

Socio-Cultural Factors Influencing Nomadic Pupils' Drop Out Rate Of Nomadic Primary Schools In Gombe State, Nigeria.

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Abstract : *Nigeria's drive toward universal basic education, calls for an investigation into the socio-cultural factors influencing nomadic pupils' Dropout rate in nomadic primary schools in Gombe State. The study , answered one research questions, and tested four null hypotheses. A descriptive survey research design was adopted. The research was anchored on two theories: Albert Bandura's Social Cognitive Theory (1986) and Pierre Bourdieu's Cultural Capital Theory (1986), which explain how environmental, behaviors, and cultural factors shape educational participation. The population comprised 807 teachers across 104 nomadic primary schools in Gombe State, Nigeria. The sample size of 262 nomadic teachers was considered using the Research Advisor Table,2006. Data gathered using Nomadic Seasonal Migration Rating Scale (NSMRS), Gender Roles Rating Scale (GRRS), Early Girl Marriage Rating Scale (EGMRS), Nomadic Household Responsibilities and Pupils' School dropoutrate Questionnaire (NHRPSAQ), Proforma dropout rate for Nomadic Pupils. These instruments were subjected to face and content validity by experts in Early Childhood Education and Measurement and Evaluation. Reliability was established using internal consistency with Cronbach's Alpha, resulting in coefficients of 0.82 (NSMRS), 0.79 (GRRS), 0.81 (EGMRS), 0.84 (NHRPSAQ), 0.76 (Dropout rate Proforma), . Mean frequency and percentages were employed for attendance levels, and linear regression analysis for attendance influences. The findings revealed that school dropout rate among nomadic pupils was moderate (Mean=65.24), Seasonal migration significantly influenced dropout ($R=0.137$; $p=0.026$) $p=0.012$). Nomadic gender roles significantly influenced dropout ($R=0.240$; $p=0.001$); $p=0.008$). Early girl marriage also had significant influence on dropout ($R=0.166$; $p=0.007$) Similarly, nomadic household responsibilities significantly influenced attendance ($R=0.177$; $p=0.004$). The study concluded that socio-cultural factors play a crucial role in determining school dropout among nomadic pupils. It was recommended that government should strengthen mobile-schooling systems, implement culturally responsive curricula, intensify community sensitisation on the value of education, discourage child marriage practices, and provide flexible learning schedules tailored to nomadic lifestyles*

Keywords: Sociocultural factors, Nomadic pupils, School dropout, Nomadic primary school.

Introduction

Education is widely recognised as a fundamental right and a vital tool for social and economic development, which was said to be given for free to early learners; however, not all children have equal access to this education in Nigeria, particularly those from nomadic communities whose lifestyles and cultural practices often conflict with formal schooling. In Nigeria, nomads migrate seasonally, tracing grazing routes that shift with rainfall patterns and pasture availability. Their movements weave expansive networks across savannahs and river valleys, sustaining livestock and preserving age-old cultural rhythms, which makes the government implement different strategies, such as nomadic education and even sectors on it. Despite that, serious challenges are posed as many pupils from nomadic families are unable to attend school regularly or complete their education, which could be due to the influence of sociocultural factors.

Nomadic pupils in Nigeria face substantial educational challenges due to their mobile lifestyles and sociocultural factors, which may hinder their access to formal education. According to recent report from The Cable in April 2025 reported that the estimated 50 million nomads in Nigeria include farmers, fishermen, and pastoralists who mostly depend on cultural or traditional way of nomads and leaving school behind. Despite efforts to address teacher shortages and nomadic community needs through flexible curricula, barriers like inadequate funding, cultural obstacles, and security concerns hinder their effectiveness.

These socio-cultural factors, such as nomadic seasonal migration, nomadic gender roles, nomadic early girl marriage and nomadic household responsibilities, influence are surrounded in the everyday life, belief systems, and communal practices of nomadic communities (Bello & Mohammed, 2022). Several socio-cultural factors influence the attendance and dropout of nomadic pupils, including cultural beliefs, religious practices, traditional values such as gender roles, early marriage practices, nomadic lifestyle and seasonal migration, as well as parental attitudes toward western education (Umar & Tahir, 2019). Language barriers, the community's value placed on formal education, peer influence, and social expectations further shape school participation (Yusuf, 2021). Household responsibilities assigned to children, the influence of extended family or clan structures, and the extent to which the curriculum reflects their culture also play significant roles. Moreover, the level of support from community leadership, attitudes towards female education, and traditional mechanisms of conflict resolution and discipline often determine whether children remain in school or not (Ezeomah, 2020). Hence, the researcher sees seasonal migration, gender roles and early marriage, household responsibilities as the core socio-cultural factors to be discussed, which are affecting the pupils' attendance and dropout rate of the nomadic pupils as they are the most affected by the attendance and dropout rate

Seasonal migration is one of the fundamental cultural inclinations for pastoral lifestyles, which is difficult to pass by. This manner of life has significant roots in tradition in many nomadic tribes, where formal schooling is frequently subordinated to livestock herding and associated economic pursuits. This cultural outlook often leads to a lack of support for the education of children, as many parents believe that education is unnecessary for the continuation of their livelihood (Alhaji et al., 2018). Consequently, parental involvement in schooling is low, and children are frequently kept out of school to assist with herding or other family responsibilities, which contributes significantly to the high rates of absenteeism and dropout among nomadic pupils. The deeply ingrained cultural norm of prioritising economic survival over formal education further entrenches educational inequalities for these children.

In Northern Nigeria, girls are often married at a young age, between the ages of 12 to 14, which results in their withdrawal from school to fulfil marital and domestic responsibilities. Early marriage thus shifts the focus of girls from education to family obligations, significantly disrupting their schooling (Kyari & Ayodele, 2024). This practice not only hinders the educational advancement of girls but also perpetuates gender disparities in education. The expectation that girls will marry early often diminishes their educational opportunities, making education a secondary priority to fulfilling family and marital duties. The societal acceptance of early marriage as a norm further compounds the challenge of achieving educational equality for nomadic girls, contributing to their higher dropout rates compared to boys.

Household responsibilities within nomadic families impact children's participation in education, particularly in terms of attendance and dropout rates. Children, especially girls, are often tasked with caring for younger siblings, fetching water, and assisting with animal herding, all of which limit their time and energy for formal schooling (Fareo & Ateequ, 2020). The high demand for labour within nomadic households often leads to irregular school attendance, as children are pulled out of school to assist with these essential household tasks. In the context of a mobile pastoralist lifestyle, where survival often depends on the ability to manage household duties, education becomes a lower priority.

populations. As such, the integration of culturally responsive educational frameworks and community-led advocacy remains essential. This study, therefore, investigates the sociocultural factors that shape patterns and contribute to dropout rates among nomadic pupils in primary schools across Gombe State, Nigeria.

Statement of the Problem

In Nigeria, the problem of high dropout rates among nomadic pupils has remained persistent despite several educational interventions. A proportion of nomadic school-age children are either not enrolled in school or fail to complete basic education, with Gombe State recording particularly alarming trends. Educational reports indicate that less than 35% of nomadic pupils in the state complete primary education, reflecting a critical gap between school enrolment and completion among this population. This situation is further compounded by a high number of out-of-school children across educational levels, as recent Annual School Census (2018–2021) show a concerning rise in the number of out-of-school children across multiple education levels in Gombe State: pre-primary (344,403; 55.2%), primary (78,676; 12.6%), junior secondary (190,201; 30.5%), and senior secondary (11,136; 1.8%). Of the 624,416 children out of school in Gombe, around 300,000 are girls, underscoring the persistent gender disparity and the need to understand the socio-cultural underpinnings of this educational gap.

The persistence of this problem has serious implications for both individual and societal development. Large numbers of nomadic children are being denied access to continuous and meaningful education, thereby limiting their literacy levels, social integration, and future economic opportunities. The problem is more pronounced among girls, who are disproportionately affected, resulting in widening gender disparities in access to education and long-term development outcomes. With the introduction of various government initiatives such as mobile schools, flexible school calendars, nomadic teacher deployment, and culturally adapted curricula, the problem of high dropout rates among nomadic pupils persists. This suggests that existing interventions have not adequately addressed the underlying issues affecting school participation among nomadic populations.

Evidence indicates that socio-cultural realities, such as nomadic lifestyle patterns, early marriage practices, and household responsibilities, may be strongly associated with this persistent educational problem. However, there is limited empirical understanding of how these socio-cultural factors specifically influence school attendance and dropout among nomadic pupils in Gombe State. Therefore, the continued prevalence of high dropout rates among nomadic pupils, despite ongoing interventions, presents a critical educational problem that requires further investigation. This study, therefore, seeks to examine the socio-cultural factors influencing nomadic pupils' dropout rates in nomadic primary schools in Gombe State.

Research Questions

The following research questions were raised and answered

1. What is the extent of the school dropout rate among nomadic pupils in Gombe State

The following null hypotheses were formulated and tested.

1. **H₀₁:** There is no significant influence of seasonal migration on nomadic primary school pupils' dropout rate in Gombe state.
2. **H₀₂:** There is no significant influence of nomadic gender roles on nomadic primary school pupils' dropout rate in Gombe state.

3.H₀₃: There is no significant influence of nomadic early girl marriage on nomadic primary school pupils' dropout rate in Gombe state.

4.H₀₄: There is no significant influence of nomadic households on nomadic primary school

METHODOLOGY

This study adopted a descriptive survey research design to explore socio-cultural factors influencing the drop out rate of nomadic pupils in primary schools in Gombe State, Nigeria. The study covered 807 teachers in 104 nomadic Primary schools in Gombe State. The sample size of the study consisted of 262 nomadic teachers who were considered for the study with the help of a research advisor in 2006. Two instruments were used for this study include: Socio-Cultural Factors Influencing Nomadic Pupils' dropout rate in Nomadic Primary Schools Questionnaire (SCFINPANPS), Gender Roles and Nomadic Pupils' School dropout rate Questionnaire (GRNPSAQ), Early Girl Marriage and School dropout rate Questionnaire (EGMSAQ), Proforma dropout rate for Nomadic Pupils. The instruments were subjected to both face and content validity. Copies of the instruments were presented to the researcher, supervisor, experts in the fields of Early Childhood and Primary Education, as well as Test, Measurement, and Evaluation, all within the Faculty of Education, Kwara State University, the reliability of the instruments was established using the internal consistency reliability method. The reliability was conducted before the main data collection phase to ensure the dependability of the instruments. This involved administering the instruments to 20 nomadic schools in Nafada Local Government Area of Gombe State. The researcher formally obtained an introductory letter from the Head of Department of Early Childhood and Primary Education, Faculty of Education, Kwara State University, malete. Data collected for the study were analysed using both descriptive and inferential statistical techniques. Descriptive statistics of mean, standard deviation were used to answer research question raised, inferential statistic of linear were used to formulate hypothesis question formulated and tested at 0.05 level of significant.

RESULTS

Research Question One: What is the extent of the school dropout rate among nomadic pupils in Gombe State?

Table 1: Table showing the extent of school dropout among nomadic pupils in Gombe State

Dropout	Frequency	Percentage	Remarks
Still in school	95	36.3	The extent of the school dropout rate among nomadic pupils in Gombe State was moderate.
Not in school	167	63.7	
Total	262	100.0	

Key: 1.00 – 40.99 = Low Extent 41.00 – 70.00 = Moderate Extent High Extent: 71.00 – 100.00

Table 1 shows the extent of school dropout rate among nomadic pupils in Gombe State. Ninety-five (95) of the nomadic pupils, representing 36.3%, were still in school, while one hundred and sixty-seven (167) of the nomadic pupils, representing 63.7%, were not in school. From the analysis above, it is evident that the extent of school dropout rate among nomadic pupils in Gombe State was a moderate extent.

Hypothesis One: There is no significant influence of seasonal migration on nomadic primary school pupils' dropout rate in Gombe state

Table 2: Summary of linear regression analysis of the influence of seasonal migration on nomadic primary school pupils' dropout rate in Gombe state

Model	N	R	R Square	Adjusted R-Square	F-cal.	P-value
1	262	0.393	0.155	0.133	6.957	0.012

Dependent Variable: Dropout rate

Source: Field Survey 2026

Table 2 summarises the regression results on the influence of seasonal migration on nomadic primary school pupils' dropout rate in Gombe state. The result indicated that there was a significant influence of seasonal migration on nomadic primary school pupils' dropout rate ($R = 0.393$) while the R-squared is 0.155, which means that the independent variable (Seasonal Migration) explained

15.5% variations of the dependent variable (Dropout rate). Thus, this is an accurate reflection that seasonal migration significant influence nomadic primary school pupils' dropout rate in Gombe state ($F_{262} = 6.957$, $p = 0.012$)

Table 2: Table of coefficients

Dependent Variable: Dropout rate

Source: Field Survey 2025

Model	Unstandardized Coefficient		Standardized Coefficient	T	Sig.	95% Confidence Interval	
	B	Std. Error	Beta			Low/Bound	Up/Bound
1 (Constant)	87.004	19.230		4.524	.001	48.074	125.934
Migration	3.328	1.262	.393	2.638	.012	5.882	.774

The test of coefficient results, as presented in Table 12, showed that seasonal

migration significant influence nomadic primary school pupils' dropout rate in Gombe state ($B = 3.328$; $t_{(261)} = 2.638$, $P = 0.012$). It indicated that at 5% level of significance, there was enough evidence that the regression equation specified that seasonal migration significant influence nomadic primary school pupils' dropout rate in Gombe state. Based on this, the null hypothesis was rejected, and it was concluded that seasonal migration significant influence nomadic primary school pupils' dropout rate in Gombe state.

Hypothesis Two: There is no significant influence of nomadic gender roles on primary school pupils' dropout rate in Gombe state.

Table 3: Summary of linear regression analysis of the influence of nomadic gender roles on primary school pupils' dropout rate in Gombe state

Model	N	R	R Square	Adjusted R-Square	F-cal.	P-value
1	262	0.284	0.221	0.219	.268	0.008

Dependent Variable: Dropout rate

Source: Field Survey 2025

Table 3 summarises the regression results on the influence of nomadic gender roles on primary school pupils' dropout rate in Gombe state. The result indicated that there was a significant influence of nomadic gender roles on nomadic primary school pupils' dropout rate ($R = 0.284$), while the R-squared is 0.221, which means that the independent variable (Nomadic Gender Roles) explained 22.1% variations of the dependent variable (Dropout rate). Thus, this is an accurate reflection that nomadic gender roles significantly influence nomadic primary school pupils' dropout rate in Gombe state ($F_{262} = .268$, $p = 0.008$)

Table 3: Table of coefficients

Model	Unstandardized Coefficient		Standardized Coefficient	T	Sig.	95% Confidence Interval	
	B	Std. Error	Beta			Low/Bound	Up/Bound
1 (Constant)	26.833	18.770		1.430	.001	11.164	64.831
Gender	.667	1.288	.284	.518	.008	1.940	3.273

Dependent Variable: Dropout rate

Source: Field Survey 2025

The test of coefficient results as presented in Table 3 showed that nomadic gender roles significantly influence nomadic primary school pupils' Attendance in Gombe state ($B = .667$; $t_{(261)} = .518$, $P = 0.008$). It indicated that at 5% level of significance, there was enough evidence that the regression equation specified that nomadic gender roles significantly influence nomadic primary school pupils' dropout rate in Gombe state. Based on this, the null hypothesis was rejected, and it was concluded that nomadic gender roles significantly influence nomadic primary school pupils' dropout rate in Gombe state.

Hypothesis Three: There is no significant influence of nomadic early girl marriage on primary school pupils' dropout rate in Gombe state.

Table 4: Summary of linear regression analysis of the influence of nomadic early girl marriage on primary school pupils' dropout rate in Gombe state

Model	N	R	R Square	Adjusted R-Square	F-cal.	P-value
1	262	0.324	0.226	0.224	.074	0.017

Dependent Variable: Dropout rate

Source: Field Survey 2025

Table 4 summarises the regression results on the influence of nomadic early girl marriage on primary school pupils' dropout rate in Gombe state. The result indicated that there was a significant influence of nomadic early girl marriage on nomadic primary school pupils' dropout rate ($R = 0.324$), R-squared is 0.226, which means that the independent variable (Nomadic Early Girl Marriage) explained 22.6% variations of the dependent variable (Dropout rate). Thus, this is an accurate reflection that nomadic early girl marriage significant influence nomadic primary school pupils' dropout rate in Gombe state ($F_{262} = .074p = 0.017$)

Table 4: Table of coefficients

Model	Unstandardized Coefficient		Standardized Coefficient	T	Sig.	95% Confidence Interval	
	B	Std. Error	Beta			Low/Bound	Up/Bound
1 (Constant)	35.219	5.101		6.904	.001	24.893	45.545
Gender	.084	.308	.244	.271	.017	.541	.708

Dependent Variable: Dropout rate

Source: Field Survey 2025

The test of coefficient results as presented in Table 4 showed that nomadic early girl marriage significant influence nomadic primary school pupils' dropout rate in Gombe state ($B = .084$; $t_{(261)} = .271$, $P = 0.017$). It indicated that at 5% level of significance, there was enough evidence that the regression equation specified that nomadic early girl marriage significant influence nomadic primary school pupils' dropout rate in Gombe state. Based on this, the null hypothesis was rejected, and it was concluded that nomadic early girl marriage significant influence nomadic primary school pupils' dropout rate in Gombe state.

Hypothesis Four: There is no significant influence of nomadic households on primary school pupils' dropout rate in Gombe state.

Table 5: Summary of linear regression analysis of the influence of nomadic households on primary school pupils' dropout rate in Gombe state

Dependent Variable: Dropout rate

Source: Field Survey 2025

Table 5 summarises the regression results on the influence of nomadic households on primary school pupils' dropout rate in Gombe state. The result indicated that there was a significant

Model	N	R	R Square	Adjusted R-Square	F-cal.	P-value
1	262	0.175	0.106	0.121	.216	0.045

influence of nomadic household on nomadic primary school pupils' dropout rate ($R = 0.175$), while the R-squared is 0.106, which means that the independent variable (Nomadic Household) explained 10.6% variations of the dependent variable (Dropout rate). Thus, this is an accurate reflection that the nomadic household significant influence nomadic primary school pupils' dropout rate in Gombe state ($F_{262} = .216p = 0.045$)

Table 5: Table of coefficients

Model	Unstandardized Coefficient		Standardized Coefficient	T	Sig.	95% Confidence Interval	
	B	Std. Error	Beta			Low/Bound	Up/Bound
1 (Constant)	44.444	17.216		8.677	.014	9.592	79.297
Gender	.556	1.196	.175	2.898	.045	2.977	1.866

Dependent Variable: Dropout rate

Source: Field Survey 2026

The test of coefficient results, as presented in Table 10, showed that nomadic household significant influence nomadic primary school pupils' dropout rate in Gombe state ($B = .2556$; $t_{(261)} = 2.898$, $P = 0.045$). It indicated that at 5% level of significance, there was enough evidence that the regression equation specified that nomadic household significant influence nomadic primary school

pupils' dropout rate in Gombe state. Based on this, the null hypothesis was rejected, and it was concluded that nomadic household significant influence nomadic primary school pupils' dropout rate in Gombe state.

Discussion of the findings

The first finding of the study also revealed that the extent of school dropout rate among nomadic pupils in Gombe State was moderate. This means there is a mid-level of drop out among nomadic pupils in Gombe State, and many of the pupils finish their primary education. This moderate number of nomadic pupils in Gombe State could be a result of the immobility of the nomadic people, unlike before, when they travelled without returning to a certain place. The nomads of nowadays now have villages and towns, where they return after a long travel. This study is in line with the study of Buba and Hassan (2025), who explored dropout issues among Fulbe nomadic students in Nigeria. The findings revealed that schooling among Fulbe nomads contributed moderately and positively to social change, particularly in shaping learning processes, values, and conduct. Also, Ibrahim et al (2025), found that the influence of school-on-wheel programme of nomadic education on pastoralists' children's school enrolment and retention in Gombe State, Nigeria, which found that the retention rate was moderate. This revealed the extent of changes in the quantity of dropout rate in Fulbe compared to earlier. Meanwhile, the findings are not in line with the study of Jibrin et al. (2024), who revealed that many nomadic parents were reluctant to enrol or retain their children in school due to the perception that formal education contradicts or does not align with their religious and cultural values. More so, Ibara and Okogbaa (2021) discovered that the universalisation of access to basic education cannot be achieved without adequately addressing the educational needs of nomadic and other marginalised groups, emphasising the high level of dropout among nomadic groups in Nigeria.

The findings of the study revealed that seasonal migration significantly influences nomadic primary school pupils' dropout rate in Gombe State. This means that the regular movement of nomadic families in search of pasture, water, or better environmental conditions affects whether pupils remain in school or eventually drop out. When families migrate from one place to another during certain seasons, children often have to move with them, which interrupts their schooling and may lead to permanent withdrawal from school. Such a result may be attributed to the pastoral lifestyle of nomadic communities, where migration is essential for livestock survival, as well as the lack of stable schooling structures that can accommodate mobile populations. Economic survival needs and limited access to flexible education programmes may further worsen the situation, making it difficult for pupils to maintain continuous schooling. This finding aligns with the study by Abubakari (2024), which found that the mobility of pastoral nomadic families and the inaccessibility of schools significantly hindered the participation and retention of Fulani children in primary education. It also supports the work of Raziq and Popat (2023), who reported that seasonal migration disrupts access to essential services, including education, thereby contributing to school discontinuity among nomadic children. However, the finding partially contrasts with the study of Mohammed and Umoru (2025), which suggested that innovative programmes such as the School-on-Wheel initiative can help improve access to education for pastoralist children, even though such programmes were found to be more effective in improving enrolment than in sustaining retention.

The findings of the study revealed that nomadic gender roles significantly influence nomadic primary school pupils' dropout rate in Gombe State. This indicates that the culturally defined responsibilities and expectations assigned to boys and girls within nomadic communities contribute to whether pupils remain in school or eventually withdraw. In simple terms, children may drop out of school because they are expected to fulfil traditional roles such as herding livestock for boys or handling domestic chores, childcare, and preparation for marriage for girls. These responsibilities often compete with school activities and may lead parents to prioritise traditional duties over formal education. Such a result may be attributed to deeply rooted cultural norms, patriarchal family structures, and the economic reliance on family labour within pastoral communities, where children's contributions to household livelihood are considered essential. This finding aligns with the study of Fareo and Ateequ (2020), which reported that cultural practices and gender expectations in nomadic communities often lead to school dropout, especially among girls who are withdrawn from school for marriage and domestic responsibilities. Similarly, the study by Odalonu et al. (2024) supports this finding by showing that patriarchal structures and gender-biased social norms limit educational opportunities for women and girls in pastoralist communities. However, the finding partially contrasts with the work of Mani et al. (2024), which revealed that empowering women through education, cooperative participation, and improved access to resources could gradually reduce the restrictive effects of traditional gender roles within pastoralist societies.

The study found that early marriage among girls in nomadic communities significantly influence dropout rate among nomadic primary school pupils in Gombe State. This indicates that the practice of marrying girls at an early age contributes to their withdrawal from school before completing their primary education. In simple terms, when girls are married early, they are often expected to assume responsibilities as wives and mothers, which makes it difficult or impossible for them to continue attending school. Such a situation may occur due to strong cultural traditions within nomadic communities that prioritise marriage and family roles for girls over formal education. Economic pressures, parental beliefs, and the perception that educating girls offers little benefit compared to marriage may also encourage families to withdraw their daughters from school. This finding aligns with the study of Fareo and Ateequ (2020), which reported that early marriage and related cultural practices significantly contribute to school dropout among girls in nomadic communities. Similarly, the work of Lowe et al. (2021) supports this finding by showing that entrenched gender norms and socio-economic conditions in pastoralist communities sustain the practice of child marriage, thereby limiting girls' access

to education. However, the findings contrast with the perspective of Chukwuemeke et al. (2018), who emphasised that increased advocacy, policy enforcement, and educational empowerment programmes can help reduce early marriage and encourage girls to remain in school.

The findings of the study revealed that nomadic households significantly influence nomadic primary school pupils' dropout rate in Gombe State. This means that the structure, lifestyle, and responsibilities within nomadic families affect whether children remain in school or eventually withdraw from it. Many pupils from nomadic households may drop out of school because they are required to assist their families in livelihood activities such as cattle rearing, migration in search of pasture and water, and other domestic responsibilities that compete with schooling. Additionally, the frequent movement of nomadic families and limited parental emphasis on formal education may disrupt pupils' continuity in school, thereby increasing the likelihood of dropping out. This finding aligns with the study of Wakhisi et al. (2025), which reported that parental migration and nomadic practices negatively affected girls' education in Kenya, with many pupils repeating classes or dropping out due to movement and unstable learning environments. It is also consistent with the work of Abdulrahman (2016), who observed that the mobile lifestyle and livelihood patterns of nomadic households create major barriers to sustained school participation among nomadic children in Nigeria.

Conclusion

The findings of this study revealed that the extent of school dropout rate was also moderate. This indicates that although a reasonable number of nomadic pupils are not attending school, a considerable proportion still disengage from the educational system. The study further established that socio-cultural factors, seasonal migration, nomadic gender roles, early girl marriage, and nomadic household responsibilities have a significant influence on school dropout rate among nomadic primary school pupils in Gombe State. Specifically, each of these factors was found to significantly affect pupils' ability to attend school regularly and their likelihood of dropping out. Based on these findings, it can be concluded that socio-cultural factors play a crucial role in determining school dropout among nomadic pupils in Gombe State.

Recommendations

The following recommendations were made based on the findings of the study.

1. Teachers should implement retention strategies, such as counselling, to reduce dropout rates in Gombe State.
2. School administrators should help National Commission for Nomadic Education achieve flexible academic calendars and mobile classrooms to reduce dropouts due to seasonal migration.
3. Parents should promote gender-sensitive education/talk that ensures equal participation and retention of both boys and girls.
4. Community leaders should discourage child marriage practices and provide support programmes that encourage and sustain girls' school attendance.
5. Community stakeholders should create awareness of the importance of education and take active steps to reduce child labour within nomadic households

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