

PERCEPTION AND PRACTICE OF ORGANIC FARMING AMONG SECONDARY SCHOOL TEACHERS IN AHOADA EAST LOCAL GOVERNMENT AREA OF RIVERS STATE, NIGERIA.

Abstract:

The purpose of this study was to determine the perception and practice of Organic Farming (OF) by secondary school agricultural science teachers in Ahoada East Local Government of Rivers State, Nigeria. A descriptive design with a structured questionnaire was used for data collection. Ten out of the seventeen secondary schools in the local government area were randomly selected and eight questionnaires per school were administered to the secondary school agricultural science teachers. The results indicated that majority (72.5%) of the teachers have been in the teaching profession for less than 10 years and most of them grew up in the semi urban/ urban setting, 40% aware of OF, 10% and 52.5% of the respondents agreed having high and moderate perception of OF respectively and seldom practice it. A greater percentage (85.9%) of the teachers agreed to practice OF, most planted crop in the schools is cassava (38.8%), majorly practiced intercropping and 31.2% of the respondents unwilling to inform their co-teachers of the benefits of OF. The respondents also accepted the need for elaborate knowledge and in-service training on OF, inadequate Agric science curriculum to teach OF as well as better facilities and teaching methods.

Keywords: *Ahoada, organic farming, perception, practice, secondary school teachers, sustainable agriculture.*

1.0 INTRODUCTION

Nigeria is one of the nations endowed with natural resources with a total area of 923,768 sq km of which 78% as at 2011 was used for agricultural purposes. (FAO, 2017). This vast of land is fertile and cannot be allowed to remain fallow. Omeh (2013) stated five reasons why farming in Nigeria cannot fail. These he asserted were:

- i. The country has a large population of over 170 million people which is more than twice the population of Zimbabwe and South Africa together and therefore has enough labour for farming.
- ii. The populace depends on staple food produced from farms in Nigeria and a greater proportion of Nigerians buy their farm produce from the market.
- iii. The Government is focusing on food production by assisting interested farmers to reduce food importation.
- iv. The Nigerian people like merriment more than other African countries and the foods used for such celebrations can feed four other African countries.
- v. When the country attains its full potential in farming, it becomes a great foreign currency earner than what it is now.

Food production for several decades before now in the country was the mainstay of the country's economic growth which was used to establish the first-generation Universities. Traditional agriculture was then practiced but there has been a shift to conventional agriculture. However, agriculture has become

more technological, efficient and specialised and this will necessitate adoption of new ideas especially at the formative stages of secondary school students (Okeafor, 2002). Conventional agriculture is not environmentally friendly which requires highly specialised systems with emphasis on high yields achieved due to the inputs and other off-farm purchases (Agbaje, 1998). This author opined that it is these perceptions that are pushing the practice of conventional farming globally. Sustainable agriculture is still new in Nigeria and as such must be pursued vigorously to enhance food production (Mgbenka, Onwubuya and Ezeano, 2015). Gold (2016) indicated that sustainable agriculture is a system that takes into cognizance the major needs of the present dwellers and preserves the resources for the next generation. Norman *et al.* (2015) noted that it is not easy to implement it as researchers and educators are not bordered about sustainable matters. For sustainability to be achieved there is need to encourage agricultural research, extension and education programmes (FAO, 1989). Agbaje (1998) noted that the relevance of sustainable agriculture must be clear to teachers who are the major players in the development of agricultural education curriculum.

In Nigeria, agriculture is known as a core curriculum subject. Olaitan (1984) stated that part of the philosophy of agriculture in schools is the improvement of the rural environment by raising the living standard of the community and producing food which are of health benefits. The West African Examination Council (2006) stated that among others the objectives of Agriculture at the Senior Secondary School level is to train students acquire basic knowledge and skills in agriculture and prepare students for occupation in agriculture. This can be achieved with the availability of qualified agricultural science teachers, adequate classrooms, agricultural laboratory and school farms (Emeya and Ojimba, 2012). Mama and Olaitan (2001) and Smith, Peterat and Bartosh (2006) stated the importance of school farms. Some of these according to them are as a source of income to the school, transfer of knowledge, develop skills in students, changes in the students' view of the environment, receive greater personal association with the environment, stimulate student's interest in farming and a laboratory for research. This is further buttressed by the work of Emeya and Ojimba (2012) who recorded the social benefits of school farm in Rivers State, Nigeria as it enables it to develop their farming skills, assist the students to have a good background to become future agriculturist, appreciate the profitability of farming within available technology among others. There is the idea that school prepares the individuals for employment hoping to solve all public and private dilemmas and this has led to secondary schools and Universities focusing on occupational preparation (Grub and Laverson 2005). There are cases where some of these students come from farming communities where they practice traditional agriculture and these students have high expectation of modern agriculture which are not met due to the absence of school farms. (Ladele, 1998). On the other hand, Ladele (1998) also observed that students schooling in the urban areas lacked knowledge of agriculture and see their involvement in agriculture as a drudgery and unclean activity/vocation. School farms should therefore be properly equipped with farm implements/tools, constant provision of farm inputs and adequate space for crops and livestock to be managed under the guidance of the teachers (Ani, 1997).Ladele (1998) noted that in Rivers State most of the school farms lacked necessary farm structures and implements while in some cases these facilities are in total disrepair leading to the total neglect of the school farm. Since these students are expected to transfer knowledge to their parents/guardians especially those from farming communities, it is worthwhile that they learn new technological innovations of which organic farming is one. This is why the teachers need to be well informed to practice organic farming. The most important function of the agricultural science teachers is to assist the students learn knowledge and skill in agriculture. The teacher should have adequate technical knowledge and skills in transmitting agricultural innovations.

Only few tertiary institutions in Nigeria are into teaching organic agriculture. Mgbenka, Onwubuya and Ezeano (2015) noted that among the Nigerian Universities only the University of Abeokuta, Abeokuta, University of Calabar and Kebbi State University undertake courses in organic agriculture at the

undergraduate levels. The report of Iyagba and Amesi(2016) revealed that only 31.3% of the agricultural science undergraduate students in Rivers State, Nigeria are aware of certified/organized organic farming though it is practiced by default. These undergraduate students graduate with little information on organic agriculture and some of them will become agricultural science teachers and therefore have acquired little knowledge to transfer to their secondary school students. Both teachers and students are devoid of the knowledge of the social, environmental, health and safety benefits of organic agriculture. There is an increasing awareness in America of the social and environmental farm issues in the areas of safety of food and quality, ground and surface water pollution and the management of the natural resources (Bushnell, 2016). Adam (2016) advocated the need on the availability of more information to teachers in the areas of sustainable agriculture and resource preservation. Biovision Africa Trust, a non-governmental organization in Kenya asserted that students there upon accessing information on new innovations and technology like organic agriculture, pass these emerging trends to their parents/guardians and farmers in their areas (Anon, 2016). Okefor (2002) carried out a study to determine the perception of teachers in respect to teaching sustainable agriculture and the degree of the knowledge and skills on sustainable agriculture that were taught by teachers in the North Central region of the United States of America. The work revealed that the agricultural science teachers agreed on teaching sustainable agriculture but need adequate information and instructional materials on sustainable agriculture and inclusion of sustainable agriculture in the curriculum. Borg (2008) undertook a study to analyse the awareness and perceptions of Home Economics secondary school teachers and students on organic farming methods and organic food in Malta. The work showed that knowledge about organic farming was still very vague in the schools and could not remember the information accurately on organic farming for a long time.

Ahoada East Local Government Area (AELGA) is one of the 23 Local Government Areas making up Rivers State, Nigeria and is blessed with large expanse of land suitable for agriculture and has several secondary schools. This study aims at the perception and practice of organic farming by agricultural science teachers in the secondary schools in AELGA, Rivers State of Nigeria.

2.0 MATERIALS AND METHODS

The population for the study work consist of all the agricultural science teachers in the seventeen (17) secondary schools in AELGA. The study sample size was made up of eighty (80) agricultural science teachers that were randomly selected from ten (10) secondary schools and eight (8) teachers from each school were randomly selected for the study. The secondary schools selected were Upata 1 Community Secondary School, Edeoho, Upata 2 Community Secondary School, Odiabidi; Gospel International School, Ahoada; Light Foundation School, Ahoada; Western Ahoada County High School, Ahoada; Community Comprehensive Secondary School, Okorowo; Federal Science and Technical College, Ahoada, Community Secondary School, Ula-Upata; Comprehensive Secondary School, Odiemerenyi; and Government Secondary School, Ogbo.

The instrument used to collect data for the work was a structured questionnaire with questions items to elicit relevant information in a question and answer format with options to choose. A multi-stage random sampling was used for the sampling method while data were analysed with the aid of descriptive statistical tools of frequency count and percentages.

3.0 RESULTS AND DISCUSSIONS

Table 1 revealed that majority (86.2%) of the teachers were diploma/degree holders in Agricultural Science with only 13.8% without a certificate in Agricultural Science while there are more male teachers (68.8%) than female teachers (31.2%). The work of Agbaje (1998) and Okefor (2002) noted a similar

result of staff gender that teach agricultural science in the area under study. However, among the community farmers in Rivers State there are more female farmers than male farmers (Iyagba and Brown, 2015; Iyagba and Ovai, 2015; Iyagba, Eze and Isirima, 2017).

Table 1: Socio-demographic characteristics of secondary school agricultural science teachers in AELGA, Rivers State, Nigeria

Question items	Variables	No. of Responses	% Response
Qualification of Agric. Science Teachers	NCE	22	27.5
	NCE (outside Agric)	9	11.3
	B.Sc./B.Ed. (Agric)	47	58.7
	Any other	2	2.5
Gender	Male	55	68.8
	Female	25	31.2
Marital Status	Single	8	22.5
	Married	54	67.5
	Divorced	2	2.5
	Widow/widower	6	7.5
	Single parent	0	0.0
Age of Agric Science Teachers	≤25 years	6	7.5
	26-35 years	9	11.3
	36-45 years	42	52.5
	46-55 years	13	16.3
	56-65 years	10	12.5
No. of years in Teaching profession	<10 years	58	72.5
	10-20 years	13	16.3
	21-30 years	6	7.5
	>30 years	3	3.8
Farming experience	Yes	28	35.0
	No	52	65.0
Where teachers grew up	Farming family	22	27.4
	Rural non-farm	25	31.3
	Semi-urban/urban area	33	41.3

Field Report, 2016.

A greater proportion of the teachers were married (67.5%) which was followed by widows/widowers (7.5%) with no single parent. Most of the teachers were within the age bracket of 36-45 years (52.5%) and the lowest as those who are either 25 years old or less, while the work of Okefor (2002) showed that majority of the agricultural science teachers were between 26 and 35 years old. The distribution of the teachers by the number of years in the teaching profession showed a greater proportion of those with less than 10 years teaching experience (72.5%) while the least are those with more than 30 years' experience (3.8%). This will not enhance effective and proper teaching by these younger teachers. The report of Borg (2008) revealed that longer experience in teaching leads to greater delivery of skills and knowledge to students. Majority of the respondents agreed having farming experience (65.0%). Tashikalma (1998) and Oluwasusi (2014) posited that better skills are acquired with longer farming experience. Only 27.4% of the teachers grew up from farming families while 41.3% were raised from semi-urban/urban areas. This is a pointer that their practicing organic farming by default from their background will be poor.

There is an average awareness of organic farming (40.0%) but a moderate perception (52.5%) among the agricultural science teachers in this LGA (Table 2). Only 21.3% of the respondents agreed using chemical fertilizers in their school garden while the frequency of practice of organic farming is seldom

(51.3%) and only 33.8% practice it frequently. This indicates a low level of practice of organic farming by teachers in the schools from the study area. The commonest organic material used is mulch (51.3%) which they can easily obtain from their farms. There is a greater willingness to practice organic farming (85.9%) while only 14.1% are not willing to continue in it. Their major source of information of organic farming is from the Television (28.8%) followed by Radio (23.8%) while the least source is from seminar/workshop (6.3%) and newspapers (7.5%). This indicates that the teachers are not given refresher courses or do not have the opportunity/unwilling to update their knowledge. Furthermore, Ifeanyi-Obi and Agumagu (2008) and Lemechi, Ifeanyi-Obi and Olatunji (2011) had noted that news carried by the Nigerian Newspapers is insignificant on agricultural activities.

From Table 3, the most planted crop in the school's cassava (38.8%) followed by maize (27.5%) while the least cultivated crop is yam (5.0%). Iyagba, Ajie and Womadi-Ogwunka (2015) had earlier on reported that cassava is the most cultivated crop in this LGA as it serves as a staple food when processed into various forms. The most favoured farming practice adopted in the secondary schools is intercropping (46.2%) because of the numerous advantages followed by mixed farming while the least is shifting cultivation (6.4%).

Most of the agricultural science teachers are willing to inform their co-teachers of the need to practice organic farming (68.8%) while only 31.2% of them are unwilling to do so (Table 4). On the benefits and difficulties of practicing organic farming, 41.1% of the respondents indicated that there is a negative effect on the environment while 58.9% accepted a positive effect on the environment when chemical fertilizer is applied. On people's health, 54.5% accepted negative effect but 45.5% are of the view that it has positive effect on people's health. The reports of Nwajiuba and Akinsanmi (2012) and Nwachukwu (2010) attest to this. Greater proportion of the teachers accepted that organic farming enhance large scale food production (54.4%) while 45.6% do not agree. Several workers have reported of large scale food production when organic farming is practiced though the products are more expensive than food produced with the conventional agriculture. There is therefore need to educate these teachers on practicing sustainable agriculture so they can educate their students properly and the rural farmers in their vicinity.

Improvement of the soil fertility (35.0%) is the major reason advanced by the teachers for practicing organic farming while the least reason is that organic farming produces better food taste (16.3%). The major constrain to the practice of organic farming is the shallow knowledge of organized/certified organic farming by these teachers while the least reason is the labour involved (5.0%). As stated earlier on, there is need for enlightenment campaign and training of the teachers on organic farming.

For organic farming to be developed in these schools, the respondents accepted that there is need for elaborate knowledge on organic farming (85.0%) and 85.9% of them suggested that it could be achieved through in-service training programme (Table 5). The report of Okefor (2002) also made this suggestion as a way of improving organic farming in secondary schools. This is to enable the teachers well informed so they can sufficiently transmit the knowledge and skills to their students. Majority of the agricultural

Table 2: Practice and source of information of organic farming among secondary school agricultural science teachers in AELGA, Rivers State.

Question item	Variables	No. of Responses	% Response
Aware of organic farming	Yes	32	40.0
	No	48	60.0
Perception of organic farming	Low	30	37.5

229		Moderate	42	52.5
230		High	8	10.0
231	Use of chemical fertilizers	Yes	17	21.3
232	in school garden	No	63	78.8
233				
234	Type of fertilizer used for			
235	crop production	Chemical fertilizer	18	22.5
236		Natural fertilizer	62	77.8
237	Frequency of practice of			
238	organic farming in school	Very often	27	33.8
239		Seldom	41	51.3
240		Never	12	15.0
241	Type of organic material used	Wood ash	12	15.0
242		Mulch	41	51.3
243		Green Manure	14	18.2
244		Crop waste	10	12.9
245	Will continue to practice			
246	organic farming in school	Yes	67	85.9
247		No	11	14.1
248	Source of information of			
249	organic farming in school	Agric Magazine	7	8.8
250		Radio	19	23.8
251		Television	23	28.8
252		Internet	10	12.5
253		When in tertiary		
254		institution	10	12.5
255		Seminar/workshop	5	6.3
256		Newspapers	6	7.5

257 Field Report, 2016

258

259

260 teachers (78.8%) noted that the agricultural science curricula is inadequate to address the practice of

261 sustainable agriculture while 11.2% stated that it is adequate. However, reports by Okefor (2002) and

262 Agbaje (1998) have advocated on the need to review the agricultural science curriculum in relation to

263 sustainable agriculture. Areas to be included in the curriculum by the teachers of Agriculture in North

264 Central Region of USA include soil erosion control, soil testing, soil conservation, environmental

265 protection and profitability (Okefor, 2002).

266

267 **Table 3: Farming methods adopted among secondary school agricultural science**

268 **teachers in AELGA, Rivers State, Nigeria.**

269	Question items	Variables	No. of Response	% Response
270				
271	Most planted crop in school	Maize	22	27.5
272		Cassava	31	38.8
273		Yam	4	5.0
274		Vegetables	17	21.3
275		Plantain/Banana	6	7.5
276	Types of farming practice			

277	adopted in school	Shifting cultivation	5	6.4
278		Crop rotation	9	11.5
279		Bush fallow	0	0.0
280		Mixed farming	28	35.9
281		Intercropping	36	46.2
282	Availability of land to			
283	practice organic farming	Yes	23	28.7
284		No	57	71.3

286 Field report, 2016.

288 These areas are completely lacking in the Agricultural Science curriculum for the secondary school
 289 students in Nigeria. Better facilities and methods of teaching sustainable agriculture was accepted by
 290 most of the teachers (19.3%). Borg (2008) also recommended the production of teaching resources which
 291 will assist in delivering the right messages with correct content for organic farming in Home Economics for
 292 secondary school students in Malta.

294 4.0 CONCLUSION

295 The work showed that in AELGA there is an average awareness and moderate perception of OF among
 296 the agricultural science teachers in the study area. There is need to beef up the perception and practice
 297 of OF in the area by providing elaborate teaching of OF, review the agriculture curriculum and include the
 298 teaching of sustainable agriculture.

299 **Table 4: Benefits and difficulties of practicing of organic farming among secondary**
 300 **school agricultural science teachers in AELGA, Rivers State,**
 301 **Nigeria**

302	Question items	Variables	No. of Responses	% Response
303	Willing to inform co-teachers	Yes	53	68.8
304	of the benefits of organic	No	24	31.2
305	farming			
306				
307	Chemical fertilizer on environment	Positive effect	43	58.9
308		Negative effect	30	41.1
309	Chemical fertilizer on people's health	Positive effect	35	45.5
310		Negative effect	42	54.5
311	Organic farming enhance large			
312	scale food production	Yes	43	54.4
313		No	36	45.6
314	Reason for practicing organic			
315	farming	High crop yield	18	22.5
316		Improve soil fertility	28	35.0
317		Better food taste	13	16.3
318		To control weeds	21	26.2
319	Constraints to practice			
320	organic farming	Organic farming		
321		shallow knowledge	26	32.5
322		Scarcity of organic		
323		materials	10	12.5
324		No interest	12	15.0

325	Labour Intensive	4	5.0
326	Expensive	8	10.0
327	Difficult to apply	20	25.0

328 Field report, 2016

329
330
331 **Table 5: Ways of improving organic farming among secondary schools in AELGA, Rivers State,**
332 **Nigeria**

333 Question items	Variables	No. of Response	% Response
334 Need elaborate knowledge on	Yes	68	85.0
335 organic farming	No	12	15.0
336			
337 Need in-service training of teachers	Yes	69	85.9
338	No	11	14.1
339 Agricultural Science Curriculum	Yes	17	21.2
340 inadequate to teach organic farming	No	63	78.8
341			
342 Need for better facilities and methods	Yes	73	91.3
343 of teaching sustainable agriculture	No	7	8.7

344

345 Field report, 2016

346

347

348 REFERENCES

- 349 1. Adam, K Sustainable agriculture curricula: K-12 <http://www.attra.org/attra-> Accessed on Nov.
350 16, 2016.
- 351 2. Agbaje, AAK. Perceptions of secondary agricultural teachers in the Central North Region of the
352 United States regarding sustainable agriculture: Implications to curriculum development.
353 Doctoral dissertation. IOWA State University.1998
- 354 3. Ani, CI Procurement, Management and Maintenance of the school Plant Dynamics of
355 Educational Administration and Management: The Nigerian Perspective. Meks Publishers
356 Limited, Onisha, Nigeria,1997;66-70.
- 357 4. Anon. Biovision nurtures future farmers through organic farming. Retrieved from
358 biovisionafricatrust.org>farmers stories. Accessed on December 10, 2016.
- 359 5. Borg J Organic farming: an investigation on the awareness and knowledge of Maltese secondary
360 Home Economics students and teachers. Dissertation, University of Malta, Msida, Malta.
361 Retrieved from <https://www.um.edu.mt/library/oar/handle/123456789/1955>.2008. Accessed on
362 December 12, 2016.
- 363 6. Bushnell J Sustainable agriculture: Current national initiatives. [http://www.reeusda.gov/nat-](http://www.reeusda.gov/nat-init/init-5.htm)
364 [init/init-5.htm](http://www.reeusda.gov/nat-init/init-5.htm) 2016,pp1-2. Accessed on April 24, 2016.
- 365 7. Emeya, S and Ojimba, T P Social benefits of secondary school farms in Rivers State, Nigeria.
366 AFRREY International Journal of Arts and Humanities. 2012;1(4):274-290.
- 367 8. Food and Agriculture Organization of the United Nations (FAO). Sustainable agricultural
368 production: implications for International Agriculture Research. Consultative group on
369 International Agric Research.1989
- 370 9. FAO. CIA World Factbook – Area and Land use statistics by country.
371 <http://www.cia.gov/library/publication/theworld-factbook/fields/2097.html>.2017 Accessed on
372 January 15, 2017.

10. Gold, VM Sustainable: Definitions and terms.
<http://www.nat.usda.gov/afsic/AFSIC.punbs/srb9902.htm>: 2016;1-48. Accessed on September 23, 2016.
11. Grub, NW and Laverson, M. The Educational Gospel on the role of vocationalism in American Education. *American Journal of Education*. 2008;3:297-319.
12. Ifeanyi-Obi, CC and Agumagu, AC. Agricultural news coverage in selected Nigerian Newspapers (2005-2006). *Medwell Journals. The Social Science*. 2008;3(8): 578-582.
13. Iyagba, AG. and Brown, BG. The impact and prospects of organic farming in Emohua Local Government Area of Rivers State, Nigeria. *International Journal of Educational Development*. 2015;5(1):93-105.
14. Iyagba, AG and Ovai, NS. Opportunities and constraints to organic farming in Abua/Odual Local Government Area of Rivers State, Nigeria: *International Journal Agriculture innovations Research*. 2015;4(2):361-365.
15. Iyagba, AG. Ajie EN and Womadi-Ogwunka, OS. Socio-Economic factors affecting the marketing of garri in Ahoada East Local Government Area of Rivers State, Nigeria. *Acta AgronomicaNigeriana*. 2015;15(1&2): 1- 11.
16. Iyagba, AG. and Amesi, K. Awareness and practice of organic farming among Agricultural Science undergraduate students in Rivers State, Nigeria. *International Journal of Agriculture Innovations and Research*. 2016;5(3): 403- 409.
17. Iyagba, AG,Eze, GI and Isirima, BC. Acceptability and practice of organic agriculture in Etche and Omuma Local Government Areas of Rivers State, Nigeria. *International Journal of Science, Environment and Technology*. 2017;6(1):20-32.
18. Ladele, AA. Strategies to integrate youths in agricultural development in Nigeria. *The Nigerian Journal of Agriculture and Rural Management*. 1998;3&4(3): 70-76.
19. Lemchi, J.; Ifeanyi-Obi, CC. and Olatunji, SO. Socio-economic factors affecting the marketing of garri in Port Harcourt. *Journal of Agriculture and Social Research*. 2011;1(1&2): 9-14.
20. Mama, RO. and Olaitan, RO. Principles and practice of school farm management. Cape Publishers International Ltd. Owerri, Nigeria. 2001;2-8.
21. Mgbenka, RNONwubuya, EA and Ezeano, CI. Organic farming in Nigeria: Need for popularization and policy. *World Journal of Agricultural Sciences*. 2015;11(6):346-355.
22. Norman, D.Janke, R.Freyenberger, S. Schuvle, B. and Kok, H. Definition and implementing sustainable agriculture. *Kansas Research and Extension*.
<http://www.ozneh.ksv.edu/sustainableag/welcom.htm>. 2015;1-13. Accessed on November 27, 2015.
23. Nwachukwu, C. A. Adoption of organic agricultural technologies: Implications for Radio-Farmer-Agricultural Programmes in Imo State, Nigeria. Agricultural Extension Department, Federal University of Technology, Owerri, Imo State, Nigeria2010.
24. Nwajiuba, C. and Akinsanmi, OA Organic manure use among small holders in rain forest of South-East Nigeria: Challenges to organic farming and sustainable land use in the tropics and sub tropics. *Deutscher Tropentag*, October, 9-11, 2012. Witzenhausen.
<http://www.tropentag.de/2002/abstract/links/Akinsanmi> –DIZcx5xx.pdf.2010
25. Omeh, D. To 10 lucrative farming in Nigeria to invest in and make millions.
<http://www.wealthresch.com>agriculture>.2016.Accessed on October 28, 2016.
26. Okefor, EC. Secondary school teachers perceptions regarding the process of teaching sustainable agriculture in the agricultural education curriculum. Ph.D Thesis, IOWA State University 2002;142pp.
27. Olaitan, SO. Agricultural Education in the tropics. Macmillian Publishers, London, 1984;83-88.

- 420 28. Oluwasusi, JO. Vegetable farmer's attitude towards organic agriculture practice in selected
421 States of South-West Nigeria. Journal of AgricultureExtension and Rural Development.
422 2014;6(7):223-230.
- 423 29. Smith, JM. Peterat, L. and Bartosh, O. Intergenerational Landed Learning on the farm for the
424 Environment. Cultivating connections to the Earth Place-based Learning.
425 www.landfood.ubc.ca/ubcfarm.2006
- 426 30. Tashikalma, A. K. Economics of groundnut production in Nigeria. "Unpublished M.Sc. Thesis.
427 Department of Agricultural Economics, University of Ibadan, Nigeria.1998
- 428 31. West African Examination Council. West African Senior School Certificate Examination syllabus,
429 Nigeria, 2006;13-19.
- 430