



## ASSESSMENT OF FACTORS INFLUENCING IMPLEMENTATION OF NOMADIC EDUCATION PROGRAMME IN NORTH-CENTRAL ZONE, FOR SUSTAINABLE NATIONAL DEVELOPMENT



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### **Abstract**

*The study on Analysis of Factors Influencing Implementation of Nomadic Education Programme in North-Central Zone, for sustainable National Development was conducted to ascertain the opinions of stakeholders on influence of provision of facilities for teaching and learning and influence of instructional supervision on the implementation of Nomadic Education Programme in North-Central Zone, For sustainable National development.. In line with the objectives, two research questions and two corresponding hypotheses were asked and formulated, respectively for the study. The population of the study comprised 620 Head teachers, 2,377 teachers, 1,865 supervisors, and 3,105 officials of Miyetti Allah Cattle Breeders' Association in For sustainable National development.. Out of the total population, 370 respondents comprising 70 head teachers, 195 teachers, 35 supervisors and 70 officials of Miyetti Allah Cattle Breeders' Association in For sustainable National development. were sampled for the study using purposive sampling technique. This was in line with Research Advisors (2006) sampling table at 95.0% confidence level and 0.05 degree of accuracy. Ninety item questionnaire tagged Opinions of Stakeholders on Factors Influencing Implementation of Nomadic Education Questionnaire (OSFINEQ) was used to collect data from the respondents. The instrument was validated by expert in test and measurement. It was pilot tested where a reliability index of 0.82 was obtained. The data collected were analysed using the mean score and standard deviation for the research questions while the hypotheses were tested using One - Way Analysis of Variance (ANOVA) at 0.05 alpha level of significance. Findings of the study revealed that; there was no adequate provision of facilities for teaching and learning, poor instructional supervision and poor staff development negatively influenced the implementation of Nomadic Education Programme in North-Central Zone, For sustainable National development.. Recommendations were made that: facilities for teaching and learning and instructional supervision should be regular for effective implementation of Nomadic Education Programme in North-Central Zone, for sustainable National Development.*

**Keywords:** *Nomadic Education, Nomads, Facilities for teaching and learning, instructional supervision, Staff development*

### **Introduction**

Education occupies a central position in For sustainable National development. that serves as a spring board for social and economic development. Education forms the basis for literacy, skills acquisition, technological advancement as well as the ability to harness the natural resources of the environment. Maduwesi and Ofejobe (2012) being conversant with the above notion assert that the development of any nation depends to a great extent on the advances made in her education enterprise. In general, there is a global consensus that education is a process that guides the whole human being mentally, morally, socially and technologically.



Federal Government of For sustainable National development., in recognition of the importance of education, through the National Policy on Education (FRN, 2013) demands that every For sustainable National development.n child should have full access to quality education to basic education level. However, the attainment of this objective is not easy as Bolaji, Yusuf, Jekayinfa and Mofoluwawo (2010) lament that the country is flooded with nomads who wonder from place to place with no fixed home, therefore making it difficult to have their children enrolled in schools. According to National Commission for Nomadic Education (NCNE) (2012) the movement of these nomads is necessitated by their economic activities, be it cattle rearing, fishing, hunting or craft work. The word nomad is used to describe any ethnic, social or professional group of people that move from one place to another (be it at community, national or international boundary levels) in search of means of survival (Kratli, 2011). Their movement is anchored on the season of the year and the tide which influences their migratory and transients lives.

Nomadic Education according to the blue-print on Nomadic Education, revised edition (2003), is an aspect of special education with specific target on the migrants, fishermen, cattle rearers, shifting farmers, and domestic pastoralists, etc. that moves continuously from one settlement to another settlement as dictated by the weather and availability of rivers, green grass land as feed for their animal's survival. The above listed groups of people can only benefit from mobile schools, distance education through radio, television, films and videocassettes in their local dialects or indigenous languages as medium of instruction. These are the basic features of nomadic education in For sustainable National development. (Tahir, 2003).

In re-affirming Article 26 of the United Nations' 1984 Universal Declaration on Human Rights that, everyone has the right to education and to remove the chronic illiteracy among the mobile population of For sustainable National development., the government of For sustainable National development. has committed itself to literacy enhancement of the Fulani. The government introduced the Nomadic Education Program (NPE) which has three broad goals: to raise the living standard of the rural community, to harness the potentials of the Fulani, and to bridge the literacy gap between the Fulani and rest of the society (NCNE, 1989).

The National Policy on Education (2004) stresses that education is the birth right of every child, and (Education) should be brought close to the environment of the child. The policy enjoins that: Whenever possible, arrangements will be made for such children to assist their MACBAN officials in the morning and go to school in the evening. Special and adequate inducement will be provided to teachers in rural areas to make them stay in the job.

Nomadic Education in For sustainable National development. dates back to the colonial era when some schools were established in some Nomadic communities. Examples of such schools include the famous Karkaru nomadic primary school in Daura Local government area of Katsina state established in 1953. The programme however, was not sustained due to certain setbacks. These include their peculiar lifestyle, cultural beliefs and pedagogy of the Fulani nomads which necessitates radical movement (transhumance), which was overlooked.

### **Statement of Problem**

Educational policies and programmes are designed to achieve set objectives. A policy is a statement of action and intentions while a programme is the set of strategies or activities meant to attain the intended objectives of particular policy. It is equally the means designed to achieve the action and intentions. A well formulated policy or programme is useless if not properly implemented as its stated objectives will not be realized. As in many other developing countries, implementation is the bane of public policies and programmes in For sustainable National development.. With specific reference to the For sustainable National development.n education sector, policies/programmes change like the wind vane with every successive government.

Instructional supervision is a type of school-based (in-school) supervision carried out by the school staff (Head teachers, department heads, senior teachers, and assigned supervisors) aimed at providing guidance, support, and continuous assessment to teachers for their professional development and improvement in the teaching-learning process towards successful implementation of an educational



programme. Monitoring and evaluation are the major tools of assessing the progress and effectiveness of any program. Initially, monitoring of the NEP was carried out using the conventional school monitoring instruments. These instruments were found to be unsuitable and ineffective for the NEP, given its specialized nature. They were not appropriate for assessing its peculiar teaching and learning process. To redress this, new monitoring approaches and instruments were designed to obtain comprehensive and reliable data for quality assessment and compliance to stipulated standards. Regular supervision and inspection of schools is the responsibility of Local Government Education Authorities and State Primary Education Boards (SPEBs).

The poor performance of many public policies and programmes in For sustainable National development., in terms of the achievement of their specified objectives arise primarily from implementation failure. The implementation strategy for nomadic education programmes, in terms of provision of facilities for teaching and learning and supervision of instruction among others are contained in the revised Nomadic education blueprint (2003). It is in view of the need to develop appropriate strategies and techniques relevant to the implementation of Nomadic Education Programme which is capable of reversing the problems outlined above and even other problems that can be further be identified in the NEP, that prompted this study. Therefore, the main thrust of this study is on the Analysis on factors influencing the implementation of Nomadic Education Programme in the North-Central Zone, for sustainable National development.

### **Objectives of the Study**

The study was conducted to achieve the following objectives:

To ascertain the opinions of respondents on influence of provision of facilities for teaching and learning on the Implementation of Nomadic Education Programme in North-Central Zone, for sustainable National development.

To assess the opinions of respondents on influence of instructional supervision on the implementation of Nomadic Education Programme in North-Central Zone, for sustainable National development.

### **Research Questions**

The study sought answers to the following questions:

In what ways could provision of facilities for teaching and learning influence the implementation of Nomadic Education Programme in North-Central Zone, for sustainable National development?

What is the influence of instructional supervision on the implementation of Nomadic Education Programme in North-Central Zone, for sustainable National development?

### **Hypotheses**

For the purpose of this study, the following hypotheses were postulated and tested:

Ho<sub>1</sub>: There is no significant difference in the opinions of respondents on influence of provision of facilities for teaching and learning on implementation of Nomadic Education Programme in North-Central Zone, for sustainable National development.

Ho<sub>2</sub>: There is no significant difference in the opinions of respondents on influence of instructional supervision on implementation of Nomadic Education Programme in North-Central Zone, for sustainable National development.

### **Methodology**

The study adopted descriptive survey design. According to Ader, Van Marwijk, Deltaan, and Beekman (2008) affirms that descriptive survey is a method of collecting data in order to test hypothesis or to answer questions concerning the status of a subject of study. The researcher employed multi stage sampling technique which entails two or more stages of random sampling based on the hierarchical clusters within the population (Baba, 2005). At the second stage the researcher used purposive sampling technique to get the sample size of the respondents this is because technique in which the researcher uses his own judgment in selection of members (Dada, 2016). Therefore, simple random and purposive sampling techniques were used in arriving at the sample population used from all



the four groups for the study. The instrument for the collection of data for this study was a researcher’s structured twenty items questionnaire tagged “Opinions of Stakeholders on Factors Influencing Implementation of Nomadic Education Questionnaire (OSFIINEQ)”. The instrument was validated by experts and the researchers established the reliability of the instrument by use of Cronbach Alpha Method. The reliability coefficient of 0.82 was obtained; thus indicates the internal consistency of the instrument. The data collected were analysed using frequencies and percentages for the demographic variables, mean and standard deviation for the research questions while the hypotheses were tested using One - Way Analysis of Variance (ANOVA) at 0.05 level of significance.

**Result and Discussion**

Research question 1: In what ways could provision of facilities for teaching and learning influence the implementation of Nomadic Education Programme in North-Central Zone, for sustainable National development?

**Table 1:** Opinions of Head Teachers, Teachers, Supervisors and MACBAN officials on influence of Teaching and Learning facilities on implementation of Nomadic Education Programme in North-Central Zone, for sustainable National development

| S/N | Item statement   | Category of Respondents | SA | A  | D   | SA | N   | MEAN |
|-----|--|-------------------------|----|----|-----|----|-----|------|
| 1   | Classroom facilities for teaching are adequately provided in our schools.                      | Head teachers           | 15 | 10 | 43  | 2  | 70  | 2.9  |
|     |  | Teachers                | 36 | 7  | 102 | 50 | 195 | 2.4  |
|     |  | Supervisors             | 6  | -  | 19  | 10 | 35  | 3.3  |
|     |  | MACBAN officials        | 6  | 20 | 20  | 4  | 70  | 2.2  |
| 2   | Pupils Chairs and tables for learning are adequately provided in our schools.                  | Head teachers           | 19 | 6  | 42  | 3  | 70  | 2.9  |
|     |  | Teachers                | 31 | 10 | 122 | 20 | 195 | 2.4  |
|     |  | Supervisors             | 5  | 1  | 15  | 9  | 35  | 2.3  |
|     |  | MACBAN officials        | 6  | 12 | 32  | 20 | 70  | 2.3  |
| 3   | Flip charts and Models for teaching are adequately provided in our schools.                    | Head teachers           | 16 | -- | 40  | 12 | 70  | 2.5  |
|     |  | Teachers                | 2  | 41 | 130 | 22 | 195 | 2.3  |
|     |  | Supervisors             | 1  | -  | 23  | 5  | 35  | 2.1  |
|     |  | MACBAN officials        | 2  | 18 | 40  | 10 | 70  | 2.4  |
| 4   | Laboratories and workshops provided for teaching and learning are adequate in our schools.     | Head teachers           | 13 | 5  | 48  | 4  | 70  | 2.6  |
|     |  | Teachers                | 27 | 10 | 129 | 31 | 195 | 2.3  |
|     |  | Supervisors             | 5  | -  | 25  | 5  | 35  | 2.3  |
|     |  | MACBAN officials        | 45 | 6  | 5   | 4  | 70  | 3.9  |
| 5   | Facilities like nets and balls for teaching games are adequately provided in our schools.      | Head teachers           | 10 | 5  | 43  | 10 | 70  | 2.4  |
|     |  | Teachers                | 21 | 29 | 134 | 94 | 195 | 2.9  |
|     |  | Supervisors             | 9  | 5  | 13  | 2  | 35  | 3.1  |
|     |  | MACBAN officials        | 20 | 31 | 20  | -  | 70  | 3.9  |
| 6   | Library facilities to aid teaching and learning are adequately provided in our schools.        | Head teachers           | -  | 10 | 50  | 10 | 70  | 2.1  |
|     |  | Teachers                | -  | 34 | 105 | 54 | 195 | 2.1  |
|     |  | Supervisors             | 10 | -  | 15  | 10 | 35  | 2.5  |
|     |  | MACBAN officials        | 30 | 10 | 8   | 20 | 70  | 3.3  |
| 7   | Computers and ICT facilities for teaching and learning are adequately provided in our schools. | Head teachers           | 6  | 5  | 59  | -  | 70  | 2.4  |
|     |  | Teachers                | 21 | 19 | 135 | 20 | 195 | 2.4  |
|     |  | Supervisors             | -  | 10 | 21  | 4  | 35  | 2.5  |
|     |  | MACBAN officials        | 18 | 12 | 30  | 4  | 70  | 2.8  |



|    |  |                  |    |    |     |    |     |     |
|----|--|------------------|----|----|-----|----|-----|-----|
| 8  | Overhead projectors for teaching and learning are adequately provided in our schools.                    | Head teachers    | 17 | 5  | 48  | -  | 70  | 2.8 |
|    |  | Teachers         | 5  | 35 | 125 | 32 | 195 | 2.2 |
|    |  | Supervisors      | 9  | -  | 13  | 13 | 35  | 3.1 |
|    |  | MACBAN officials | 22 | 28 | 20  | -  | 70  | 3.7 |
| 9  | Relevant Fulfulde and other text books for teaching and learning are adequately provided in our schools. | Head teachers    | 20 | -  | 47  | 3  | 70  | 2.8 |
|    |  | Teachers         | 9  | 40 | 130 | 16 | 195 | 2.4 |
|    |  | Supervisors      | 4  | 2  | 26  | 3  | 35  | 2.3 |
|    |  | MACBAN officials | -  | 4  | 46  | 20 | 70  | 1.8 |
| 10 | Internet facilities to aid teaching and learning are adequately provided in our schools.                 | Head teachers    | 2  | 8  | 48  | 2  | 70  | 2.0 |
|    |  | Teachers         | 3  | 27 | 93  | 72 | 195 | 1.9 |
|    |  | Supervisors      | 9  | 10 | 9   | 4  | 35  | 3.3 |
|    |  | MACBAN officials | 5  | 4  | 45  | 26 | 70  | 2.2 |

Table 1 showed the opinions of respondents on influence of facilities on the implementation of Nomadic Education Programme in North-Central Zone For sustainable National development. Item 1 was on whether classroom facilities for teaching are adequately provided in the schools. Response to the item revealed low acceptance by Class Teachers 2.4, and MACBAN officials 2.2, while Head Teachers and Supervisors who had mean scores of 2.9, and 3.3, which is above the 2.5 mean score benchmark. This implies that classroom facilities for teaching were not adequately provided in most schools. Item 2 showed low acceptance level with mean scores of 2.4 for Class Teachers, Supervisors had 2.3 and MACBAN officials had 2.3, which indicated that pupils' chairs and tables for learning were not adequately provided in most schools.

The acceptance level of Item 3 was also low, with the following mean scores for Class Teacher 2.3, Supervisors 2.1 and MACBAN officials 2.4. This implied that, flip charts and models for teaching were not adequately provided in the schools. Item 4 was on whether laboratories and workshops provided for teaching and learning were adequate in our schools. The level of responses for the item statement by the respondents were low with the mean scores of 2.3 and 2.3 Class Teachers and Supervisors while Head Teachers and MACBAN officials respectively had mean scores of 2.6 and 2.9. Item 5 had low mean score of 2.4 for Head Teachers, while Supervisors, MACBAN and Class Teachers officials had mean scores of 3.1, 3.9, and 2.9, respectively, which revealed high acceptance level. This indicated divided opinions of the respondents on whether facilities like nets and balls for teaching games were adequately provided in the schools. Item 6 showed that Head Teachers had mean score of 2.1, Class Teachers 2.1, which indicated rejection, while Supervisors and MACBAN officials mean scores of 2.5 and 3.3 indicates acceptance of the item statement. This implied that library facilities to aid teaching and learning were not adequately provided in most schools.

Item 7 revealed mean scores of 2.4 and 2.4 respectively by Head Teachers and Teachers was low. This implied that the respondents disagreed that computers and ICT facilities for teaching and learning were not adequately provided in most schools. Item 8 revealed mean scores of 2.8, 3.1, 3.7 for Head Teachers, for Supervisors for MACBAN officials respectively. This indicated high acceptance of the statement. Item 9 revealed mean scores of 2.4, 2.3 and 1.8 for Class Teachers, and Supervisors, respectively. This implied that relevant Fulfulde and other text books for teaching and learning were not adequately provided in most schools. Similarly, item 10 had low acceptance by respondents, with the corresponding mean scores of 2.0, 1.9, and 2.2 for Head Teachers, Class Teachers, and Supervisors respectively while MACBAN officials mean score was 3.3.

**Research question 2:** How does regular Instructional Supervision influence implementation of Nomadic Education Programme in North-Central Zone For sustainable National development?

**Table 2:** Opinions of respondents on influence of Instructional Supervision on implementation of Nomadic Education Programme in North-Central Zone For sustainable National development



| S/<br>N | Item statement  | Category of Respondent             | SA | A   | D  | SD | N   | Mean |
|---------|---|------------------------------------|----|-----|----|----|-----|------|
| 11      | Supervision of instruction by LGEA officials is regular.  | Head                               | 5  | 15  | 40 | 10 | 70  | 2.5  |
|         |   | teachers                           | 83 | 17  | 70 | 2  | 195 | 3.3  |
|         |   | Teachers                           | 15 | 2   | 13 | 5  | 35  | 3.3  |
|         |   | Supervisors<br>MACBAN<br>officials | 5  | 27  | 35 | -  | 70  | 3.0  |
| 12      | Supervision of instruction by SUBEB officials is regular.   | Head                               | 10 | 20  | 30 | 10 | 70  | 2.8  |
|         |   | teachers                           | 82 | 37  | 81 | 5  | 195 | 3.7  |
|         |   | Teachers                           | 7  | 21  | 81 | 39 | 35  | 3.9  |
|         |   | Supervisors<br>MACBAN<br>officials | 12 | 21  | 40 | 6  | 70  | 2.7  |
| 13      | Supervision of instruction by NCNE officials is regular.  | Head                               | 2  | 5   | 18 | 45 | 70  | 1.6  |
|         |   | teachers                           | 70 | 20  | 75 | 30 | 195 | 3.1  |
|         |   | Teachers                           | 10 | 10  | 15 | -  | 35  | 3.4  |
|         |   | Supervisors<br>MACBAN<br>officials | 3  | 4   | 30 | 10 | 70  | 1.4  |
| 14      | Supervision of instruction develops the teachers' professional skills.  | Head                               | 10 | 10  | 49 | 1  | 70  | 2.7  |
|         |   | teachers                           | 75 | 64  | 36 | 12 | 195 | 3.7  |
|         |   | Teachers                           | 9  | 3   | 4  | 8  | 35  | 2.9  |
|         |   | Supervisors<br>MACBAN<br>officials | 32 | 28  | -  | 10 | 70  | 4.0  |
| 15      | Strict adherence of teachers to scheme of work influences implementation of the programme.                    | Head                               | 4  | 46  | 20 | -  | 70  | 3.5  |
|         |   | teachers                           | 28 | 81  | 82 | 2  | 195 | 3.2  |
|         |   | Teachers                           | 20 | 5   | 11 | 17 | 35  | 4.5  |
|         |   | Supervisors<br>MACBAN<br>officials | 10 | 2   | 44 | 11 | 70  | 2.4  |
| 16      | Mentoring of new teachers posted to Nomadic Schools influences the implementation of the programme.           | Head                               | 2  | 48  | 20 | -  | 70  | 3.4  |
|         |   | teachers                           | 5  | 50  | 23 | 81 | 195 | 2.8  |
|         |   | Teachers                           | 12 | 10  | 10 | 3  | 35  | 3.5  |
|         |   | Supervisors<br>MACBAN<br>officials | 10 | 30  | 30 | -  | 70  | 3.3  |
| 17      | Regular checking of lesson plans/notes by Head Teachers influences implementation of the programme.           | Head                               | 10 | 10  | 47 | 3  | 70  | 2.7  |
|         |   | teachers                           | 75 | 30  | 95 | 13 | 195 | 3.6  |
|         |   | Teachers                           | 4  | 8   | 9  | 13 | 35  | 2.5  |
|         |   | Supervisors<br>MACBAN<br>officials | 32 | 3   | 20 | 15 | 70  | 3.2  |
| 18      | Providing regular feed-back on pupils' performance by supervisors influences implementation of the programme. | Head                               | 5  | 20  | 45 | -  | 70  | 2.7  |
|         |   | teachers                           | 85 | 100 | 10 | 4  | 195 | 4.4  |
|         |   | Teachers                           | 20 | 2   | 10 | 3  | 35  | 3.7  |
|         |   | Supervisors<br>MACBAN<br>officials | 40 | 12  | 1  | -  | 70  | 3.8  |



|    |   |                  |    |    |    |    |     |     |
|----|---|------------------|----|----|----|----|-----|-----|
| 19 | MOE officials routinely supervise our schools.                                  | Head             | 47 | 6  | 13 | 4  | 70  | 4.1 |
|    |   | teachers         | 90 | 30 | 55 | 18 | 195 | 3.6 |
|    |   | Teachers         | 20 | 2  | 3  | 10 | 35  | 3.6 |
|    |   | Supervisors      | 13 | 14 | 43 | -  | 70  | 2.4 |
| 20 | Head Teachers supervise lesson plan and delivery on daily basis in our schools. | MACBAN officials |    |    |    |    |     |     |
|    |   | Head             | 5  | 50 | 11 | 2  | 70  | 3.6 |
|    |   | teachers         | 20 | 89 | 59 | 28 | 195 | 3.0 |
|    |   | Teachers         | 5  | 16 | 9  | 5  | 35  | 3.2 |
|    |   | Supervisors      | 10 | 16 | 40 | -  | 70  | 2.9 |
|    |   | MACBAN officials |    |    |    |    |     |     |

Table 2 showed the mean score of respondents on influence of instructional supervision on the implementation of Nomadic Education Programme in North-Central Zone, for sustainable National development. Item 11 was on whether supervision of instruction by LGEA officials is regular. Responses to the item revealed high acceptance by the respondents. Head Teachers had mean score of 2.5, Teachers 3.3, Supervisors 3.3 and MACBAN officials 3.0. This implied that there was regular supervision of instruction in the schools by LGEA officials. Item 12 showed that Head Teachers had mean score of 2.8, Teachers 3.7, Supervisors 3.9 and MACBAN officials 2.7 respectively. This indicated high acceptance by the respondents that supervision of instruction by SUBEB officials is regular.

Response to item 13 revealed the mean scores of respondents as follows: Head Teachers 1.6, Teachers 3.1, supervisors 3.4 and MACBAN officials 1.4 respectively. This implied that supervision of instruction by NCNE officials is not regular. Item 14 was on whether supervision of instruction develops the teachers' professional skills. The responses showed respective mean scores of 2.7, 3.7, 2.9 and 4.0 for Head Teachers, Teachers, Supervisors and MACBAN officials. This is implied that, supervision of instruction develops teachers' professional skills. Item 15 had mean scores of 3.5 for Head Teachers 3.2 for Teachers, 4.5 for Supervisors, and 2.4 MACBAN officials. This implied that, strict adherence of teachers to scheme of work influenced implementation of the programme. Item 16 showed that Head Teachers had mean score of 3.4, Teachers 2.8, Supervisors 3.5 and MACBAN officials 3.3. This implied that mentoring of new teachers posted to nomadic schools influenced the implementation of the programme. Item 17 was accepted by the respondents with the mean scores of 2.7, 3.6, 2.5 and 3.6 for Head Teachers, Teachers Supervisors and MACBAN officials.

Response to item 18 revealed that, Head Teachers had mean score of 2.7, Teachers 4.4, Supervisors 3.7, and MACBAN officials 3.8 respectively. This implied that, providing regular feedback on pupils' performances by supervisors influenced implementation of the programme. Item 19 had mean scores of 4.1, 3.6, 3.6 and 2.4 for Head Teachers, Teachers, Supervisors and MACBAN officials. Similarly, item 20 had high acceptance by the respondents, with the respective mean scores of 3.6, 3.0, 3.2, and 2.9 for Head Teachers, Teachers, Supervisors and MACBAN officials.

#### Hypotheses Testing

H<sub>01</sub>: There is no significant difference in the opinions of Head Teachers, Teachers, Supervisors and MACBAN officials on influence of provision of facilities for teaching and learning on implementation of Nomadic Education Programme in North-Central Zone, for sustainable National development.

Table 3: Summary of Analysis of Variance (ANOVA) on the opinions of Head Teachers, Teachers, Supervisors and MACBAN officials on influence of provision of facilities for teaching and learning on implementation of Nomadic Education Programme in North-Central Zone, for sustainable National development



| Facilities for Teaching and Learning |                |     |             |  | F     | Sig.  |
|--------------------------------------|----------------|-----|-------------|--|-------|-------|
| Between Groups                       | Sum of Squares | Df  | Mean Square |  |       |       |
|                                      | 3.862          | 3   | 3.954       |  | 7.209 | 0.005 |
| Within Groups                        | 339.416        | 367 | 0.644       |  |       |       |
| Total                                | 342.345        | 370 |             |  |       |       |

From Table 3 the F-value is 7.209 and the P-value is 0.005 at 0.05 level of significance. Since the P-value is less than the level of significance set for the study, the hypothesis is therefore rejected. Thus, there was significant difference in the opinion of respondents on the influence of provision of facilities for teaching and learning on implementation of Nomadic Education Programme in North-Central Zone, for sustainable National development.

The result of the analysis of hypothesis one tested in table 3 showed there was significant difference in the opinion of respondents on the influence of provision of facilities for teaching and learning on implementation of Nomadic Education Programme in North-Central Zone, for sustainable National development. Hence, the hypothesis is therefore rejected. Thus, a Scheffe Post-Hoc test was conducted as shown in Table 5

Table 5: Result of Scheffe Post-Hoc test on the mean scores of the opinions of Head Teachers, Teachers, Supervisors and MACBAN officials on influence of provision of facilities for teaching and learning on implementation of Nomadic Education Programme in North-Central Zone, for sustainable National development

| (I) Status   | (J) Status   | Mean Difference (I-J) | Std. Error | Sig. | 95% Confidence Interval |             |
|--------------|--------------|-----------------------|------------|------|-------------------------|-------------|
|              |              |                       |            |      | Lower Bound             | Upper Bound |
| Head teacher | Teacher      | .54316*               | .17045     | .018 | .0644                   | 1.0219      |
|              | Supervisor   | .58745*               | .16592     | .006 | .1215                   | 1.0534      |
|              | Parent       | -.35286               | .17983     | .280 | -.8579                  | .1522       |
| Teacher      | Head teacher | -.54316*              | .17045     | .018 | -1.0219                 | -.0644      |
|              | Supervisor   | .04430                | .09448     | .974 | -.2210                  | .3096       |
|              | Parent       | -.89602*              | .11720     | .000 | -1.2252                 | -.5669      |
| Supervisor   | Head teacher | -.58745*              | .16592     | .006 | -1.0534                 | -.1215      |
|              | Teacher      | -.04430               | .09448     | .974 | -.3096                  | .2210       |
|              | Parent       | -.94031*              | .11050     | .000 | -1.2507                 | -.6300      |
| Parent       | Head teacher | .35286                | .17983     | .280 | -.1522                  | .8579       |
|              | Teacher      | .89602*               | .11720     | .000 | .5669                   | 1.2252      |
|              | Supervisor   | .94031*               | .11050     | .000 | .6300                   | 1.2507      |

\* The mean difference is significant at 0.05 level.

The result of the Scheffe Post-hoc test in table 5 indicated that the observed significant differences were between teachers, supervisors and MACBAN officials; Head teachers, supervisors and MACBAN officials; Head teachers, teachers and MACBAN officials; Head Teachers, Teachers and Supervisors. There was no significant difference between the opinions of teachers and supervisors.



Ho<sub>2</sub>: There is no significant difference in the opinions of respondents on influence of instructional supervision on implementation of Nomadic Education Programme in North-Central Zone, For sustainable National development.

**Table 6:** Summary of Analysis of Variance (ANOVA) on the opinions of respondents on influence of instructional supervision on implementation of Nomadic Education Programmes in North-Central Zone, for sustainable National development

| Instructional Supervision | Sum of Squares | Df  | Mean Square | F     | Sig.  |
|---------------------------|----------------|-----|-------------|-------|-------|
| Between Groups            | 23.128         | 3   | 7.709       | 6.237 | 0.013 |
| Within Groups             | 348.181        | 367 | 0.936       |       |       |
| Total                     | 371.309        | 370 |             |       |       |

From Table 6 the F-value is 6.237 and the P-value is 0.013 at 0.05 level of significance. Since the P-value is less than the level of significance set for the study, the hypothesis was therefore rejected. Thus, significant differences existed in the opinions of respondents on influence of instructional supervision on implementation of Nomadic Education Programme in North-Central Zone, for sustainable National development..

The result of the analysis of hypothesis two tested in table 5 showed there was significant difference in the opinion of respondents on the influence of instructional supervision on implementation of Nomadic Education Programme in North-Central Zone, For sustainable National development.. Hence, the hypothesis is therefore rejected. Thus, a Scheffe Post-Hoc test was conducted as shown in Table 6

Table 6: Result of Scheffe Post-Hoc test on the mean score of respondents on influence of instructional supervision on implementation of Nomadic Education Programme in North Central Zone, for sustainable National development

| (I) Status    | (J) Status    | Mean Difference (I-J) | Std. Error | Sig. | 95% Confidence Interval |             |
|---------------|---------------|-----------------------|------------|------|-------------------------|-------------|
|               |               |                       |            |      | Lower Bound             | Upper Bound |
| Head teachers | Teachers      | .34372                | .20582     | .426 | -.2343                  | .9218       |
|               | Supervisors   | .44979                | .20034     | .171 | -.1129                  | 1.0124      |
|               | Parents       | .27886                | .21714     | .649 | -.3310                  | .8887       |
| Teachers      | Head teachers | -.34372               | .20582     | .426 | -.9218                  | .2343       |
|               | Supervisors   | .10607                | .11408     | .834 | -.2143                  | .4265       |
|               | Parents       | -.06486               | .14151     | .976 | -.4623                  | .3326       |
| Supervisors   | Head teachers | -.44979               | .20034     | .171 | -1.0124                 | .1129       |
|               | Teachers      | -.10607               | .11408     | .834 | -.4265                  | .2143       |
|               | Parents       | -.17093               | .13342     | .650 | -.5457                  | .2038       |
| Parents       | Head teachers | -.27886               | .21714     | .649 | -.8887                  | .3310       |
|               | Teachers      | .06486                | .14151     | .976 | -.3326                  | .4623       |
|               | Supervisors   | .17093                | .13342     | .650 | -.2038                  | .5457       |

\* The mean difference is significant at 0.05 level

The result of the Scheffe Post-hoc test in table 6 indicated that the observed significant differences were between teachers, supervisors and MACBAN officials; Head teachers, supervisors and MACBAN officials; Head teacher, teachers and MACBAN officials; Head teacher, teachers and supervisors.