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**FACTORS AFFECTING THE IMPLEMENTATION OF NOMADIC EDUCATION  
PROGRAMME IN WAMAKKO LOCAL GOVERNMENT AREA, SOKOTO STATE,  
NIGERIA**

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**ABSTRACT**

The nomadic education programme is designed to educate nomads through special effort because they have been lagging behind in this direction. However, some factors are impeding to the success of its proper implementations. This study examined factors influencing the implementation of nomadic education programme in Wamakko Local Government Area, Sokoto State, Nigeria. The objectives were to find out the effect of funding on provision of infrastructures and instructional facilities on the implementation of nomadic education programme; to examine the extent to which staffing affects the implementation of nomadic education programme and the impact of supervision on the implementation of nomadic education programme. A cross-sectional survey research design was used to gather detailed information from respondents. Two research instruments were used to collect data for the study namely: Factors affecting the Implementation of Nomadic Education programme Questionnaire (FINEQ) and Interview Guide. Reliability of FINEQ was established with the use of test-retest reliability value of 0.83 and validity was determined through face and content validity with a CVI value of 0.90. One hundred and seventy (170) questionnaires were administered to respondents in the three (3) randomly selected primary schools in Wamakko LGA, Sokoto State. However, one hundred and sixty eight (168) questionnaires were returned. The major findings of this study are that there is a high influence of funding on provision of infrastructures and instructional facilities, a high influence of staffing and a high impact of teachers' supervision in nomadic primary schools on the implementation of nomadic education programme. Based on these findings, it is recommended that governments at all levels (local, state and federal) should give appropriate and enough funding on provision of infrastructure and instructional facilities; government should ensure adequate and qualified staffing, and teachers should be punctual and regular in the nomadic primary schools; and supervisors from Education Inspectorates of local, state and federal as well as parents and community leadership should have more time to visit the activities in these nomadic primary schools.