

**EVALUATION OF ENGLISH LANGUAGE TEXTBOOKS USED IN THE
JUNIOR SECONDARY SCHOOLS IN AWKA EDUCATION ZONE,
ANAMBRA STATE**

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Abstract

Evaluation is a normal activity that goes on always from time to time in relation to a particular or general purpose. It is defined as the process of obtaining and providing information useful for making decisions and judgments about something. Evaluation comes in various aspects of life such as programme evaluation, personnel evaluation, project evaluation and textbook evaluation. Textbooks are materials carefully written by experts in different academic discipline to enhance the teaching/learning activities in schools. They are indispensable materials to students as they are needed for both classroom and private studies. The rate at which secondary school students seem to abandon their textbooks in preference to surfing the net and their inability to accurately attend to simple questions in English language is what awakened in the researchers the desire to evaluate the textbooks used in the junior secondary schools in Awka Education Zone, Anambra State in terms of their readability, comprehensibility and availability. Three research questions guided the study. Multi-stage sampling procedure of stratified and simple random techniques were used to select two Local Government Areas from the five Local Government Areas of Awka Education Zone, one urban and one rural. The population of the study comprised 5,680 JS 1-2 students in the 62 public junior secondary schools in the Education Zone. A sample of two hundred students and 30 teachers were selected from 10 schools – 5 schools each from the two selected local government areas in Awka Education Zone. The stratified random technique was used in order to have a representative sample of all the sub sets. Cloze test,

questionnaires, interviews, observation schedule, two language textbooks and Flesch reading ease formular were used as instrument for data collection. Three experts from Faculty of Education, Nnamdi Azikiwe University, Awka validated the instruments. The reliability of the instruments was ascertained using test-retest method. Mean, mode and simple percentages were used to analyze the data collected in order to answer the three research questions. The findings reveal among other things that the English language textbooks in use in the junior secondary schools fall mainly within the instructional level implying that most students need the assistance of the teachers to read and comprehend the textbooks. Based on the findings, recommendations were made on how to improve the situation.

Key words: Evaluation, Readability, Comprehensibility, Availability

Introduction

Textbooks are indispensable materials needed by teachers and students in schools for effective implementation of academic activities. Even in today's explosion of knowledge in the internet and other electronic media; the use of textbooks in teaching and learning activities still remains invaluable. Zohrabi, Sabouri and Kheradmand (2014) explained that textbooks are one of the elements that may promote or discourage learners depending on their make-up. In schools and colleges especially in the Basics, textbooks are recommended by experts for the students particularly in core subjects such as English language, Mathematics, History and so on. With this, textbooks are seen as support tools for both the teachers and students and it is on the contents of these textbooks that the students are assessed and evaluated to determine their suitability for onward progression to the next level. This explains the reason for Jusuf (2018) assertion that textbook evaluation is an integral part of teachers' work and responsibility as it is the means of choosing which textbook is suitable to the need of the teachers and the students in the teaching/learning process. Therefore, evaluation of recommended textbooks should periodically be carried out by teachers especially in the junior secondary schools as the foundation classes in the second tier of education cadre, where students are prepared for future life of academics or any other area of their choice.

Evaluation on its own is an integral part of teaching and learning activities for determination of efficiency and effectiveness in the system as well as for decision making. It is defined as the process of obtaining and providing information useful for making decisions and judgments about something. Evaluation naturally occurs in everything one does as it implies appraisal and assessment in relation to certain pre-specified standards. Consequent upon this, it becomes very necessary that evaluation of recommended textbooks used in schools be done within a specified period of time by experts in the field, researchers and educators. This will bring to fore the strengths and weaknesses of textbook materials used in schools as well as provide feedback for achieving the desired improvement in the education system. Igwe (2003) lends credence to the necessity of

evaluation exercise on teaching/learning materials by explaining that it is mainly through evaluation of textbook materials that their effectiveness in assisting students to learn will be determined.

Furthermore, evaluation could be viewed as a dynamic process which examines the suitability and appropriateness of an existing material or practice. This implies that teachers' selection of textbooks should be based on careful examination of its content, comprehensiveness, availability and effectiveness in achieving the intended/desired objectives and goals. On the contrary, teachers and educators according to Latief (2015) prefer to use certain books based on the commission given by the distributors, appearance of the textbook or on the level of connection of the author. This does neither contribute to the teacher's professional growth nor to the students' academic achievement. Hence, evaluation of textbook materials becomes pertinent considering the reliance of teachers and students on their usage in carrying out teaching and learning activities in the classroom.

Textbook evaluation simply involves the analysis of the content, readability and availability of it in order to determine its effectiveness in enhancing students' achievement of the expected goals. Regarding this, Mahmood (2011) asserted that textbooks contain written materials which has been arranged systematically to assist students understand learning materials besides teachers' explanations in the classroom. Therefore, the importance of textbooks to teachers and students should not in any way be undermined especially in a core subject like English language, which occupies a focal position in teaching and learning activities. English language textbooks are very advantageous to both the teachers and the students as they provide academic and psychological values to them. The heavy reliance of teachers and students on textbook materials as observed by Ena (2013) in teaching English language as a foreign language (EFL) in Indonesia is enough indication that textbooks remain the major source of the content of teaching and learning activities in the school system; especially in countries that study English language as a second or foreign language, hence, they should be made available to encourage both the teachers and the learners. Moreover, Udenwa and Ikonta (2008) observed that the content of a textbook is very important, though the mere presence of the content does not guarantee its learning by the students. Therefore, efforts should be made to ensure that the content presented in a recommended textbook is at proper level of sophistication for a given grade level.

It becomes pertinent at this stage to note that several attempts have been made by government and non governmental bodies to ensure the production and availability of standard textbooks for students in the secondary school. It was these efforts that birthed the establishment of the Nigerian Book Development Council which was later subsumed under Nigerian Educational Research and Developmental Council (NREDC) in 1988 by an enabling Decree No.53 now Act No.53. Other efforts made were: the promulgation of the copyright Decree, the National Commission for Mass Literacy, more frequent and regular book fairs, the yearly nationwide observance of literary week by the Nigerian Library Association among others. There has ever since then been a steady effort to

improve the situation; all geared towards the realization of specific, proximate, mediate and ultimate educational goals at the classroom and societal levels.

These efforts notwithstanding, there exists abundant evidence of students not being able to provide answers to simple English language assessment questions and their reluctance in independently reading their textbook except for classroom teaching when prompted by the teacher to do so. The inability of students to reach to the level of expectation in English language in various examinations and their attitude of not having the personal desire to read their English language textbook have cast aspersions on the readability of the English language textbooks used in the secondary schools; particularly in the junior secondary school which is the foundation level of the second tier of education. This has serious implication considering the central position English language occupies in many countries of the world especially in Nigeria. Thus, it requires that utmost attention be given to the materials used in teaching it. One of such attention is the evaluation of the teaching and learning material, which textbooks seem to be the major ones used in the basic school level. It is only through proper evaluation of the textbooks that their readability, content and effectiveness in achieving the desired goals will be established.

There are several ways of evaluating English language textbooks which includes Cunningsworth's (1995) checklist of (1) Layout and physical appearance (2) Content (3) Objective and so on. This study is however based on Project 2061: Aukernian (1972); and Estes (1986) views regarding readability of textbooks and evaluation procedure. Project 2061 (project.2061.org) procedure is preferred for this study because of its unique nature in evaluating textbook materials. It is based on the assumption that an in-depth examination of the quality of textbook materials is very essential. It reveals how well a textbook can aid teachers in their efforts to assist students learn specific ideas and skills. Aukernian states that readability implies 'difficulty'. Thus, books that are difficult to read are marked as 'high readability'; while easy to read books are termed 'low readability'. He further explained that readability formula serves as an objective method for measuring components of writing such as sentence length, types and complexity, special language use and so on. He however maintained that an 'average book' should be judged as right for an 'average class', which comprises of students with different range of reading abilities. Furthermore, another evaluation technique which gives the average readability level of a textbook's adequacy for a whole class is the cloze test along with Flesch Reading-Ease formula, which is taken as one of the oldest and accurate readability formulas. In support of this, Estes (1986) opines that cloze test is a valid measure of a textbook appropriateness for a whole class.

Consequently, many researchers such as Okoye (1996) and Udenwa and Ikonta (2008) have used it in evaluation of different textbooks in different class level and it proved successful in measuring readability because it measures directly through the readers rather than indirectly through the counting of sentence forms. This justifies the choice of its usage in this study. Nonetheless, other researchers have carried studies in the evaluation of

English language textbooks at different levels of education both within and outside the country. Such studies include Rahmadhana, Indah and Suhardi (2019), who conducted a research on Evaluation of English language textbooks: interlanguage English for senior high school students and found out that though the layout and physical appearance of the textbooks were appropriate but that there are some complexities in language type, skills, structures and vocabulary of the textbooks indicating that the textbook may be difficult for the students to read without the teachers' assistance. Also, Islam (2013) concluded in his descriptive study on evaluation of English language textbook of 9-10 grade from teachers' perspective in Bangladesh with the textbook 'English for today' used for the students that the textbook is an effective textbook, which gave a balance of the educational domains and therefore serve as a good guide for the teachers and useful for the students in mastering different aspects of English language.

Udenwa and Ikonta (2008) in a descriptive survey study on evaluation of English language textbooks used in the junior secondary schools in Lagos state established that the textbook used for the junior secondary schools are difficult for the intended learners and as such do not encourage personal reading by the students. Again, that the complexity of integrating English language and Literature in English in the textbooks, gave an imbalance coverage of the two subjects. Furthermore, the descriptive study of Lodhi, Farman, Ullah, Gul, Tahira and Saleem (2019) on evaluation of English textbook of intermediate class from students' perspectives revealed that the textbooks used at the intermediate level do not suit the objectives of the target language, is irreconcilable with the requirements of promoting confidence and ornamental language skills and not easy for the students to understand.

Chegeni, Kamali, Noroozi and Chegeni (2016) reported in their study on general English textbook evaluation: a closer look at "Four Corners" that the aforementioned textbook is a well-organized textbook that provides useful and up to date accurate information for the users. Based on the disparity in the findings of the researchers and the gap that exists in evaluation of English textbooks used in Anambra state as it has been observed that none of these studies have been conducted there, the researchers had the desire to carry out this study on the evaluation of English language textbooks used in the junior secondary school in Awka Education Zone using JSS 1-2. The textbooks in use in these classes are:

1. New Concept English for Junior Secondary Schools 1 (Fourth edition) by J. Eyisi, A. Adekunle, T. Adepoju, F. Ademola-Adeoye, Q. Adam and J. Eto.
2. Comprehensive English for Junior Secondary Schools 2 (Upper Basic Edition) by A.B Adegbite, M.T Sadiq, N. Akobundu and Odebunmi, A.S.

In addition, the availability of these textbooks at these levels will be established. Thereafter, the findings of the study will be utilized to unravel the causes of students' inability to accurately attend to simple English language questions, which results in their achievement being below expectation as well as on their general reluctance in having personal desires to read their English language textbooks.

Research Questions

This study revolves around answering the following research questions:

1. What is the readability indices of the English Language textbooks used in junior secondary schools in Awka Education Zone?
2. How comprehensible are the English language textbooks to the students they are meant for?
3. How available are the English language textbooks at the junior secondary schools?

Method

The research design adopted for this study is a descriptive survey as the aim is to systematically describe the facts and characteristics of a set of English language textbooks used in the junior secondary schools in Awka Education Zone and their relationship with the students' performance in English language. There were three aspects of sample involved in the study. Ten junior secondary schools were randomly selected from two Local Government Areas of Awka Education Zone of urban and rural in the proportion of 5 for each local government area. Also, 30 English language teachers (three from each of the selected school) were drawn as the representative sample of teachers. Then two students were drawn from each of the two classes of (JSS 1-2) of the 10 schools through stratified random sampling making it a total of 200 students. The stratified random sampling was used to ensure that all the sub-sets involved were represented. The research instruments used were (1) The two English language textbooks under study (2) Questionnaire for teachers (3) Cloze tests for students (4) Flesch reading ease formular for students and (5) Interview and observation schedule

The textbooks were used as the primary sources of data. The questionnaire was designed in a four point Likert scale. It was divided into two major parts. The first part sought information on the biodata of the respondents; while the second part contained the questions properly designed to seek information on the major variables of the study (readability, comprehensibility and availability). The cut-off point for accepting percentage score for research question two was 56 and above with the decision that any percentage score from 56 and above was taken as being at the independent level, signifying that the intended learners can read and comprehend the textbook without the teacher's assistance; while percentage scores within 45-55 was taken as being at the instructional level showing that the students require the assistance of the teachers to read and understand the textbooks, while percentages below 45 was taken to be at the frustration level, indicating that the textbook is not within the capacity of the intended learners. The mean cut-off point for research question one and three was 2.50. The decision rule was that any weighted mean score from 2.50 and above was taken as agreed; while weighted mean scores below 2.50 was taken as disagreed. Cloze test and reading exercises were conducted for the 200 students using two different passages selected from each of the textbook under study to determine the readability and comprehensibility of the textbooks. Other instruments used were interview and observation schedules for additional information and further

clarification of the issues under study particularly on the availability of the textbooks. They were also used to ascertain students' level of participation in the English language classes.

The instruments were subjected to the expert opinion of three lecturers in the Faculty of Education, Nnamdi Azikiwe University, Awka and their inputs were used in making the necessary corrections on the instruments till it became approved to serve the intended purpose. Test-retest method was used to establish the reliability of the instrument. Two different cloze tests were conducted for the same category of students that were not involved in the study. The re-test interval was two weeks. Thereafter, the results of the tests were correlated using Pearson Moment Correlation Coefficient. Their results indicated correlation values of 0.79, 0.82 respectively showing the instrument to be reliable. Data collected was analyzed using descriptive statistical tools of mean, median and mode as well as frequencies and percentages used to answer the research questions.

Presentation of Results

Research Question 1

1. What is the readability indices of the English Language textbooks used in junior secondary schools in Awka Education Zone?

Table 1: Teachers' perception of the readability of English language textbooks used in the junior secondary schools

S/n	Item	SA	A	D	SD	No. of Resp	Total	Mean	Decision
1	Students can independently read and comprehend New Concept English for Junior Secondary Schools	16	24	24	6	30	70	2.3	Disagree
2.	Students can read and understand Comprehensive English for Junior Secondary Schools 2 without assistance from the teachers	20	27	12	10	30	69	2.3	Disagree
	Cluster mean							2.3	Disagree

Note: SA = strongly agree; A= agree; U= undecided; D= disagree; SD= strongly disagree

Data in Table 1 show that the two items have cluster mean scores of 2.3 respectively indicating that the respondents disagreed with the item statements.

Research Question 2

How comprehensible are the English language textbooks to the students they are meant for?

Table 2a: Students' performance in the cloze test

Description	Test 1: New Concept English 1	Test 2: Comprehensive English 2
Average raw score	6.5	7.6
Mean score	42.53	48.4
Median score	50	50
Mode	53	67
Highest score	86	93
Lowest score	0	0

Table 2b: Interpretation of the students' cloze test results

Tests	Frustration level (0 -44%)		Instructional level (45 -55%)		Independent level (56-100%)	
	Number	%	Number	%	Number	%
1.	48	24	80	40	72	36
2.	40	20	83	41.5	77	38.5

Data in Table 2a and b show the performance and interpretation of the cloze tests. The percentages were obtained by dividing each number that fell within a particular range of score with the total number of students that wrote the test times (x) 100. It was obvious from the tables that greater percentage of the students fell within the instructional level than the other two levels, indicating that many of the students require explanations from the teachers to be able to read and comprehend the content of the textbooks.

Research Question three

How available are the English language textbooks at the junior secondary schools?

Table 3: Teachers' perception on the availability of the recommended English textbooks in junior secondary school

S/n	Item	SA	A	D	SD	No. of Resp	Total	Mean	Decision
1	The textbooks are readily available to the student in the market	24	12	24	8	30	68	2.3	Disagree
2	Most parents do provide the recommended	17	18	24	8	30	66	2.2	Disagree

	textbooks for their children in school								
	Cluster mean							2.25	Disagree

Data in Table 3 revealed that item No 1 has mean score of 2.3 while item No 2 has mean score of 2.2 respectively; with the cluster mean of 2.25 showing that the mean scores are below the cut-off point of 2.50. This means that the respondents disagreed with the statements.

Discussion of Findings

The findings of this study showed that the textbooks under study have balanced coverage of the content but not quite readable for the student as both fall mostly within the instructional level, which indicates that students need the assistance and guidance of the teachers in reading the textbooks for easy comprehension. This finding agrees with the similar findings of Rahmadhana, Indah and Suhardi (2019) that some students do not find their recommended English language textbooks interesting due to the difficulty they encounter in reading and comprehending them on their own. This indicates that this textbook is relatively difficult for the intended learners. It also buttresses the conclusion of Islam (2013) that textbooks should serve as a good guide for teachers to assist students to learn but negates the findings of Udenwa and Ikonta (2008) that textbooks should be made to be at the independent level of the students, where they should be able to read the textbooks quite often on their own.

Furthermore, the findings of the result showed that that greater percentage of the students fell within the instructional level than the other two levels, indicating that many of the students require explanations from the teachers to be able to read and comprehend the content of the textbooks. This finding is in tandem with the findings of Lodhi, Farman, Ullah, Gul, Tahira and Saleem (2019) that students do not have personal interest in reading their textbooks because they experience difficulty in understanding them. Consequently, they wait for the teachers in the classroom. However, textbooks should be structured in a way that students should independently read and comprehend them to improve their learning outcomes. The reason being that when recommended textbooks are designed to be at the independent level of the students, it may motivate them to read it on their own, which may as well improve the worrisome situation of poor reading culture which all education stake holders generally lament about.

Conclusion

Based on the findings, the researchers concluded that textbooks are invaluable and indispensable materials for students; without which much may not be achieved academically, socially and functionally. Also, students not having personal desire to read their recommended textbooks are not solely because of the difficulty level of the textbooks but rather the age-long poor reading culture among students still persists. This is evident in the finding that even the 36% and 38.5% that fall within the independent level of the two textbooks under study do not from the interview conducted and observation schedule

make conscious effort to read the textbooks on their own.

Recommendations

Based on the findings and conclusions of this study, it was recommended among others that:

1. The English language textbooks used in the junior secondary schools should be made more readable for intended learners.
2. Parents as well as government should make necessary efforts to ensure that the textbooks are made available for the students.

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NOMADIC EDUCATION AND NATIONAL SECURITY IN NIGERIA: CHALLENGES AND THE WAY FORWARD

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Abstract

This paper examined the nomadic education and the incidences of herdsmen attacks and national security issues in Nigeria and the way forward. The purpose of government is to protect the lives and property of Nigerians irrespective of tribe, religion or political affiliation. Nomadism is a form of agriculture that involved rearing of domesticated livestock which migrate in an established territory to find pasture for their animals. The Fulani are the largest semi-nomadic group in Nigeria. Over the years, they herd their animals across vast areas, frequently leading to conflicts and clashes with local farming communities in different parts of Nigeria. The conflicts have posed national security challenges in Nigeria. This paper examined nomadism as a national security challenge in Nigeria and the role of nomadic education in providing functional education for the nomads. The paper recommended that the nomadic education should be repositioned for effective delivery. It was also suggested that the three tiers of governments should come together to critically examine the conflicts between the nomads and host communities in order to take decisive measures for improved national security. Among the recommendations include, making the nomadic education functional and accessible,

sensitizing the nomads on the need for formal education, resolving disputes between the nomads and host communities early enough and the establishment of ranches and grazing areas as well as the passage of anti-grazing laws by the various governments in Nigeria.

Key words: Nomadism, Herdsmen, National Security, Challenges, Nomadic Education.

Introduction

Education is that process that enables people to acquire knowledge, skills, attitudes, interest, abilities, competence and the cultural norms of a society and is transmitted to the coming generations so as to enhance the development of the society (Ajayi, 2017). Education is a measure of development. The higher the level of a nation's educational attainment, the greater the level of its development (Alagbe, 2018). Education remains the catalyst of social change in that it is a medium through which societal norms and values could be transmitted to future generations (Akhueomonkhan, Raimi, & Dada, 2014). It is still a means through which economic growth, technological progress, and individual capacities could be boosted to the desired level for the overall national and or international development (UNESCO, 2014).

Pastoral nomadism is the traditional occupation of a large and distinct ethnic group known as the Bororo Fulbe (Fulani) and it is also the principal way of life of the Shuwa Arabs of Borno State (Husain, 2012). The Shuwa Arabs rear cows, goats and sheep around the shores of the Lake Chad. The recession of the lake recently has seriously affected their activities as they often follow the lake water as it recedes from the areas (Ajayi, 2017). The dominant groups that engage in pastoral nomadism are the Fulani, who keep cattle, sheep and goats and live in temporary camps across northern Nigeria. They produce locally dairy products such as fresh milk, sour milk (called *nono* in Hausa) and cow oil (called *man shanu* in Hausa) which are sold at local markets by their womenfolk. From July to December they operate in the northern zone and moving to the Southern Zone from December to June. However, in recent years, the Fulani are moving beyond the derived savannah to the forest zone of Southern Zone of Nigeria. This makes them to come in contact with the farming communities of the Southern Zone. The movement of the Fulani herdsmen towards Southern Nigeria is mainly attributed to the rapid depletion of natural fodder in Northern Nigeria due to the climate change in the world today. The herders are compelled to seek for pastures outside their traditional savannah vegetation zones. The Fulani herders have resorted to staying for long period in the Southern Nigeria where the rainy season lasts longer than the in Northern Zone. However, in the process of staying in the South Zone, they trespass on farmers' lands (Odua, 2016). This has resulted to series of clashes between the pastoralists and farmers in States such as Anambra, Cross River, Delta, Enugu, Imo and Oyo States.

The conflict between herdsmen and farmers is now increasing in frequency with deadly clashes between the two groups. The conflicts have also widened in geographical scope to

include not only the northern regions but also the middle belt and further in the southern part of Nigeria.

The objectives of this paper are to:

- i. highlight the Nomadic Education Programme in Nigeria
- ii. discuss the Security challenges associated with Nomadism
- iii. discuss the role of Nomadic Education on National Security
- iv. explain the role of Nomadic Education in checking insecurity in Nigeria
- v. provide the way forward in overcoming this National security challenges

Nomadic Education Programme in Nigeria

The aims of the Nomadic Education programme (NEP) in Nigeria are to provide access to quality basic education for nomads and equip them with skills and competencies to enhance their well-being and participation in nation building. The National Education Programme remains one of the key programmes of the Federal Government of Nigeria in its efforts to attain the Education for All (EFA) goals. The National Commission for Nomadic Education (NCNE) was established by Decree 41 of 1989 given the mandate to carry out the following functions towards the successful implementation of the National Education Programme:

- a. Formulate policies and issue guidelines in all matters relating to nomadic education in Nigeria.
- b. Provide funds for research and personnel development for the improvement of nomadic education and the development of programs on nomadic education.
- c. Determine standards of skills to be attained in nomadic education.
- d. Arrange for effective monitoring of agencies concerned with nomadic education.
- e. Establish, manage and maintain primary schools in the settlements carved out for nomadic people.
- f. Collate, analyze and publish information relating to nomadic education in Nigeria
- g. Ensure effective inspection of nomadic education activities in Nigeria
- h. Prepare reliable statistics of nomads and their children of school age and
- i. Act as the agency for channeling all external aid to nomadic schools in Nigeria.

These have aided the expansion and strengthening of access to basic education of the Nomads. With these laudable functions of Nomadic Education Programme in Nigeria, it is still faced with a lot of challenges. The challenges are discussed below.

Challenges in the Implementation of Nomadic Education Programme in Nigeria

Governments has shown commitment to the access to basic education and the provision of quality basic education to the nomads and other educationally disadvantaged groups in Nigeria. The major constraints to the Nomads participation in formal and non-formal education as identified by the National Commission for Nomadic Education (1989) are as follows:

1. The Nomads constantly move in search of water and pasture.

2. The Nomads use of child labour in their production system, thus making it extremely
 - a. difficult to allow their children to participate in formal schools
3. The irrelevance of the school curriculum towards the educational needs of Nomads
4. The Nomads operate largely in inaccessible physical environments
5. It is difficult for the nomadic people to acquire land and settle in one place due to the Land -tenue system.

The National Education Programme is also affected by many other problems such as defective policy, inadequate finance, faulty school placement, incessant migration of students, unreliable and obsolete data, cultural and religious taboos. According to Ibanga (2016), nomadic education in Nigeria suffers from multi-dimensional obstacles which include defective policies which have not been able to translate the objectives of the programme in to tangible realities.

National Security Challenges of the Practice of Nomadism

National security is the state of a nation being free from any harm or danger, criminal activities or violence. According to Oduah, (2016), the security of a nation could be perceived when such a nation feels safe and secured from any harm or danger, whereby the defence protection and preservation of core values and the absence of threat to acquire values prevail. Bashar, Sambo and Ibrahim (2017), stated that national security is the state being free from any threat to life and be capable of preserving the nation's core values in the society so as to enjoy a better life and benefit one's self, society and the nation at large. To this end, Nigeria as a multi-ethnic, multireligious, multi-linguistic, multi-cultural and multi-identity (Abdulrahman, 2016), recognizes and pledged more commitment towards providing equal education opportunities for all its citizens including the nomads.

National security is the requirement to maintain the survival of the state through the use of economic power, diplomacy, power projection and political power (Freebase, 2011). It is equally the absence of threats to the core values and the prevention of public disorder Idris, (2018). National security is only achievable if the schools that provide learning to the teeming students are properly managed. National security could never be fully achieved until every citizen knows his or her full responsibilities and this could be known through formal education in this case nomadic education.

The triggers of the incessant clashes between Fulani herdsmen and local farmers are often based on alleged trespass on farmlands for grazing purposes which destroys crops and farm lands. Disagreement over grazing routes, land issues and encroachment of cattle into the farmlands of the host communities are not always amicably settled leading to violent clashes. The two potential periods of conflicts with farmers in the Middle Belt and Southern Nigeria is from February to July during the hot dry season and the start of the rainy season (Ajayi, 2017). These are the two periods when the nomads are on the move and therefore

encounter settled farmers on the way. These are important for the watering of the cattle as they move in transit to and fro to the southern parts of Nigeria.

These conditions are fulfilled in areas where much of the land is under cultivation leading to conflicts with farmers (Dingba and Adamu, 2007). The Fulani nomads have settled in many states of the Middle Belt and Southern Nigeria where the length of the dry season is shorter and water is available along Rivers Niger, Benue and their tributaries where there is green vegetation to feed the cattle. These states include Niger, Kaduna, Plateau, Nasarawa, Adamawa, Taraba, Benue and the Southern State of Enugu, Imo, Ebonyi, Cross River and River States.

These recurring conflict situations and clashes have become a national security challenge in Nigeria. The Fulani pastoralists or farmers conflicts have posed serious security challenges because for decades governments at Local, State and Federal level have not been able to overcome these challenges. The conflicts continue leading to disruption of peaceful co-existence, destruction of properties, loss of lives and displacement of people from their homes and villages to internally displaced camps scattered across Nigeria. Among the national security challenges of the practice of Nomadism include the following. The security of lives is a common occurrence in the areas where the conflicts between the pastoralists and farmers occurred. According to Usman (1999) 69 people lost their lives while 99 people were injured from bow and arrow shots as a result of these clashes in Jigawa State from 1993 - 1995. In Taraba State 266 people were killed and 350 others were injured between April to June, 2014. (Mac-Leva, 2014). The Fulani and Agatu clashed in Benue State leading to the loss of 50 people (Okoli & Atelhe, 2014). In June 2018 Fulani herdsmen killed 86 people in Plateau State as retaliation over the killing and theft of 300 cows by the Birom youths. According to Aliyu, Ikinma and Akinwande (2018), seven villages were attacked in Nimbo, Uzo-Uwani Local Government Area of Enugu state on April 25, 2018 resulting in the death of 40 persons while in June 20, 2018, 59 persons were killed in Ugundu, Turo and Garbo-Nenzev in Logo Local Government Area of Benue state. According to Madubueze, Okafor, Okpalaibe and Umetiti (2020), 141 persons were killed on February 11, 2019 in Kajaru Local Government Area of Kaduna state.

The Nomads and farmers clashes have resulted in the destruction of properties worth millions of naira in various parts of Nigeria. Such properties include household properties, motor vehicles, motorcycles and many houses and huts, farmlands and food barns, economic trees, and several valuable items belonging to the host communities. Okoli and Atelhe (2014), stated that in Nasarawa State, many properties including houses, motor vehicles, homesteads, and household properties were burnt as a result of the pastoralist and farmers clashes in the State.

Fulani herdsmen attack has resulted in population displacement and social dislocation which is evident in the proliferation of Internally Displaced Persons (IDPs) in the country. Alagbe (2018) reported that from January 2015 to February 2017, at least 62,000 people were displaced in Kaduna, Benue, and Plateau states. Burning down of houses, huts,

homesteads are one of the security challenges associated with the clashes between the two groups thus creating displaced camps. Okoli and Atelhe (2014) stated along a border area of Benue and Nasarawa States, more than 1,000 homesteads were destroyed after a reprisal attack by Fulani herdsmen due to the killing of a traditional ruler and four others. The destruction of houses usually displaced thousands of people especially those who manage to escape the bloodsheds who are then become IDPs in schools, palace of the traditional ruler or public places.

Destruction of farmlands by cattle results in poor harvests. Many farmers lost part or whole of their crops which means reduced yields and low income on part of the farmers (Ofuoku & Isife, 2009). The Fulani herdsmen trespass into farmlands of people thereby destroying the farmlands as the farm produce are destroyed. This means low agricultural productivity in the following harvest season (Okoli and Atelhe, 2014).

The Nomads always retaliate any attack on them or killing of their cows. This has resulted in endless or continuous circle of violent attacks. On 8th September 2017 Anchau village was attacked by Fulani militia leading to the injury of 19 people and the attack was a reprisal over the killing of a boy.

Role of Nomadic Education in Checking Insecurity in Nigeria

Education plays a significant role in national security. According to Nandi (2013), education helps in developing intelligent social actors with the ability to make rational decisions and act intelligently. Education helps to address issues of poverty, violent crimes and illiteracy. It provides the platform for the moral personality of man and equips learners with the skills of moral judgment that in turn guides one's actions and behaviours. Quality education also promotes the spirit of nationalism and patriotism among youths. Through education, it has been discovered that youths develop positive attitudes of togetherness, comradeship and cooperation towards the entire nation. UNESCO (2014) stated that "No development can be possible without humans, and no humans can reach development without quality education". Thus, proper management of nomadic education in Nigeria will go a long way in improving development and enhancing nation security in the country.

According to Olaniyan (2016), for a nation to be developed and secured, there must be a very considerable proportion of trained educated citizens in that nation not only to act as doctors, engineers, teachers, agriculturist, scientists, and the likes, but also to create a new class sufficiently large and strong to establish its own values of justice, security, selection on merit, flexibility, empiricism and efficiency. To attain this situation the education system including Nomadic education must be practical and very functional in its management. Therefore, quality education is the primary agents of national security and development for bringing the vision of society into reality. According to Mac-leva (2014), quality formal, informal and indigenous education from the grass root level, will reduce these security threats/challenges such as terrorism, riots/civil unrest, demonstrations, intolerance, cult-related criminal acts, religious intolerance, arm robbery, intra and inter-ethnic strife, drug trafficking, human trafficking, kidnapping, hijacks and many other vices

threatening lives and properties. Commenting on the indispensability of quality education to national security, Ozoemena (2016) stated that quality education is expected to help preserve and refine society so that it will be a congenial place for individual members to live and work happily in peace to ensure sustainable development, security and stability of the nation.

The Way Forward

The conflict between the Nomads and host communities occurs in every part of the federation and thus impedes national security and peaceful co-existence of the citizenry. To control this national security challenges imposed by these incessant clashes, these strategies are recommended:

1. The Federal Government should intensify more efforts in making Nomadic education more functional and accessible to the Nomadic children to attend by increasing funding and training more teachers for the programme.
2. Efforts should be made to sensitize the Nomads on the need for the education of their children and not to engage them as child labour in their profession. This will create room for the emergence of educated nomads who will practice their vocation in line with global standards.
3. Governments should resolve disputes between the Nomads and host communities early enough to avoid escalation at the village level within each local government area.
4. Traditional rulers should be strengthened by Government to resolve conflicts between nomads and host communities at the local levels without resorting to the use of courts and the Police activities.
5. Government should encourage Nomads to establish ranches and grazing areas for their cows to reduce their clashes between host communities in a part of the country,
6. The enactment of anti-open grazing laws by various Governments across the country will reduce drastically the incessant clashes between the Nomads and the host communities.
7. The presence of security personnel should be increased in the rural areas where most of the clashes between the Nomads and host communities occurred.
8. Community policing and local vigilante groups should be established and encouraged in various communities and people in the communities must support the activities of the law enforcement agents particularly the Police to forestall any breach of peace.
9. Governments at all levels should ensure that the relationship between nomads and host communities are improved for mutual coexistence.
10. Nomads should be disarmed. In other words government should stop them from carrying arms and ammunitions so that they cannot shoot members of their communities upon every slightest misunderstanding.

Recommendations

1. Nomadic education should be repositioned and made accessible to achieve national security in Nigeria.
2. Government at all levels, nomads, host communities and international organizations should address this issue of continuous clashes in order to find lasting strategies to overcome the challenges so as to avoid the consequences on national security, ethnic, political, religious and food security in Nigeria.

Conclusion

The practice of nomadism has constituted a national security threat in Nigeria. Pastoral nomadism has led to conflicts and violent clashes in both the northern and southern parts of the country which has resulted in loss of lives, destruction of houses, farmlands and resultant food scarcity in the country.

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