

DR AWUSA A S

JOURNAL OF ACADEMICS

Volume 7

No 1

2012

Published by
ASSOCIATION OF NIGERIAN ACADEMICS (ANA)

*First International
2002-2012*

JOURNAL OF ACADEMICS

A MULTIDISCIPLINARY JOURNAL

VOLUME 7, NO. 1, 2012.

ISSN 1597-9083

**PUBLISHED BY
ASSOCIATION OF NIGERIAN ACADEMICS (ANA)**

JOURNAL OF ACADEMICS, 2012

EDITORIAL BOARD

Editor-In-Chief

Prof. A.O. Afemikhe, University of Benin, Benin City.

Consulting Editors

Revd. Prof. Mon. Nwadiani, University of Benin, Benin City.

Prof. A.U. Omoregie, Ambrose Alli University, Ekpoma.

Prof. G.C. Nzelibe, Delta State University, Abraka.

Prof. C.I. Ajuwa, Ambrose Alli University, Ekpoma.

Editors

Prof. E.O. Imhanlahimi (Managing), Ambrose Alli University, Ekpoma

Prof. E.O.S. Iyamu, University of Benin, Benin City.

Prof. O.J. Imahe, Ambrose Alli University, Ekpoma.

Dr. T.E. Agboghroma, Delta State University, Abraka.

Subscriptions and Business Correspondence should be addressed to Prof. E.O. Imhanlahimi (Managing Editor, Journal of Academics), Department of Curriculum and Instruction, Faculty of Education, Ambrose Alli University, P.M.B. 14, Ekpoma, Nigeria.

TABLE OF CONTENT

Students and Teachers Perception of the Efficacy of Christian Religious Education in Curbing Examination Malpractice. Okafor, Mary, I. -----	1-11
Computerization of Results in Primary Education in Delta State. Dr. Idiaghe, J.E. -----	12-19
Politics and Its Effects on Adult Education in Nigeria. Mrs. B.O. Agbonkonkon and Mrs. M.E. Olaye -----	20-29
Adult Education as an Instrument for Social Re-Orientation and Self-Reliance. Ikpea Violet A. and Asabor, B.M. -----	30-36
Nutrient, Mineral Composition and Educational Properties of Cowpea. Kadiri Daniel -----	37-51
Science and Technology Education for Economic Development and Self-Reliance in Nigeria in the 21 st Century. Dr. P.O. Uhumuavbi and Mrs. J.A. Mamudu -----	52-66
Mathematics Education Towards Self-Reliance and Sustainable Economic Growth in the 21 st Century. Osemwenkha, S.O. -----	67-73
Globalization and the challenge for Nigeria's Development in the 21 st Century. Nwanosike, O.F. -----	74-89
Relativization in Isekiri. Orru, M.H. -----	90-97
Poverty Reduction and Self-Reliance: The Christian Perspective. Bitrus Gado -----	98-111
Management and Administration of Nigeria University Educational System: Problems, Challenges and Ways Forward. Abraham O. Gbadebo -----	112-122
Risk Management in Internet Banking. S.O. Osakwe and A. Nwaezeigwe. -----	123-134
The Role of Information and Communication Technology (ICT) in Office Management Profession. S.O. Osakwe, Ekeata Akhilele and G.C. Nwoko -----	135-147

Understanding Federalism in Nigeria (1954-2007). Omonbude, T.O. and Odion Howardson A.O.	148-157
Analysis of Performance of Students from Private and Public Primary Schools in JSS I: A Way of Enhancing the UBE Programme. Irighweferhe, U.S.	158-165
An Awareness of the Danger Associated with Cutaneous Myiasis of the Breast in Nigeria. Utebor, K.E; Igborgbor, C.J. and Uhiere-Ebite, E.N.	166-172
Analysis of Post-Adapt Lecturers' ICT Tools Utilization: Consequences for E. Curriculum Delivery in Nigeria. Dr. Moemeke, C.D.	173-184
Capacity Building and Youth Empowerment: Towards Self-Reliance and Sustainable Economic Growth in the 21 st Century. Dibie, K. Esther	185-196
Strategies for Improving Pre-Vocational Education Under the Universal Basic Education (UBE) Scheme in Edo State. Igbinedion, J.O.	197-2004
Studies on Microbiological Quality of some packaged Fruit Juices sold within Auchu Metropolis, Edo State. Yakubu, Patience and Yakubu, M.N.	205-214
The Levels of Representation and their Relevance to the Description of English Languages Spoken Features. C.I. Okorodudu	215-225
Enhancing the Performance of Informal sector for Sustainable Economic Growth in Nigeria. Onyesom, Moses and Uwaifo, C.E.	226-236
✓ Education of Nigerian Peasant farmers for sustainable Economic Growth in the 21 st century. Idialu, P.E. and Dr. S. Awuja-Ademu	237-246 ✓
A Comparative Analysis of Contraceptive Acceptability and Usage among physical and Health Education and Theatre Arts Students. Anyira, K.C; Otonoh, A.N. and Orji, E.N.	247-255
Solar Energy for Sustainable Development. Omoigiade, C.I; Sadoh, A.O. and Dr. Molua, O.C.	256-266
Media Role in Drug Abuse Mitigation among Students in Ukwuani Local Government Area of Delta State. Orji, E.N; Anyira, K.C and Otonoh, A.N.	267-277

Gender and Urban Agriculture: A case study of poultry production in Edo Central and North Senatorial Districts of Edo State. Mrs. P.I. Itaman; D.O. Emafo and V.A. Itaman -----	278-286
Child Maltreatment: A Bane to Achieving Millennium Development Goals of Education in Nigeria. Joel Kolo -----	287-298
Towards Self-Reliance and Sustainable Economic Growth in the 21 st Century: The Role of Entrepreneurship Education. Omorisiuwa, O.M. and Anavhe, Bridget .-----	299-310
Production of Glycine Max (Soya Bean) by Nigeria Farmers for Self-Reliance and Sustainable Economic Growth in the 21 st Century. Zhiri, J.S. -----	311-318
The Impact of Globalization, on Agricultural Productivity in Nigeria in the 21 st Century. Aishatu A. Abdulkadir (Mrs.) -----	319-334
Drug Education in Nigeria: A Requisite Curriculum for Self-Reliance and Sustainable Growth in the 21 st Century. Isiosio, O.I; Emudianughe, I.P. and Ejukonemu, E.F. -----	335-344
Towards Functional Primary Education in Nigeria for Self-Reliance in the 21 st Century. Okon Ekaeba -----	345-351
Restructuring Science Education at the secondary level for Self-Reliance and Sustainable Development. Umeh, V.O. and Umeh, C.D. -----	352-358

EDUCATION OF NIGERIAN PEASANT FARMERS FOR SUSTAINABLE ECONOMIC GROWTH IN THE 21ST CENTURY

IDIALU PATRICIA .E. AND DR. S. AWUJA-ADEMU

DEPARTMENT OF CURRICULUM STUDIES & EDUCATIONAL
TECHNOLOGY, COLLEGE OF EDUCATION, AGBOR, DELTA STATE

Email: pmrsidialu@yahoo.com

GSM 08037214969

Email: awujaademusam@yahoo.com

ABSTRACT

Education brings about development and steady economic growth that the peasant farmers are contributing so much to the agricultural sector of the economy in this nation. The peasant farmers need education so that they can play their roles better in this 21st century. This paper therefore, examines the problems of educational needs of the peasant farmers and how to use the strategies of non-formal education as one of the recommendations for educating them in the 21st century for rapid economic growth to play their roles as citizens of Nigeria.

INTRODUCTION

Education consists of what a community does to promote learning and understanding of what it values. It is a veritable tool for self-reliance and sustainable economic growth. The aim of education is to bring about desirable changes in the individual's behaviour and thoughts that will enable him to improve his well-being and that of society. Iro (2006) views the centrality and importance of education as a fundamental human right that provides the springboard for transforming social and economic policy. According to UNESCO (2003) education is a human right in itself and indispensable means of realizing other human rights. As an empowerment right, education is the primary vehicle by which economically and socially marginalized adults and children can lift themselves out of poverty, ignorance and obtain the means of participating fully in their communities.

If Nigeria must produce citizens that are self-reliant and contribute to the steady development of her economy in the 21st century, the literacy level of the peasant farmers and other educationally marginalized people must be raised. The provision of equal access to educational opportunities for all citizens of the country at the primary, secondary and tertiary levels both inside and outside the formal system is an important policy statement in the National Policy on Education (FRN, 2004) which requires urgent practical attention for sustainable economic growth.

The peasant farmers in Nigeria are found in many states of the federation. Some of them are migrants due to scarcity of farmland or soil infertility. Majority of them are rural dwellers and they are poor mainly because they are not educated. These educationally marginalized people produce food for the Nigerian populace, especially raw foodstuff. All Farmers Association of Nigeria (AFAN) claims that 90% of Nigeria's food requirement is being provided by the peasant farmers. The truth in the above claim lies in the fact that commercial and mechanical farmers can obtain loans and decide to divert such into other sectors of the economy. Even where such loans are utilized for farming, they could either hoard their farm produce till prices are high or export them. But the peasant farmers can hardly obtain sufficient loans due to their ignorance, poverty and lack of education which make them to always market their produce at a cheaper rate to middlemen in the rural areas.

The main problems of the peasant farmers are illiteracy, ignorance and poverty. These problems also affect their children in many ways. Children of migrant farmers experience frequent disruption of their education due to the occupation and lifestyle of their parents. Illiteracy, ignorance and poverty are problems that can lead to many other problems if not well and promptly tackled. Education can equally proffer solutions to many problems of the Nigerian peasant farmers.

Considering the provisions in the National Policy on Education in 2004 and the economic role of the peasant farmers in food production for the citizenry of this

nation, there is an urgent need to make adequate educational provisions for peasant farmers in Nigeria and their children too.

NIGERIAN PEASANT FARMERS IN THE 21ST CENTURY

Peasant farmers are involved in agricultural productivity in different communities and states in Nigeria. They do not practice a mechanized farming systems as they still rely more on old traditional methods of manual farming. Some are sedentary while others are migrants. The first group settles in their farming communities for a long time but the second category migrates from one rural area to another in search of fallow uncultivated land due to land tenure problems, land shortage, soil infertility and poor economic conditions. It is important to note that the peasant farmers usually own and cultivate very large farmland than their counterparts. The local peasant farmers on the other hand stand fewer hours working on their farms than the migrant peasant farmers. They cultivate virtually the same crops but the local peasant farmers rely mainly on inherited lands for farming. Peasant farmers are made up of males and females. They are family men and women with children who engage in small-scale farming. According to Iwuchukwu, Agwu and Igbokwe (2008), the cultivation of peasant farmers varies from 0.1 to 10 hectares per farming season. In large farming, farmers engage their wives and children in casual farm labour.

The peasant farmers cultivate lands and produce food crops such as rice, yam, cassava, maize, vegetables, beans, sweet potatoes, pepper etc in their seasons while during the off-season they engage in other activities like fishing in low waters, hunting of games, tapping of palm trees, rubber tapping, basket making and brewing of local dry gin as forms of local technological advancement (Awuja-Ademu, 2000). All of these provide the peasant farmers with additional income besides personal usage. The activities of the peasant farmers have helped to improve the income of the farmers and aid their contributions to the development of their communities. Ajayi (2008) observes that about ninety per cent (90%) of the food requirement in Nigeria is being provided by peasant farmers. Hunger, starvation or call it food

crisis is one of the 21st-century problems of the world. Any sector of the society that can provide a high percentage of the total food consumption of a nation is really playing a significant role and so should be given adequate attention. Nigeria peasant farmers are playing a significant role in the economic growth of this nation through food production for self-sufficiency.

CHALLENGES FACING MIGRANT FARMERS IN THE 21ST CENTURY IN NIGERIA

In spite of the claim by the All Farmers Association of Nigeria (AFAN) that ninety per cent (90%) of the total food consumed in Nigeria comes from the peasant farmers; the overall objective of the nation for self-sufficiency in food production has not been fully achieved due to some problems facing the peasant farmers. A look at the socio-economic and educational status of the peasant farmers reveals a people that are neglected and marginalized for quite some time now.

It is a known fact that about seventy per cent of Nigerians are rural dwellers whereby the peasant farmers constituted a higher percentage among them. The peasant farmers are poor and live in rural areas where there are no social and basic amenities as well as facilities such as good water supply, electricity supply, good housing and educational facilities. Some live in camps and farm settlements without access roads. The areas are full of mosquitoes and other health-threatening insects. Some camps and farm settlements are remote. There are no good health centers and hospitals. They suffer from heat-related sicknesses. They lack improved technological equipment for farming and so rely solely on their traditional manual methods of farming. They faced a transient lifestyle right from birth. Though, the peasant farmers desire to send their children to school, the cost of education, distant locations of schools from camps and settlements and lack of substitute labour to work with their parents on the farms discourage them from schooling. Illiteracy level is high among the peasant farmers and their children are deprived of education due to their involvement in farming along with their parents.

THE WAY FORWARD

Osioma (2009) defines education as a social process that deals with the harmonious development of all the abilities and facilities of man-like physical, mental, moral, economic, spiritual and social. It imbues man with those skills, abilities and competencies that will enhance his own welfare and that of society in general. Based on the above definitions, it is necessary to intensify the effort to make adequate educational provisions for the peasant farmers in Nigeria like any other educated group of Nigerians. Education can open doors of opportunities for the peasant farmers and their children to prove their worth and participate extensively in the economic development of the nation through food production.

As stated earlier, one of the challenges of the 21st century is food scarcity in the world. In Nigeria, the problem is already assuming an alarming rate as the agricultural sector especially peasant farming is experiencing a drift of manpower. Many young people are leaving for a greener pasture and better jobs. For food security in Nigeria, the peasant farmers need adequate education. Self-reliance of the present and future peasant farmers; sustainable economic growth and national development can be attained through the continuous education of the peasant farmers via establishment of mobile schools and the use of rural sociological education.

EDUCATION OF PEASANT FARMERS IN NIGERIA

Peasant farmers in Nigeria are among the educationally disadvantaged groups and the objectives of migrant farmers' education according to (Awuja-Ademu, 2000) are:

- a. To integrate socially and educationally deprived groups into regular, relevant functional basic education.
- b. To fulfil the goals of the National Policy on Education of availing all the citizenry equal educational opportunities.
- c. To provide people who have special needs with the right kinds of educational programmes and services which adequately serve their needs

The peasant farmers in Nigeria need access to relevant functional basic education that suits their lifestyle and occupation. The educational programmes and services to be provided for them must serve their needs and enhance food production. The peasant farmers to be functionally efficient and productive in agricultural sector, the curriculum to be implemented must consider their interests, needs, aspirations, capabilities, experiences and social development of the society. These must be put into consideration by the curriculum planners and developers if peasant farmers' education must be meaningful. To Beckner (1974), the new approach to education is to see education as primarily a process by which the individual learners are provided with skills to organize their knowledge and to increasingly become more functional in all their intellectual and service delivery efforts.

For the educationally marginalized peasant farmers, educational opportunity must include the provision of special formal learning experiences that do not disrupt their lifestyle. Unless he is provided with special education services which integrate him into mainstream culture to conserve the best in his culture and economic role, it could not be claimed that he is granted meaningful equal educational opportunity that his counterpart enjoys (Okonkwo, 1987). The content of the programme of study and the curriculum package for the peasant farmers must meet their special needs and that of the society in general.

The effectiveness of an educational programme is demonstrated by the ability of the learners to perform the tasks required in the practice of their profession, trade or other endeavors specified in the established learning objectives and outcomes. Any education that will be planned for the peasant farmers should enhance their productivity as farmers. After determining the needs of the peasant farmers, their curriculum should be designed to define the scope of general content and structure of the proposed programme of study which will in turn, explain the elements or units such as topics, modules, etc considered to be appropriate.

The principle of adults and non-formal education is essential, especially in curriculum delivery of education to adults and the educationally marginalized. The process of non-formal education is as important as that of the formal, especially for the peasant farmers who have been left out. The formal process is highly structured and rigid while the non-formal is flexible in organization, timing and duration. In the 21st century, new innovative approaches, methods and strategies are emerging to replace the old ineffective ones. The highly structured and rigid process of formal education may be suitable for the young regular and urban learners but the flexibility of the non-formal education makes it more suitable for adult rural learners who are mostly peasant farmers. The characteristics, environment, needs, attitudes and peculiarities that affect education in one way or the other between adult and youth learners in urban and rural areas.

APPLICATION OF NON-FORMAL EDUCATION AS A TOOL FOR SUSTAINABLE EDUCATION OF PEASANT FARMERS

Non-formal education consists of all kinds of deliberate influences outside formal education institutes. It is also characterized by less formal features but has the same formative predestination, Educative actions are flexible to meet the particular interest of each individual (Prasad, 2010). Non-formal education is often considered an intermediary type of education as it is accessible for those who cannot afford formal education such as the poor, handicapped, the migrants and others. The principles of non-formal education are as follows:

- a. Protection of the persons who want to improve in fields like agriculture, commerce, industry and many other fields of endeavour.
- b. Motivation of individuals to rationally use intellectual and personal resources.
- c. Professional advance or change of the professional activity
- d. Health education and rationalization of free time.
- e. Elimination of analphabetism.
- f. Observation is a vital tool for evaluating non-formal education.

PROSPECTS OF EDUCATING THE PEASANT FARMERS IN NIGERIA

The prospects of educating the peasant farmers in the 21st century can be categorized into individual profits and national gains. With proper education, the peasant farmers can acquire skills that will help them in their lifestyles and professions; hence where starvation is a major problem, peasant farmers need the education to help them improve their professional skills with which to produce more food for the nation and even for export to other nations to increase their income. Nigeria will not need to depend on imported food.

Education could help to equip the peasant farmers with self-reliance, self-esteem, self-confidence, positive self-image and a desire for respect for personal values and efficiency.

- i. With education, the peasant farmers can be more refined in appearance, speech and conduct to improve their living conditions which eliminate hardship and diseases by observing health rules.
- ii. The peasant farmers need to be educated to help them to understand and sort themselves out with complex issues associated with the 21st century.
- iii. Education can help to develop the initiative of the peasant farmers to solve personal and communal problems, handle conflicts in more mature ways, and practice their religions with decency and peaceful coexistence.
- iv. Education will provide equal ground and opportunities for the peasant farmers to compete favourably with the commercial and mechanized farmers on one hand and with other sectors of the economy on the other. Education enables them to contribute to national development in their immediate communities to let them function in the wealth creation of the nation.
- v. Education of the peasant farmers helps them to take care of their health and that of their families. Healthy families make up healthy nations.

CONCLUSION

The 21st century has its problems and challenges. Starvation is one of such challenges. There is hunger worldwide. The peasant farmers have been providing

the bulk of the food consumed in Nigeria and can still do more if provided with an adequate education. The peasant farmers are among the educationally deprived groups of people in Nigeria. Their problems are not only lack of education but poverty, ignorance and lack of recognition. The solution to their problems and that of food in the 21st century lies in their education. There are prospects in educating the peasant farmers in Nigeria as analyzed in the paper which includes the application of a non-formal educational approach.

RECOMMENDATIONS

As a result of the foregoing, the following have been recommended that:

- i. The government should give serious attention to the peasant farmers, make funds available for their education and evolve a curriculum that suits their peculiar needs.
- ii. Considering their characteristics and background, the principles of non-formal education should be applied to their education to attain sustainable agricultural operations.
- iii. Every provision by the Federal Republic of Nigeria (2004) in the National Policy on Education concerning educationally deprived people should be implemented fully for the peasant farmers.
- iv. There should be training and retraining of peasant farmers on how to apply fertilizers and herbicides to take care of herbs to have high productivity of food crops for consumption.

REFERENCES

- Ajayi, P. (2008). An Interview with the Journal of Agricultural Extension. 12(2).
- Awuja-Ademu, S. (2000) Education of other sub-cultural Groups: Migrant Farmers. **Opute-Imala and Eluowa, S.C. (edits) Education of people with special needs.** Ibadan, Gbagbeks Publishers Limited.
- Beckner, W. (1974), The secondary school curriculum: content and structure, London: Inter Educational Publishers.
- Federal Republic of Nigeria (2004). **National Policy on Education** (4th edit) Abuja NERDC Press.
- Iro, I. (2006). Nomadic education and education of Nomadic Fulani. Washington DC USA: webmaster@gainji.com

- Iwuchukwu, J.C. Agwu, A.E. and Igbokwe E.M. (2008). Incorporating migrant farmers into Nigeria's agricultural extension policy. *Journal of Agricultural Extension* 12(2)
- Okonkwo, N.O. (1987). Foreword to Blueprint on Nomadic Education, Federal Ministry of Education, Primary Education Section, Lagos.
- Osioma, B.C. (2009). Globalizing the school curriculum for national Growth and Productivity. *Knowledge Review. A Multidisciplinary Journal of NAFAK* 19(3).
- Prasad, M.K. (2010) Learn and Adapt. A keynote address on the first session of the *Workshop on Non-Formal Education during on the opening day of the Earth Charter Plus 10 Conference*. New Delhi.
- UNESCO (2003). International standard classification of education (ISCE) UNESCO Institute of Statistics P.7.