

**ASSESSING THE TYPES OF ACTIVITY OF YOUNG NOMADS  
TOWARDS INCORPORATING MODERN SKILLS IN MANGU  
LOCAL GOVERNMENT AREA OF PLATEAU STATE**

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**Abstract**

This study was a descriptive survey designed to assess the types of activity of young Nomads towards incorporating modern skills in public Nomadic primary schools in Mangu Local Government Area. Four research questions and two hypotheses guided the study. The population of study was 189. One hundred and twenty (120) pupils were selected without gender bias using simple random sampling technique. A questionnaire was used to collect information on the skills of young nomads. The reliability of the questionnaire was established as 0.82 using Cronbach Alpha at 0.05 level of significance. The data collated were analyzed using simple percentages for the research questions and chi-square for the two hypotheses. The findings showed available activities in the LGA but with less participation by the young nomads. The two null hypotheses were both rejected, which revealed that there is a significant difference in the participation of the youths of the Local Government. Similarly, the ways of enhancing the modern activities due to gender was rejected. It was recommended that scholarships and grazing place among others be provided to the young nomads as incentive to make them participate fully in the programme.

**Keywords:** Assess, Nomadic, Modern, Activity and Grazing.

## 1. INTRODUCTION

In a society, where the needs of its citizenry are not met, that country may be heading towards poverty, begging and high crime rate. Similarly a society that produces skilled individuals instead of liberal educators is a blessed one that is free from poverty and crime. It is the desire of every government of a country to educate its citizenry in different fields including the entrepreneurial skill acquisition. Bala and Biu (2007) affirmed this by saying that the need for entrepreneurship education is critical now than ever in the face of a declining economy, poverty and mass graduate unemployment. This will assist graduates that are unemployed and under-employed to establish their own businesses and be job creators instead of job seekers. This will in turn balance the socio-economic and political status of a country.

The benefits of entrepreneurship education have been experienced in most developed economics especially in the United State of America where entrepreneurship education has been integrated into all education programmes. This has now spread to all levels of education across the world. Joseph and Francis (2010) outlined some benefits of this education to include having a general knowledge of entrepreneurial education to pursue business of interest; help to alleviate poverty and apply knowledge in practice among others.

In Nigerian, the government's intention is to educate all her citizenry by establishing formal and non - formal education in the country. The non - formal education covers all forms of functional education given to youths and adults outside the formal school system as functional literacy, remedial and vocational education (National Policy on Education, NPE, 2014).

The provision of education for those who were disadvantaged to the formal education, secondly to provide education for those who were not able to complete secondary education. Another goal of the policy is to provide education for all completers of formal education in order to improve their basic knowledge. Furthermore, to provide in - service, vocational and professional training for different categories of workers and professionals in order to improve their skills. Lastly to provide adult citizens of the country with necessary aesthetic, cultural, civic education for public enlightenment.

In order to achieve these objectives, liyasu (2012) states that, the government had set a blueprint on nomadic education programme by a special committee of the federal ministry of education to prepare the way for the establishment of National Commission for Nomadic Education (NCNE) in 1990.

A Nomad is a member of a tribe who travels about in search of green pasture for its animals and better climatic dwelling places. These are the cattle Fulani, fishing, farming and other occupational nomadism. Their contribution to the society is in the beef, milk, hide and skin, provided by their cattle. If they are educated, they will be able to raise better cattle, help in other various aspects of national development and cause less damage to farmers.

The nomad's children go without modern education, but not without education at all. They receive traditional education that is oriented to their ways of making a living and which contains cultural and societal values. The nomad youths learn the value of different kind of grazing for each species of stock by watching animals and their environment and through direct teaching by male elders, while the female ones acquire household related activities from their mothers and sisters. The nomadic children received some sort of formal education through the teaching of the Koran.

The Nomadic education programme started in Nigeria in November 1986,

following the Yola National Workshop on Nomadic Education (Iro, 1988). The blueprint on this form of education contain a short and long term objectives to predispose the nomads to: read with understanding, information and materials that relate to their occupation; develop appropriate reading skills which enable them to comprehend the various information. The long term objectives is to develop knowledge and skills of income generation and management, apply modern technology to improve livestock products and market their products better. (Iro 1988; NONE, 1990 & 1991).

The nomad's education is faced with a lot of challenges among which are lack of finance to fund their education. The second challenge is the socio-cultural where there is multi-ethnic, multi-cultural, belief systems, norms and varied kind of life patterns.

### **1.1 STATEMENT OF THE PROBLEM**

The increase in insecurity, poverty, hunger and political instability has caused a lot of problems for Nigeria and its citizens. The issue of unrest in many societies as a result of various crimes such as violence, assassinations and rape are illegal means to earn a living. This has created fear in the public and may have limited the activity of the community of going to school and shepherding of animals by young nomads. Thus, the need for the law enforcement agencies like the civil defense, Nigerian police force, economic financial crime commission, and national drug law enforcement agencies have been working day and night to reduce these dangers.

A lot of the people both young and old are usually arrested and imprisoned and those that complete their terms are released back to the society, hence, need to be educated and be productive. It is against this background that the researchers intend to assess the activity of the young nomads in Mangu Local Government Area toward incorporating them into the modern skills for better living.

### **1.2 PURPOSE OF THE STUDY**

The main purpose of this study was to assess the major types of skills of young nomads in Mangu Local Government Area towards incorporating them into the modern skills. Specifically the study sort to:

1. identify the various types of activities in Mangu Local Government Area,
2. identify the major types of activities of the young nomads in Mangu Local Government Area,
3. assess the types of modern activities that could be incorporated into the activities of the nomads in Mangu Local Government Area and
4. determine the ways of incorporating the modern activities into the nomads in Mangu Local Government Area

### **1.3 RESEARCH QUESTIONS**

The following research questions were formulated to guide the study.

1. What are the major types of activities in Mangu Local Government Area?
2. What are the major types of activities performed by young nomads in Mangu Local Government Area?
3. How could the types of modern activities be incorporated in addition to those of the young nomads in Mangu Local Government Area?

4. In what ways can the activities of the young nomads in the Local Government be enhanced?

#### **1.4 RESEARCH HYPOTHESES**

1. There is no significant difference between the activities of youths in Mangu Local Government Area and those of the young nomads.
2. There is no significant difference between the male and female nomads in the ways of enhancing their modern activities.

#### **1.5 SIGNIFICANCE OF THE STUDY**

The result of this research work would be of great benefit to policy makers, curriculum planners, the teachers, researchers in various fields and the society in general. This work will enable the incorporation of new policies into the curriculum of the nomads which will further promote the quality of teaching.

Furthermore, the outcome of the research work will help other researchers to make their own contribution concerning the discovered gap. It will also help to promote peace, common view and a good co-existence relationship among communities

### **2. METHOD AND PROCEDURES**

#### **Research design**

A descriptive research design was used as the study involved collection, presentation and description of numerical data.

#### **2.1 POPULATION**

The population for the study was made up of the Pupils of the Nomadic primary schools in Mangu Local Government. All the six nomadic primary schools of class six pupils were used for the study. They are L.E.A nomadic primary school FarinKasa, Narohos (Chafem), Alohom, Tyop (Gindiri), Leen in millet Jwakjee in Panyam and Jwakchop with a total population of 189 pupils.

#### **2.2 SAMPLE AND SAMPLING TECHNIQUES**

The sample consisted of 20 pupils, 10 boys and 10 girls from each selected school to give a total number of 120 pupils in all. The simple random technique was used to obtain the sample.

#### **2.3 INSTRUMENT FOR DATA COLLECTION**

The instrument for this study was a questionnaire designed by the researchers. The questionnaire consisted of four parts. part A as for personal data, B on activities/skills in the local government, C on activities/skills of the nomads in the Local Government and D on ways of incorporating modern activities into young nomads and ways of enhancing the activities in the Local Government Area. The instrument was structured into a yes or no format

#### **2.4 VALIDATION OF THE INSTRUMENT**

The instrument was validated by two lecturers from the Center for Nomadic Education and one from the Educational Foundation in the University of Jos. Their observations were further incorporated to improve the final instrument.

## 2.5 RELIABILITY OF THE INSTRUMENT

The reliability was based on Cronbach Alpha Method which gave a coefficient value of 0.82 which was considered adequate for the internal consistency of the items.

## 2.6 PROCEDURE FOR DATA COLLECTION

The instrument was administered and collected by the researchers for data analysis.

## 2.7 METHOD OF DATA ANALYSIS

Data was presented on tables and analyzed by the use of simple percentage. The result obtained was used to answer the four research questions while the hypotheses were tested using chi-square at 0.05 level of significance.

## 3. RESULTS AND DISCUSSION

**Research question one:** what are the major types of activities in Mangu LGA?

**Table 1:** Activity/skill available in Mangu Local Government Area.

S/N	ACTIVITIES/SKILL	YES	NO	% YES	%NO
1.	Cattle rearing and shepherding	120	0	100	0
2.	Buying and selling of cattle product milk	120	0	100	0
3.	Local barbing/hair plaiting	115	5	96	4
4.	Hawking work	120	0	100	0
5.	Block laying	120	0	100	0
6.	Chicken rearing	110	10	91	9
7.	Leather pure water production	120	0	100	0
8.	Food selling	120	0	10	0
9.	Barbing/hair dressing saloon	120	0	100	0
10.	Photographing	120	0	100	0
11.	Computer training	110	10	91	9
12.	Farming work	120	0	100	0
13.	Electronic repairing	120	0	100	0
14.	Tailoring work	120	0	100	0
15.	Fishing activity	100	20	83	17
16.	Electric wiring	120	0	100	0
17.	Plumbing and pipe fitting	100	20	83	17

18.	Painting and decorating	120	0	100	0
19.	Welding work	120	0	100	0
20.	Furniture making	120	0	100	0
21.	Upholstery work	110	10	91	9
22.	Carpentry and joinery	120	0	100	0
23.	Leather manufacturing	120	0	100	0
24.	Bread/ cake baking	120	0	100	0
25.	Salesmanship work	108	12	90	10
26.	Okada/Achaba/Going	120	0	100	0
27.	Building and constructing work	120	0	100	0
28.	Musicianship work	120	0	100	0
	Total	3263	87		
	Average Scores	117	3		

Analysis in Table 1 depicted that all the activities above have been identified by the respondents in the area. Few of the respondents were however ignorant of seven of the existing activities or skills in the Local Government area as shown on the table

**Research Question Two:** What are the major types of activities performed by young nomads in Mangu Local Government Area?

**Table 2:** Activities/skills performed by young nomads in Mangu Local Government Area.

S/No	Activity /Skills of young Nomads	Yes	No	% Yes	% No
1	Cattle rearing and shepherding	120	0	100	0
2	Buying and selling of cattle product milk	120	0	100	0
3	Local barbing/hair plaiting	120	0	100	0
4	Hawking work	20	0	100	0
5	Block laying	20	100	83	17
6	Chicken rearing	120	0	100	0
7	Leather pure water production	0	120	0	100
8	Food selling	60	60	50	50
9	Barbing/hair dressing saloon	0	120	0	100
10	Photography	0	120	0	100
11	Computer training	0	120	0	100
12	Farming work	80	40	67	33
13	Electronic repairing	0	120	0	100
14	Tailoring work	90	30	75	25
15	Fishing activities	0	120	0	100
16	Electric wiring	0	120	0	100
17	Plumbing and pipe fitting	0	120	0	100
18	Painting and decorating	0	120	0	100

19	Welding work	0	120	0	100
20	Furniture making	0	120	0	100
21	Upholstery	0	120	0	100
22	Carpentry and joinery	0	120	0	100
23	Leather manufacturing	0	120	0	100
24	Bread/ cake baking	0	120	0	100
25	Salesman - ship work	0	120	0	100
26	Okada/Achaba/Going	100	20	91	9
27	Building and constructing work	0	120	0	100
28	Musicianship work	0	120	0	100
	Average Scores	790	2,410		
		28	86		

Analysis in table 2, showed that the young nomads have limited activities that could generate income for their survival as most of their activities in Mangu Local Government is still primitive.

**Research question Three:** How could the types of modern activities be incorporated in addition to those of the young nomads in the Local Government?

**Table 3:** Ways of incorporating modern activities into young Nomads

S/No	Ways of incorporating modern skills	Yes	No	% Yes	% No
1	Seminar to enlighten young nomads	10	220	9	91
2	Worship for nomads participation in the activity	10	110	9	91
3	Apprentice-ship schemes for acquisition of skill	10	110	9	91
4	Quranic education , introduce programme in to their skills	120	0	100	0
5	Nomadic education , introduction of activities into their schemes	100	20	91	9
6.	Circular education, encourage Nomads participation in circular education	20	100	9	9
	Total	270	4500		

Analysis in table, indicated that the best ways modern skills or activities could be incorporated into young nomads is through Quranic education, followed by nomadic education, while others were not considered adequate.

**Research question Four:** In what ways can the activities of the young nomads in the Local Government be enhanced?

**Table 4:** Ways of improving activities of skills of the young nomads.

S/No	Ways of incorporating modern skills	Males				Females			
		Yes	No	%Yes	%No	Yes	No	%Yes	%No
1	Provisions of scholarship interested nomads	20	40	33	67	40	20	67	33
2	Remuneration of outstanding pupils.	20	40	33	67	50	10	83	17
3	Provide dwelling and grazing place for Nomads and their cattle	50	10	83	17	50	10	83	17

	to help them settle.								
4	Discourage early marriage among young Nomads to enable them complete their primary school.	10	50	17	83	40	20	67	33
5	Provide counseling facilities for young Nomad	20	40	33	67	40	20	67	33
6.	Provision of loan facilities to encourage interested pupils to set up business.	20	40	33	67	50	10	83	17

Analysis in table 4, showed that male activities can be enhance through the provision of dwelling and grassing places for the nomads and their cattle. This was indicated by the male respondent's high scores of 83%. The female respondents agreed with most of the factors for enhancing the activity among the young nomads except in few cases as shown on the table. This shows that male Nomads have more interest in their cattle than even human beings.

**Hypotheses One:** There is no significant difference between the activities of youths in Mangu Local Government Area and those of the young nomads.

**Table 5:** Summary of chi-square test of independence of hypothesis 1

Cells	Fo	Fe	Df	Calculated $\chi^2$	Critical $\chi$ value $\alpha = 0.05$	Decision
I	117	114.66				
Ii	3	1.86	1	21.71	3.83	S
Iii	30	30	29.40			
Iv	90	55.80				

*S = Significant.*

The data in table 5 show that the calculated  $X^2$  (21.71) is greater than the critical  $X^2$  (3.83) for  $df = 1$  at  $\alpha = 0.05$  level. The  $H_0$  is therefore rejected and is concluded that there is significant mean different between the activities of youths in Mangu and those of the young nomads.

Hypothesis 2, there is no significant difference between the male and female nomads in the ways of enhancing their modern activities.

**Table 6:** Summary of chi-square test of independence of hypothesis 2

Cells	Fo	Fe	Df	Calculated $\chi^2$	Critical $\chi$ value $\alpha = 0.05$	Decision
I	23	14.38				
Ii	35	14.58	1	4.22	3.83	S
Iii	45	26.25	1			
Iv	15	6.25				

*S = Significant.*



The data in table 6 show that the calculated  $X^2$  (4.22) is greater than the critical  $X^2$  (3.83) for  $df = 1$  at a .05 level. The  $H_0$  is therefore rejected and it is concluded that there is significant mean difference between the ways of improving the modern activities due to gender difference.

#### **4. DISCUSSIONS**

The result of the study revealed that there are a lot of activities or skills available in Mangu LGA, which young Nomads could benefit from but their participation was discovered to be very low. Hence, in their effort to earn better living, they employed arms and violence means such as cattle rustling, encroaching into grazing reserves and terrorism. The result of this research work is in line with that of Enegbu (2014) who explained that the inability of the nomads to acquire relevant and functional basic education has led them into various negative behaviors and evil vices.

The result of the study further revealed that the nomads could only settle conveniently for any proper education if grazing place is made available for their cattle. This result is also in consonance with that of Bala and Bui (2007) and that of Aderinoye (2014), who observed that education of the nomads is faced with problems because of their constant migration in search of water and pasture for their cattle, their isolation with less interaction with the larger society and the fear of their children to become Christians at the course of their formal education.

The findings of the study (table 5) also showed that a significant difference exist between the youths of Mangu and those of the nomads in the same LGA due to their preference of cattle rearing to education (Jibril, 2014). In the last hypothesis tested (table 6), there was a significant difference in the opinion of the nomads due to gender on the ways of enhancing modern skills through provision of grazing and dwelling place for them and their cattle and scholarship for interested nomads. This is in line with the common belief that an injury to any of their cattle is an injury to their lives or any member of their family. This is why the hard men have high preference to their cattle than even their families.

#### **5. CONCLUSION**

The study discovered that there are a lot of activities/skills available in Mangu Local Government for youths, but the young nomads prefer those attached to their tradition to the modern ones. It was also discovered that if some of this modern activities are incorporated into the nomadic education and their Quranic education curriculum, there would be improvement in their activities in the area. This could begin with the provision of grazing centres for their animals before their education for proper settlement since the male young nomads had great interest in their animals than any other thing.

Similarly, they can be introduced into apprenticeship schemes for quick acquisitions of such skills with incentives during this period and making provision of scholarships available to those who intend to further their education.

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