



## Influence of Parents' Educational Background on Pupils' Enrolment and Retention in Nomadic Schools in North-Central Geo- Political Zone, Nigeria

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### ABSTRACT

*The pastoral nomads tend to have erroneous belief that the nature of the physical environment is suitable only for grazing purpose and not for any educational activities. This has influenced their attitude towards any educational programme unless adequate measures are taken to change their attitude in one way or the other. The study examined the influence of parents' educational background on pupils' enrolment and retention in nomadic schools in north-central, Nigeria. The study was guided by two objectives, two research questions and two null hypotheses. The study adopted a descriptive survey research design. The population of the study was 17, 498 nomadic parents and 25, 347 nomadic children. The sample for the study comprised of 120 nomadic parents and 261 nomadic primary school pupils. Two instruments were used in collecting data for the study, which were the proforma and a questionnaire. Descriptive statistics of mean and standard deviations were used to answer the research questions while Chi square statistics was used to test the hypotheses at the significant level of 0.05. The findings of the study revealed among others that parental educational background has no significant influence of the enrolment of their children in nomadic schools in North-Central, Nigeria, The study concluded that a lot has to be done to persuade parents to enroll and retain their children in Nomadic schools. It was however recommended that the Local Government Authorities should embark on strategic policy reforms that will encourage the participation of Nomadic parents in adult education classes.*

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### INTRODUCTION

Pastoral nomads constitute an important segment of Nigerian population and make an immense contribution to the socio-economic development of the nation just like other special groups. They are found in virtually all the regions of the country, with a large concentration in the northern Nigeria (Sa'ad, 2015). The economic activity of nomads is that rearing of cattle where men usually own the cattle and women have the diary product, making it their duty to sell the milk. To achieve the educational goal which states that education for all, the federal government introduced nomadic education programme in 1986, after the Yola National Workshop on Nomadic Education. The programme is aimed at encouraging pastoral nomads to enroll their children in schools.

Nomads' educational background is one of the nomads' that influence on children's enrollment in schools. Children who come from nomadic families

with educated parents, who have higher incomes earnings determines the interest and academic attainment of their children in school. The nomadic parents are in good position to be second teachers to the child as they guide and counsel children on the need for going to school. They also provide necessary materials to the child. According to Musgrave (2000), nomadic children that come from homes with educated members would follow the steps of the family. This is true in the sense that many children would like to associate themselves with their parents' education and even need to achieve higher. This might increase the child's desire for school just as the parent would desire his or her child to be enrolled and attend school.

It was reported that providing nomads with quality education will help to promote their spring board for social and economic change (Kahne & Middaugh, 2008). The importance of education to nomads in Nigeria is evident from the large

budgetary allocation in the national Development Plans. Despite the importance of education to nomads and huge large budgetary allocation to nomadic education, it was reported that the poor trend in school enrolment and retention among pupils of Fulani nomads in the North-Central part of Nigeria has become a worrisome issue in recent times. Major Stake-holders in Nigeria primary education such as parents, and school administrators have continued to lament on this unfortunate development.

The efforts of the government towards promoting the education of Nomadic pupils within the region, the trend in school enrolment and pupil's retention in schooling continued to decline. Many nomads prefer keeping their children to rearing animals than sending them to schools while many that enrolled their children withdraw them for economic activities. The situation prompted the researchers to: (1) determine the influence of parent's educational background on pupils' enrolment in nomadic schools in North Central Nigeria; and (2) determine the influence of parent's educational background on pupils' retention in nomadic schools in North Central Nigeria.

#### Research Questions

The researcher raised the following research questions to guide the study:

1. What is the influence of parent educational background on enrolment of pupils in nomadic school in North Central Nigeria?
2. What is the influence of parent educational background on retention of pupils in nomadic school in North Central Nigeria?

**Table 1:** Distribution of Population of the Study

SN	State	Nomadic Schools	Parents	pupils	Total
1	Nasarawa	76	3125	4934	8059
2	Plateau	92	Not Monitored	Not Monitored	Not Monitored
3	Niger	210	2566	3112	5678
4	Kogi	9	1987	2514	4501
5	Benue	23	2041	3385	5426
6	Kwara	89	3314	4719	8033
7	FCT, Abuja	44	4465	6683	11,148
	<b>Total</b>	<b>543</b>	<b>17, 498</b>	<b>25, 347</b>	<b>42845</b>

Source: National Population Commission 2012, States Nomadic Commission 2018.

A sample size of 381 (120 parents and 261 pupils) subjects was selected for this study as recommended by Paul (2006) in table of determining sample size for research activities. A multi stage sampling technique was used in selecting the sample

#### Research Hypotheses

The following null hypotheses were formulated and were tested at 0.05 levels of significance.

- H0<sub>1</sub>:** Parent educational background has no significant influence on the enrolment of their children in nomadic primary schools school in North-central Nigeria.
- H0<sub>2</sub>:** Parent educational background has no significant influence on the retention of their children in nomadic primary schools school in North-central Nigeria.

#### METHODOLOGY

Descriptive survey research design was employed for this study. Afolabi (2013) and Osuala (2012) recommended that descriptive survey research design was ideal when collecting data that was used to ascertain the impact of one variable on another. They also remarked that this method unveils data, interprets, synthesizes and integrates and interprets the data appropriately.

The target population of the study was 42, 845 made up of 17, 498 nomadic parents and 25, 347 nomadic school children. The population of pupils was obtained from the records of the State Nomadic Commission in Nasarawa, Plateau, Niger, Kogi, Benue, Kwara States and the Federal Capital Territory, Abuja. Also, the population of the parents is obtained from the National Population Commission (2012). The population of the study was presented on Table1.

for the study. In the first stage, four states were purposively selected out of the 7 states in the North-central zone, based on the high number of pupils' enrolment. The selected states are Nasarawa,



Benue, Kwara States and the Federal Capital Territory, Abuja.

In the second stage, purposive sampling technique was equally used in selecting 3 schools each from the four selected states. In the final stage, a simple random sampling technique was used to select participating nomadic parents in their cluster and school children in every school visited. In selecting the pupils, the researcher gathered all the pupils and write "Yes" on pieces of papers for the

required number and "No" for the remaining number. These was folded and put in a container, shuffled well and pupils were asked to dip hand and pick one after the other. Those that picked "Yes" were considered for the study while those that picked 'No' was appreciated and kindly informed that they would not participate in the study.

The sample size was therefore comprised of 120 nomadic parents and 261 nomadic school children in the selected states

**Table 2:** Distribution of Sample for the Study

SN	State	Sample Schools	Parents	Pupils
1	Nasarawa	Jere	12	25
		Yakubu Agyaragu	8	17
		Dauri	6	13
2	Benue	Mbaikye	13	27
		Mkomon- Waya	6	12
		Abinsi	5	11
3	Kwara	GaaDawo	5	12
		Igbo- Irese	4	8
		GaaGaladima	3	8
4	FCT, Abuja	Dakwa	29	70
		Tudun Fulani	18	35
		City Gate	11	23
<b>Total</b>			<b>120</b>	<b>261</b>

Two instruments were used for this study which were the proforma and the questionnaire developed by the researcher titled "Questionnaire on the Educational Background, Enrolment and Retention of pupils in Nomadic Schools (EBERPINS)" which contained 10 items. The instrument was designed on 5- point Likert scale of Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree. Weighted mean of 3.0 and above was used as bench mark for decision.

The instrument was administered using face to face delivery method by the researcher and 4 research assistants with prior arrangement with the concerned nomadic schools and parents. The subjects researcher and the 4 research assistants followed the nomadic parents in their respective locations where the contents of the instrument was translated to Hausa language for those that cannot read and write to determine their attitude towards

nomadic education under Universal Basic Education. The exercise lasted for 28 days

Descriptive statistics of frequency and percentages were used to describe demographic variables of the respondent. Mean and standard deviation were used to answer the research questions framed for the study. The hypotheses was however tested at 0.05 level of significance using chi square obtained from SPSS version of 50. The use of chi square was informed because the researcher measured the influence of independent variable (parents' educational background) on dependent variables (enrolment and retention).

## RESULTS AND DISCUSSION

**Research Questions One:** What is the influence of parent educational background on enrolment of pupils in nomadic school in North Central Nigeria?

**Table 3:** Mean and Standard Deviation on the Influence of Parent Educational background on Enrolment of Pupils in Nomadic Schools in North Central Nigeria

S/N	ITEMS	$\bar{X}$	SD	Remark
1.	My ability to read and write motivates me to enroll my children in school.	3.73	1.41	Agreed
2.	My exposure to reality of life as a result of my educational background moved me to enroll my children in school.	3.64	1.52	Agreed
3.	I attached great value to education that is why my children are enrolled in school.	3.82	1.40	Agreed
4.	It is my pride to see my children going to school along with other children in the community.	3.80	1.46	Agreed
5.	The passion I have for children doing home work is part of reasons for enrolling my children	4.03	1.29	Agreed
<b>Grand mean</b>		<b>3.80</b>		Agreed

Table 3 shows the influence of parents' educational background on enrolment of pupils in nomadic school in North Central Nigeria. Findings from the study revealed that with a mean cut-off point that is above the criterion mean of 3.00 for the five items, the respondents agreed that education of their children is an important factor in the society and also acknowledging that parental educational background is also an important factor in the

enrolment of pupils in nomadic schools in North Central Nigeria. This implies that parents' educational background has influence on enrollment of nomadic pupils.

**Research Questions Two:** What is the influence of parent educational background on retention of pupils in nomadic school in North Central Nigeria?

**Table 4:** Mean and Standard Deviation on the Influence of parent educational background on retention of pupils in nomadic schools in North Central Nigeria

S/N	ITEMS	$\bar{X}$	SD	Remark
1.	My ability to read and write triggers me to retain my children in school.	3.98	1.33	Agreed
2.	My exposure to reality of life as a result of my educational background motivates me not to remove my children in school.	3.73	1.50	Agreed
3.	I retained my children in school because of the great value I attached to education.	3.81	1.50	Agreed
4.	I will feel educationally inferior in the community if my children stop going to school	3.95	1.35	Agreed
5.	The happiness I derived when I see my children doing their homework motivates me to retain them in school.	4.01	1.35	Agreed
<b>Grand Mean</b>		<b>3.90</b>		Agreed

Table 4 shows the influence of parents' educational background on retention of pupils in nomadic school in North Central Nigeria. The result from the study revealed that with a mean cut-off point that is above the criterion mean of 3.00 for the five items above, the respondents agreed that parents' educational background has a positive effect on the retention of pupils in nomadic school in North Central Nigeria. This indicates that parents' education background has influence on retention of pupils in nomadic schools.

## RESULTS

The following null hypotheses were tested at 0.05 levels of significance using Chi-Square Test Statistics to establish the influence of the independent variables and the dependent variable.

**HO<sub>1</sub>:** Parent educational background has no significant influence on enrolment of pupils in nomadic school in North-central Nigeria.

**Table 5:** Chi-square test statistics on the Influence of Parents' Educational Background on the Enrolment of pupils in nomadic school in North-central Nigeria

Variables	df	Alpha ( $\alpha$ )	$\chi^2_{cal}$	$\chi^2_{tab}$	p-value	Decision
Parents' Edu*ENR	380	.05	28.18	26.3	.006	Rejected HO <sub>1</sub>

**Level of significance  $\alpha > 0.05$  significant Level: ENR = Enrolment**

Table 5 shows the Chi-square statistics ( $\chi^2$ ) on the influence of parents' educational qualification on enrolment of pupils in nomadic school in North Central, Nigeria. The result revealed that there is no significant influence of parents' education on the enrollment of pupils [ $\chi^2_{(380)} = 28.18; p < .05$ ]. The result and inference on the hypothesis implies that parents' educational qualification has significant

influence on enrolment of pupils in nomadic school in North Central, Nigeria. The formulated hypothesis was therefore rejected.

**HO<sub>2</sub>:** Parent educational background has no significant influence on retention of pupils in nomadic school in North-central Nigeria.

**Table 6:** Chi-square test statistics on the Influence of Parents' Educational Background on the Retention of pupils in nomadic school in North-central Nigeria

Variables	df	Alpha ( $\alpha$ )	$\chi^2_{cal}$	$\chi^2_{tab}$	p-value	Decision
Parents' Edu*RET	380	.05	29.96	26.3	.00	Accept HO <sub>2</sub>

**Level of significance  $\alpha > 0.05$  significant Level, RET = Retention**

Table 6 shows the Chi-square statistics ( $\chi^2$ ) on the influence of parents' educational qualification on retention of pupils in nomadic school in North Central, Nigeria. The result revealed that there is no significant influence of parents' education on the retention of pupils [ $\chi^2_{(380)} = 20.96; p < .05$ ]. The result further implies that parents' educational qualification has significant influence on retention of pupils in nomadic school in North Central, Nigeria. The formulated hypothesis was therefore rejected.

country. The author added only literate parents do enroll their children.

The result of research question two and test of null hypothesis two revealed that educational background of parents has significant influence on school retention of nomad's children. The finding was in line with the study of Daramola (2016) who opined that culture and education determines what is acceptable or unacceptable of innovations. The author added that importance attached to any phenomenon depends on level of education of an individual. Sa'ad (2015) maintained that despite nomadic economic activities hindered retention of children in schools but few educated nomads have divergent position. It therefore means that educational background of nomads influenced on continuity of nomads children in schools.

#### DISCUSSION OF THE FINDING

The result of research question one which was affirmed by test of corresponding null hypothesis one indicated that educational background of parents has significant influence on school enrollment of nomad's children. The result of the study agreed with earlier submission of Sa'ad (2015) who argued that many nomads decline from sending their children to schools. The author added that only exposed parents with were enrolled their children. Krätli and Dyer (2009) also reported that too many pastoralist families are still unable to reconcile their growing desire for education with the largely conventional education system on offer. The result is that educational outcomes in predominantly pastoralist dependents on their level of education. There is evidence that the inclusion of nomadic children in primary education Millennium Development Goals (MDG 2) varies by parental educational exposure (UNESCO, 2006). Similar study conducted in Kenya by Daniel (2016) disclosed that the enrolments in formal primary schools which is one of the ways of measuring success and failure of education is very low in the whole of Turkana East district in comparison with all other parts of the

#### CONCLUSION AND RECOMMENDATIONS

Study has shown that Pastoral nomad formed a significant population in the north, but enrolling and retention of their children in western education appeared to be a problem. A lot of efforts have been made to educate them, but one educated one response to the calling. The study concluded that the education for nomads in the light of the guiding principles of Education for All (EFA), an agreement of the United Nations' (UN), which provides a different approach for education provision, access and learning will be a mirage if the situation of nomads remain unchanged. Based on the foregoing, it was recommended that (1) the government and educated nomads should organize public orientation programme that will educate nomads on the need to enroll their children in schools; (2) the federal and state government should develop strategies such as school feeding



programme, public enlightenment and orientation that will help to improve the retention of nomads children in school.

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