MAKARANTA

KEREMI HUKUMA .....

Makasudin wannan bincike shi ne domin nazarin tsari da harkar gudanarwa na sha'anin ilmin makiyaya a jihar Kaduna. An yi shi ne domin gano mastsalolin da suka yi wa shirin ilmin tarnaki a jihar, da ba da shawarwari da za su habaka gu danar da ilmin makiyayan a jihar.

Don Allah a yi kokarin amsa wadannan tam bayoyin cikin natsuwa da gaskiya ta yin alama irin wannan (✓) a inda ya Kamata, daga cikin guraben da aka kebe guda biyar a cikin wannan takardas. Ma' aunin da za a auna ya faro ne daga "Na yarda kwarai" zuwa "Ban yarda ba kwarai". Duk bayanan da aka bayar, za a yi amfani da su da kyakkyawa kulawa cikin sirri.

	NYKW	N.Y	BYBS	BYB	BYBKW
1. Yanayin tsari da ta fiyar da harkar gu danarwa zai sha fi naserar ilmin a jihar Kaduna.					
2. Sanya kananan hukumomi da Gwamnatin jihohi cikin tsarin gu danar da ilmin zai habakar da nasarsa.					
3. Kafa ofisohin shiyya da hukumar gudanarwa na ilmin makiyaya na da muhimmanci ga samun nasarar shirin a jiha.					
4. Samar da wani Bayyanannen tsari na harkar gudanarwa, zai kara taimakawa wajeh bunkasa shirin ilmin makiyayan.					
5. Kasancewar akakken tsari da tantance yadda ma aikatan za su gudanar da aikinsu zai kawo himmatuwa ga shirin.					
6. Yawan shirya tarurrukan karawa ilmin akaiakai, zai wanzar da ci gaban malaman.					

	NYKW	N.Y	BYB	BYBKW
7. In gan taccen tsarin gudanarwa na mulki zai hai far da samun kyakkyawar nasarar shirin a jihar.				
8. A matsayinsa na wani kebabban shirin ilmi, ya kamata sa shen ilmin makiyayan ya kasance bangare mai cin gashin kansa daga fannin P.S.D.B. domin a samu nasarar shirin a jihar.				
9. Akwai wadatattun kayan aikin koyarwa a makarantun makiyayan.				
10, Karatun safe shi ne mafi dacewa da makarantun makiyaya.				
11. Tsarin karatun yamma shi ne mafi dacewa da makarantun makiyayan.				
12. Domin a tabbatar da nasarar shirin, ya kamata malaman makarantun makiyaya su kasance daga kabilar su makiyayan wadanda kuma ke zaune da su.				
13. Tsarin mulki ya janyo makiyaya sun fahinci manufofin shirin basu Ilimi				
14. Samun makarantun makiyayan zai bunkasa karbuwar shirin a gare su.				
15. ilmin makiyayan yanzu ya wadatu, kuma ya karbu ga su fulani makiyaya a jihar.				
16. Kason cewan makkarantun makiyayan nesa da gidajensu zai shafi nasarar shirin da karbuwarsa.				
17. Kara kir kiro makarantun Firamare a kananan hukumomi zai kara bunkasa nasarar shirin.				
18. Kiwo yana hana iyaye makiyaya tura 'ya'yansu makarantun makiyayan da aka tanada domin su.				

	NYKw	NY	BYB	BYBKW
19. Kasancewar fulani makiyaya cikin tsari da gudanar da al'amarin shirin ilmin zai habaka karbuwar shirin a gare su.				
20. Cusa iyaye makiyaya cikin shirin ilmantar da 'ya'yansu, zai canza halinsu na ko in kula da suke da shi a game da shirin.				
21. Kakkafa makarantun firamare na makiyaya da kuma kafa kungiyar iyaye da malamai yana da mahimman ci wajen sanun nasarar shirin.				
22. Halayyar fulani makiyaya na rashin zama wuri daya na iya shafar nasarar ilmin makiyaya a jihar.				

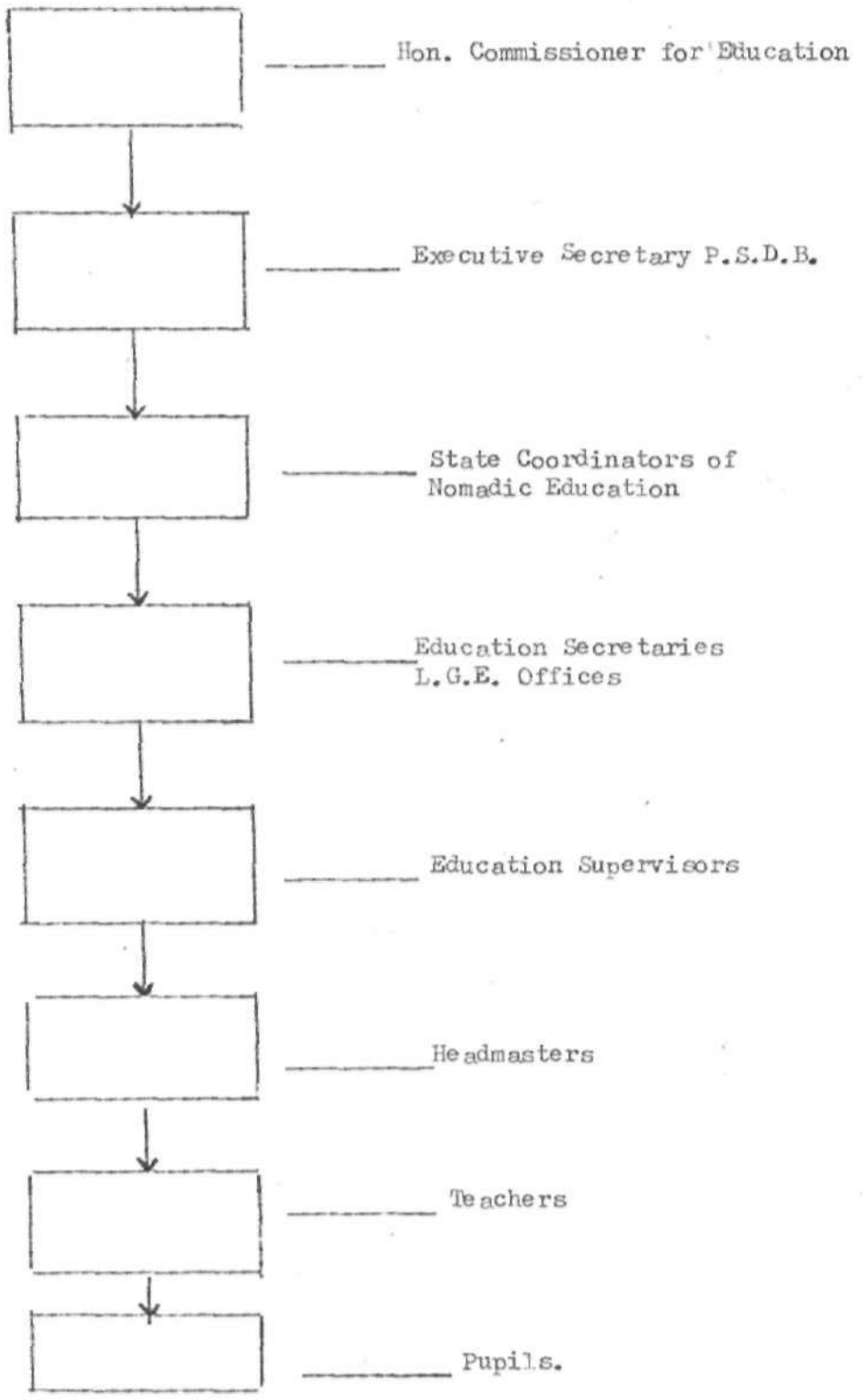
APPENDIX 5

INTERVIEW GUIDE

1. Do you think that the nature of organisation of the Nomadic education scheme will affect its success in Kaduna state, and how far are the Local and State Government involved in the scheme?
2. How relevant is the establishment of state board, zonal offices on Nomadic education and the provision of well articulated guideline for the successful implementation of the scheme in the State?
3. How would you explain effective administrative leadership as a major factor for a successful implementation of the scheme?
4. How autonomous is the Nomadic education unit and how does this relate to its activities in the state?
5. What will you comment on the composition of the Nomadic Primary Schools teachers in the State?
6. How accessible are the Nomadic Primary Schools to the Nomads and how does this factor influence their acceptance of the programme?
7. How will you comment on the level of involvement of the Nomads in the administration of the scheme in Kaduna state?

APPENDIX 6

KADUNA STATE NOMADIC EDUCATION ORGANISATIONAL STRUCTURE



Source: Nomadic Education Unit, P.S.D.B. Kaduna State.

APPENDIX 7

LIST OF NOMADIC PRIMARY SCHOOLS IN KADUNA STATE

S/No	Name of School	Pop.	No of Trs.	Location	L.G.A.	Year Established and by
1.	Nomadic Primary School R/Guza	203	6	Rafin Guza	Kaduna	1989 - M. O. E.
2.	Nomadic " " S/ Tankarau	155	6	Sayen Tankarau	Zaria	1989 - M.O.E/PSMB
3.	Nomadic " " Damari	95	2	Damari	B/Gwari	1989 - M.O.E.
4.	Nomadic " " Ukaga	38	2	Ukaga	"	1991 - L.G.E.A.
5.	Nomadic " " Gwaska	31	2	Gwaska	"	1991 - "
6.	Nomadic " " Saulawo	37	2	Saulawa	"	1991 - "
7.	Nomadic Pri.Sch. U/Bukutaje	186	4	U/Bukutaje	Makarfi	1991 - "
8.	Nomadic " " Mayere	177	4	U/Fula.Mayere	"	1991 - "
9.	Nomadic " " J/Jibis	60	2	Jaube-Jibis	Ikara	1989 - M.O.E.
10.	Nomadic " " Jangaba	70	4	Jangaba	"	1989 - "
11.	Nomadic " " Kadanya	60	4	Kadanya Biyar Furana	"	1991 - L.G.E.A.
12.	Nomadic " " Luwuna	46	2	Luwuna	Lere	1989 - M.O.E.
13.	Nomadic " " Kurmi-biri	80	4	Kurmi-biri G/R.	Kachia	1989 - M.O.E/NCNE
14.	Nomadic " " Gumel Yamma	35	3	Gumel Yamma	Kachia	1988 - Nomads
15.	Nomadic " " Ikah	60	2	Ikah	Kachia	1988 - Nomads
16.	Nomadic " " Katul	40	2	Katul	Kachia	1988 - Nomads
17.	Nomadic " " Nassarawa	45	2	Nassarawa	Kachia	1988 - Nomads
18.	Nomadic " " Kagal	50	2	Kagal	Z/Kataf	1988 - Nomads

S/No	Name of School	Pop.	No of Trs	Location	L.G.A.	Year Established and by
19.	Nomadic Pri.School U/F.Kurdan	65	2	U/F.Kur-dan	Z/Kataf	1988 - Monads
20.	Nomadic " " Gwadai	80	4	Gwadai	Jema'a	1989 - M.O.E.
21.	Nomadic " " Atuku	80	4	Atuku	Jema'a	1989 - L.G.E.A.
22.	Nomadic " " Dangoma	139	6	Dangoma	Jema'a	1989 - L.G.E.A.
23.	Nomadic " " U/Galadima	75	-	U/Galadima	Jema'a	1989 - M.O.E.(Not Functioning)
24.	Nomadic " " MarabarRido	104	-	Marabar Rido	Chikun	1989 - M.O.E.(" ")
	Total 24	1,907	71			

Source: Nomadic Education Unit, Kaduna State P.S.M.B.