



NOMADIC PUPILS' PERCEPTION OF DEPRESSED ECONOMY ON ACCESS TO BASIC EDUCATION IN BILLIRI LOCAL GOVERNMENT AREA OF GOMBE STATE, NIGERIA

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Abstract

The study examined nomadic pupils' perception of depressed economy on access to basic education in Billiri local government area, Gombe state, Nigeria. The objectives of the study are to determine the: nomadic pupils perception of depressed economy on access to basic education; difference between mean scores of primary 4, 5 and 6 nomadic pupils perception of depressed economy on access to basic education, and difference between mean scores of Boys and Girls nomadic pupils perception of depressed economy on access to basic education. Descriptive survey design was used with the sample of three hundred and five (305) pupils out of the total population of one thousand one hundred and eighty three (1,183) nomadic schools, using stratified simple random sampling technique. The data collected were analyzed using frequency count, percentages, mean, Anova and t-test. The findings of the study showed that, depressed economy inhibits nomadic pupils' access to basic education. It was recommended that; the Government should partner with private sectors in building classroom arms, and to provide grazing areas with boreholes. The government should also provide palliatives to the nomads, like any other citizens and Non-governmental organizations should partner with the nomads to alleviate their poverty, by providing loan and educating them on modern livestock farming techniques.

Keywords: Basic education, depressed economy, Nomadic pupils and Perception

Introduction

Access to basic education is a fundamental right for all Nigerian school age children regardless of their, ethnic group or living condition. According to Fagge, Abdu and Abdullahi (2019), access to basic education encompasses the easiness of someone gaining basic education due to one's right which is enshrined in the Nigerian

constitution. Therefore, every Nigerian child of school going age must have an equal opportunity to acquire the minimum educational qualification to live in his/her society comfortably. This includes nomads' children who often face unique challenges when it comes to accessing basic education as they migrate or move from one place to another. The Federal Government of



Nigeria, puts it that basic education is to be provided by government, shall be compulsory, free, universal and qualitative. It comprises of one (1) year of pre-primary, six years (6yrs) of primary and three years (3yrs) of junior secondary education (FGN, 2014). Thus, the national policy on education (FGN, 2014) stated, that “Nomadic education of the first six years of basic education should be provided to the children of the disadvantaged nomadic population in the country”. It further classified the nomads into three groups namely: the nomadic pastoralists, the migrant fishermen and the migrant farmers. Mshelia (2013) outline some of the advantages of educating the nomads as it will increase food security, political awareness, constitutional rights, civic responsibilities and economic development of the nomads.

Therefore, access to basic education objectives can only be attained when the local communities are actively engaged in managing the affairs of their education. Hence, the National Policy on Education FGN (2014.p37) outlined some responsibilities of local government education authorities to include:

1. The administration of nomadic schools in their area of jurisdiction;
2. The appointment, posting, transfer, promotion and disciplining of teaching and non-teaching staff in the nomadic schools.
3. Acquisition and distribution of materials and equipment to all nomadic schools in their local communities;

4. Stimulating and promoting community participation in the establishment and management of nomadic schools;
5. Regular supervision and inspection of nomadic school;
6. Providing regular feedback on the implementation of nomadic education programme to states nomadic education, and
7. Performing such other functions as may be delegated to them by the state nomadic education unit of the SUBEB.

Despite all these efforts by the government to achieve its responsibilities towards implementing nomadic education, the depressed economy inhibits the children of the nomads from accessing basic education programme. A depressed economy is a state where there is a dwindled in economic growth, high unemployment rate, diminished consumer spending, and regressed business investment. This can be caused by so many factors such as: Financial crises; recessions, conflict, insurgency, banditry calamities or disaster, high levels of debts, and inconsistent government policies. The education system in Nigeria has been witnessing numerous changes in policies, programs and framework. Some of these changes are favourable in the eyes of its citizens while others are unfavorable (Muhammad, Biwai and Diana, 2019). However, the nomadic education policies, programs and frame work since inception has remained obsolete.

In view of this backdrop, the study examined nomadic pupils’ perception of



depressed economy on access to basic education in Billiri Local Government Area, Gombe State, Nigeria.

Statement of the Problem

Nomadic education is the education given to nomads' children, as they are entitled to basic education like any other Nigerian children of school going age. However, today the nomads' children's access to basic education has been inhibited due to the depressed economy. Despite the state government's effort to revitalize education through the provision of human and materials resources, yet, access to basic education to the nomads' children is still insignificant in terms of enrolment in the schools across the local government areas.

Billiri Local Government has seventeen (17) nomadic schools namely: Ahmed Hazo; Alatai; Barnawa; Gilo; Kumatangle; Kalindi; Lakelembu; Lakulug; Lamido; Lamawa; Lamugu; Palpal; Pagla; poyali; Salifawa; Shela and Shiddo. Out of the seventeen (17) schools, six (6) has permanent structures while the eleven (11) still operates on temporary structures.

Therefore, it is on this basis that this study sought to find out how Nomadic pupils' perceives a depressed economy as it inhibit access to basic education in Billiri L.G.A, Gombe state, Nigeria.

Objectives of the Study

The objectives of this study are to determine the:

1. Nomadic pupils' perception of depressed economy on access to basic education in the study area.
2. differences between mean scores of primary 4, 5 and 6 nomadic pupils'

perception of depressed economy on access to basic education in the study area

3. differences between mean scores of Boys and Girls nomadic pupils' perception of depressed economy on access to basic education in the study area

Research Questions

One research question was raised to this study as follow:

1. What are nomadic pupils' perceptions of depressed economy on access to basic education in the study area?

Research Hypotheses

The following null hypotheses are raised:

HO1: there is no significant difference between mean scores of primary 4, 5 and 6 nomadic pupils' perception of depressed economy on access to basic education in the study area?

HO2: there is no significant difference between mean scores of Boys and Girls nomadic pupils' perception of depressed economy on access to basic education in the study area?

Methodology

The design of the study is descriptive survey research. According to Awotunde, Ugodulunwa and Ozoji in Mshelia, Biwai and Tilde (2022), a survey research is a situation where data are collected at a particular time from a sample for the purpose of finding out problems in education. The population for the study consisted of one thousand one hundred and eighty-three (1,183). A stratified simple random sampling technique was used to



select the sample schools for administration of the questionnaire items to the respondents. Eight (8) schools were sampled for data collection out of the seventeen (17) nomadic schools. . Three hundred and five (305) samples was selected in-line with Krejcie and Morgan (1970) table for determining sample size from a given population. Only primary four, five and six pupils were given the questionnaires forms to complete. The questionnaire form has two (2) sections: Section A; consist of pupils' bio-data and section B consists of ten questionnaire items. The questionnaire items

in section B were scored on a two point scales of agreed (A) = 2 points and Disagreed (DA) = 1 points. The mean of $\bar{x} = \frac{2+1}{2} = 1.5$ was used as a decision rule, any decision < 1.5 = disagreed while > 1.5 = agreed.

The data collected were analyzed using frequency count, percentages, mean, Anova and t-test

Research Questions 1: What are the nomadic pupils' perceptions of depressed economy on access to basic education in the study area?

Table 1: the mean scores Nomadic Pupils' perception of depressed economy on access to basic education in the study area.

S/N	Items	A	D	N	\bar{x}	SD	Decision
1.	Inadequate finance inhibit access to basic education	256	49	305	1.84	0.37	Agreed
2.	Inadequate infrastructure inhibit access to basic education	252	53	305	1.83	0.38	Agreed
3.	Inadequate textbooks inhibit access to basic education	247	58	305	1.81	0.39	Agreed
4.	Poor equipped classrooms inhibit access to basic education	239	66	305	1.78	0.44	Agreed
5.	Cost of school fees inhibit access to basic education	37	268	305	1.12	0.33	Disagreed
6.	Increase child labour inhibit access to basic education	277	28	305	1.92	0.29	Agreed
7.	Girls early marriage inhibit access to basic education	240	65	305	1.77	0.41	Agreed
8.	Cultural and religious taboos inhibit access to basic education	75	230	305	1.25	0.43	Disagreed
9.	Farmers and nomadic clashes inhibit access to basic education	202	103	305	1.66	0.47	Agreed
10.	Insecurity inhibit access to basic education	241	64	305	1.79	0.41	Agreed
Total Grand Mean					1.68		

Table 1: The above table shows that items 1, 2, 3, 4, 6, 7, and 10 agree that depressed economy inhibit access to basic education, while items, 5 and 8 disagree that cost of

school fees, cultural and religious taboos do not inhibit access to basic education in the study area. This shows that basic education is free for the nomadic pupils' culture and religion taboos didn't inhibit them to access



education in their area. The table also shows 1.68 of the grand mean is > 1.5 . This finding shows that depressed economy inhibit nomadic pupil's access to basic education in the study area.

Null Hypothesis 1: There is no significant difference between mean scores of primary 4, 5 and 6 nomadic pupils' perception of depressed economy on access to basic education.

Table 2: Anova scores of primary 4, 5 and 6 nomadic Pupils' perception of depressed economy on access to basic education in the study area.

	Sum of square	df	mean square	f	P<value	Decision
Btw group	1750.438	2	875.219	335.591	.000	Rejected
Within groups	787.615	302	2.608			
Total	2538.052	304				

Significant at $p < 0.05$

Table 2 shows that there is significant difference at $P < 0.05$ level of significance in the perception responses of across the three groups with $P < 0.00$ which is less than the P **Post Hoc Test**

value. Therefore, this means that the null hypothesis was rejected. The researchers proceeded with further statistical (Post Hoc Test) comparison involving the group means

Table 3: Post Hoc Test results of primary 4, 5 and 6 nomadic Pupils' perception of depressed economy on access to basic education in the study area.

(i) Primary	(j) primary	mean diff	std. Error	P-Value
(a) 4	(a) 5	-4.262*	0.212	0.000
	(c) 6	-5.508*	0.239	0.000
(b) 5	(a) 4	4.263*	0.212	0.000
	(c) 6	-1.245*	0.248	0.000
(c) 6	(a) 4	5.508*	0.239	0.000
	(b) 5	1.245*	0.248	0.000

Significant at $p < 0.05$



Table 3: Post Hoc Test results of means of the three groups of pupils' pair wise comparison shows that all the three groups vary since $P=0.00 < 0.05$ level of significant. This mean that as the pupils put in additional years their perception about depressed economy increase.

Null Hypothesis 2: there is no significant difference between mean scores of Boys and Girls nomadic pupils' perception of depressed economy on access to basic education

Table 4: t-test scores of Boys and Girls nomadic Pupils' perception of depressed economy on access to basic education in the study area

Variable	N	Mean	SD	DF	P< value	Decision
Boys	101	19.109	2.323	303	0.085	Accepted
Girls	204	22.319	2.533			

Not significant at $p>0.05$

Table 4 shows $P<$ value obtained was 0.085 at $P>0.05$ level of significance which was significantly greater than 0.05 choosing alpha level. This means that there was no significant difference between mean scores of Boys and Girls. Therefore null hypothesis was accepted.

Discussion of Findings

The findings from research question one shows that depressed economy inhibit nomadic pupils' access to basic education. This finding is in line with Kate and Emeka (2022), who found out that poverty, insecurity and poor government policies insecurity may reduce student's access to basic education. Whereas, this study used depressed economy Kate and Emeka used insecurity; It can therefore be concluded that the similarities and deference observed in the two studies are not out of place.

The findings from null hypothesis one shows that the null hypothesis was rejected means that they is significant difference between primary 4, 5, and 6 in term of level of perception of depressed economy on access to basic education, this study is in line with Alabi, Jimoh, Biwai and Lasisi (2021) who found out that student levels of education has significant effect on their self-reporting on academic achievement.

The findings from null hypothesis two shows that there is no significant difference between boys and girls nomadic pupils perception of depressed economy on access to basic education the finding is in line with Biwai, Dauda and Zanna (2015), Biwai, Hamza, and Lasisi (2020), and Mshelia, Biwai and Tilde (2022) who reported that they is no significant difference between Male and Female usage of teaching method. However, the finding of this research study



is not out of place because this study is dealing with the nomadic pupils while other research was carried out on junior and senior secondary schools students. Also the enrolment of girls may be higher because the boys may be used for taking care of their livestock.

Conclusion

It is very important to recognize the advantages of basic education for nomadic children regardless of their living condition for a sustainable national development which as it enhances economic growth. However, nomads' children are facing unique challenges when it comes to accessing basic education, because they move from one place to another in search of a greener pasture for their livestock. As a result, many are denied the right to basic education.

Recommendations

The researcher forwarded the following recommendations:

1. The government should partner with the other private sectors in building more classroom arms to the nomad's school going age children.
2. The government should provide more grazing lands with bore holes as this will reduce pressure on the boy-child access to basic education programme.
3. The government should provide palliatives to the nomads, like any other citizens to enhance their sustainable development.
4. Non-governmental organizations (NGOs) should partner with the

nomads to alleviate their poverty, by providing loan and educating them on modern livestock farming.

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