

# **JOURNAL OF AGRICULTURE, SOCIO-ECONOMICS AND SUSTAINABLE ENVIRONMENT**

## **JASSE**

Promoting Sustainable Agriculture and Development



VOL. 1, NO. 2, 2013  
ISSN 2354-192X

A PUBLICATION OF  
THE DEPARTMENT OF AGRICULTURAL ECONOMICS,  
EXTENSION AND RURAL DEVELOPMENT,  
NIGER DELTA UNIVERSITY, WILBERFORCE ISLAND, NIGERIA

Ibrahim Salihu iyabo 2013

**JOURNAL OF AGRICULTURE,  
SOCIO-ECONOMICS  
AND SUSTAINABLE ENVIRONMENT**

**JASSE**

*Promoting Sustainable Agriculture and Development*

**VOL. 1, NO. 2, 2013**

**A PUBLICATION OF  
THE DEPARTMENT OF AGRICULTURAL ECONOMICS,  
EXTENSION AND RURAL DEVELOPMENT,  
NIGER DELTA UNIVERSITY, WILBERFORCE ISLAND, NIGERIA**

## **EDITORIAL BOARD**

### **EDITOR – IN – CHIEF**

Prof. E. A. ALLISON-OGURU      Email: eaoguru@yahoo.com

### **DEPUTY EDITOR - IN- CHIEF**

Prof. C.J. ARENE      University of Nigeria, Nsukka, Nigeria. Email: c.j.arene@yahoo.com

### **ASSOCIATE EDITORS**

Dr. O.M. ADESOPE      University of Port-Harcourt; Email: omadesope@yahoo.co.uk

Dr. Mrs. D.I. EKINE      University of Science and Technology Port-Harcourt  
Email: dataekine@yahoo.com

### **MANAGING EDITOR**

Dr. P.E. KAINGA      Niger Delta University, Wilberforce Island, Nigeria.  
Email: princekainga@yahoo.com

### **ASSISTANT EDITOR**

Dr. A.O ADEYEMO      Niger Delta University, Wilberforce Island, Nigeria.  
Email: Text2abiiodun@yahoo.com

### **CONSULTING EDITORS**

Prof. T.T. Epidi      Niger Delta University, Wilberforce Island, Nigeria.

Prof. E.C. Okorji      University of Nigeria, Nsukka, Nigeria.

Prof. Mrs. Edna Matthews-Njoku      Federal University of Technology, Owerri

Prof. O.I. Oladele      North West University, Mafikeng, South Africa

Prof. E. Ngodigha      Niger Delta University, Wilberforce Island, Nigeria.

Prof C.C. Eze      Federal University of Technology, Owerri, Nigeria

Prof. J. F. Alfred-Ockya      Niger Delta University Wilberforce Island, Nigeria.

Prof A.O Adeokun      Olabisi Onabanjo University, Ago-Iwoye, Nigeria

ABO

OUR

ENVI

Devel

one F

intera

JASS

Rural

Islan

Envi

Envi

SUB

All s

AGE

rele

thei

side

mar

app

ind

adc

bel

con

con

Ea

an

re:

an

ac

## **ABOUT THE JOURNAL**

**JOURNAL OF AGRICULTURE, SOCIO-ECONOMICS AND SUSTAINABLE ENVIRONMENT (JASSE)** is focused on issues related to Agriculture, Environment and Development. The journal uses an interdisciplinary and holistic approach to food production as one process in a complex landscape of agricultural production, conservation and human interaction.

JASSE is a peer-reviewed journal of the Department of Agricultural Economics, Extension and Rural Development, Faculty of Agricultural Technology, Niger Delta University, Wilberforce Island, Bayelsa State, Nigeria. It covers areas such as Sustainable Agriculture and Development, Environmental Management, Social Sciences and other related areas in Development.

## **SUBMISSION OF MANUSCRIPT**

All articles submitted to the journal are peer-reviewed. Articles published in the **JOURNAL OF AGRICULTURE, SOCIO-ECONOMICS AND SUSTAINABLE ENVIRONMENT** must be relevant to practice. Manuscripts should be submitted to the Editor-in-Chief/Editors through their Email addresses. Articles should be type-written in English, double spaced only on one side of A4 (210 by 297mm) paper and not more than 12 double spaced pages (Using one-inch margins and Times New Roman, 12-point font), inclusive of references, tables, figures and appendices. All papers must contain an Abstract of not more than 250 words. Authors should indicate on the cover page the title of manuscript and name (initials followed by surname and address); Capitalize first letter of each word of the title; Type initials and surname of authors below the title; Capitalize only the first letter of the surname; Include the email address of the corresponding author.

Each manuscript must be accompanied by a statement that it has not been published elsewhere and that it has not been submitted simultaneously for publication elsewhere. Authors are responsible for obtaining permission to reproduce copyrighted materials from other sources and are required to sign an agreement for the transfer of copyright to the publisher. All papers on acceptance and published in JASSE become the copyright of the journal.

# CONTENTS

1. Factors Responsible For Abandonment Of Community Development Projects In Ngor-Okpala Local Government Area Of Imo State, Nigeria  
*Nwaogwugwu, O.N. And Obineze, Kingsley* 1
2. Socio-Economic Determinants Of Attitude Change Towards UNICEF Promoted Messages On HIV/AIDS Among Farmers in South East Agro-Ecological Zone Of Nigeria  
*Egeonu, N.E and Nwachukwu I* 9
3. Assessment Of Output And Cost Differentials Among Cassava Processors In The Agricultural Zones Of Rivers State  
*Uche Chima* 18
4. Resource Use Efficiency Of Fruited Pumpkin (*Telferia Occidentalis*) Production In Ayamelum L.G.A Of Anambra State  
*Ume, S. I., Uloh, E.V and Okoroafor, B.I.* 24
5. Farmers' use of information and communication technologies in Ivo Lga of Ebonyi State, Nigeria  
*Nwaneri, T.C, Ibezim, G.M.C. and Nwaneri, J.A.* 33
6. Contributions of religious institutions in sustainable community development in Nigeria – Implications For Agricultural Extension  
*Atoma, C. Nwamaka* 41
7. Analysis of loan default and business performance among small-scale agro-based Enterprises in the Niger Delta Region of Nigeria  
*Ubon Asuquo Essien, Chukwuma John Arene, And Noble Jackson Nweze* 52
8. Farming activities affecting climate change among crop farmers in Imo State, Nigeria  
*Adesope, O.M., Nwakwasi, R. N., Ifeanyi-obi, C.C. and Madu, L.* 65
9. Sociological reflections on waste: implications for environmental and health hazards on scavengers operating in selected Lagos Landfills, Nigeria  
*Enaikele, M.D. Okekunle, A.A. And Adebowale, A.A.* 72
10. Effect of pattern of settlement of nomadic Fulanis on the education of their children in Niger State  
*Tsado, J. H., O. J. Ajayi, I. S. Tyabo, M Ibrahim, And H. T. Gunu* 83
11. Effect of socio-economic characteristics of farm entrepreneurs on incidence, depth and severity of poverty in Edo State, Nigeria  
*Grace Oghenerobor Alufohai And Osaihiomwan Ojogho* 90

## EFFECT OF PATTERN OF SETTLEMENT OF NOMADIC FULANI'S ON THE EDUCATION OF THEIR CHILDREN IN NIGER STATE

TSADO, J.H<sup>1</sup>, O. J. AJAYI<sup>1</sup>, I. S. TYABO<sup>1</sup>, M IBRAHIM<sup>1</sup>, AND H. T. GUNU<sup>2</sup>

<sup>1</sup>Dept. of Agricultural Economics and Extension Technology,  
Federal University of Technology, Minna, Niger State.

<sup>2</sup>National Open University of Nigeria

Corresponding author's Email: [jocabtsado2007@yahoo.com](mailto:jocabtsado2007@yahoo.com)

### ABSTRACT

The study was conducted in Niger State, two local governments areas were purposively selected from agricultural Zone A and B and three from Zone C, the study investigated the effect of pattern of settlement of Nomadic Fulani's on their children education. Seventy respondents were randomly selected for the study. A well structure interview schedule was used for eliciting information from the respondents. The result shows that majority of the respondents (82.9%) were still in their active age and about 64.3% were male. The study also reveals that 42.9% of the respondents attended Quranic school and majority (84.3%) had been in the profession of Nomadism for 10-49 years, 94.3% of them lived in temporal settlements and Majority (74.3%) lived between 1-2 months in such temporal settlements. Majority (84.3%) of the respondents preferred mobile schools for their children and majority agreed that Nomadic education has improved their social interaction and increase their access to livestock services with mean scores of 2.94 and 2.83 respectively. Also majority (98%) of the Nomadic teachers agreed that the pattern of settlement of Nomadic Fulani's significantly affect the education of their children. It is recommended that the pattern of Nomadic Fulani's settlements should be modified and the whole nomadic education system should be reorganized to suit the mobile nature of the Nomads and their children.

*Key words: settlement, Nomadic Fulani's, Children, Education.*

Considering the fact that the Nomads make up an essential part of the Nigerian society, the relevance of Nomadic education to the nation's development remains an essential part of the nation's stride towards development. (National Commission for Nomadic Education (NCNE), 2011 and UNESCO 2003). The uncertainty of the movement of the Fulani makes educational planning and student monitoring difficult. Unscheduled out-migration due to environmental failures or conflicts between the farmers and the pastoral Fulani disrupts school operations and classroom composition. According to Iro, (2006) In most cases about half of the pupils who have attended the school in the previous season have moved. Many Fulani ascribe erratic attendance and low enrolment in school to habitual movement. As a result of the movement, the teachers face the extra task of adjusting their teaching to fit the dynamics of the transient population. Although the government has spent millions of naira in nomadic education program, the measure of educational attainment among the Fulani remains low. The quality of education among them is mediocre at best (Ademosun, 1992 and Ademosun and Tesch, 1999). The nomadic education is, therefore, yet to lift the literacy and standard of living of the Fulani. Many Fulanis are taking advantage of the educational facilities provided by the government (NCNE, 2011, Abdulkareem 1992, Lar, 1997, Moris, 1999). According to Land and Kratli, 1992).

According to FME (1987) Nomadic education in Nigeria is affected by defective management, inadequate finance, faulty school placement, incessant migration of students,

unreliable and obsolete data, and cultural and religious taboos. While some of these problems are solved by policy and infrastructure interventions, most of the problem are complex and difficult to solve. The persistence of these problems is causing the remaining Fulani to remain educationally backward. Therefore, the relevance of nomadic education to the development of the nation cannot be overlooked (Godfrey, 2011, Krafti, 2000, and Im, 2006). Dyer and Chokoi, (1997) and Anderson, (1999) emphasized that educational programmes that have perform with some degree of success are characterized by : i. Delivered with a non-antagonistic environment and relying on a human interface strongly sympathetic to Nomadic culture, ii. supported by effective law enforcement, iii. Free of charge, iv. Matched by pastoral development policy, provided within an existing education structure, v. planted in an existing pastoral ideology.

But in the face going Ban, (1997) and Lenthart, (2000) maintained that there is need to link more successfully, the practice of education and issues of Nomadic pastoral culture and society, particularly the relationship between culture, local knowledge, social institutions and poverty. More effective schooling in this respect means teaching and learning which recognizes that the knowledge, skill and attitude needed for effective herding under pastoral conditions are likely to value pastoral livelihood systems as appropriate and technically adaptable to their environment to provide a competitive and conducive environment to reduced the educational gap between Nomadic Fulani children and non-Fulani's children.

The objectives of the study includes to examine the socio-economic characteristics of the respondents, ascertain the pattern of settlement of Nomadic Fulani's and duration of their stay in such settlements, determine their perception of the effect of Nomadic education on their farming families and to evaluate the effect of their pattern of settlement on their children education.

#### METHODOLOGY

Niger state falls in the grassland savanna zone and has a climate and ecological condition that favored agricultural production, particularly rearing of animals like cattle, goat and sheep. It has an annual rainfall of between 1100mm - 1600mm and has an average temperature of 25°C (Smith et al). Multistage sampling technique was adopted for the selection of the respondents. The first stage involved the purposive selection of two Local Governments from agricultural Zone 1 and 2 and 3 local Governments from zone 3 owing to the high concentration of Nomadic Fulani in the Zone. Second stage involved random selection of 10 household heads from each local Government area given a total number of 70 respondents in all. Data were collected using a well structured interview schedule through the help of National Commissioner for Nomadic Education officials representative in the Local Government Area. Data collected were analysed using frequency distribution tables, percentage mean average.

**Table 1. Distribution of the Respondents According to their Socio-Economic Characteristics**

Socio-Economic variables	Frequency	Percentage
<b>Age</b>		
Less than 20 Years	8	11.4
20 - 29	21	30
30 - 39	16	22.9
40 - 49	16	22.9
50 - 59	5	7.1
60 years and above	4	5.7
<b>Total</b>	<b>70</b>	<b>100</b>
<b>Sex</b>		
Male	45	64.3
Female	45	35.7
<b>Total</b>	<b>70</b>	<b>100</b>
<b>Level of Education</b>		
Primary	10	14.3
Secondary	9	12.9
Tertiary education	6	8.5
Quranic Education	30	42.9
No formal Education	15	21.4
<b>Total</b>	<b>70</b>	<b>100</b>
<b>Years of Experience in Nomadism</b>		
Less than 10 years	5	7.2
10 - 19	19	27.1
20 - 29	14	20
30 - 39	18	25.7
40 - 49	8	11.4
50 years and above	6	8.4
<b>Total</b>	<b>70</b>	<b>100</b>

Source: Field Survey, 2012.

The age distribution in table 1 shows that majority (82.9%) of the respondents were within the ages of between 20-59 years and only 11.4% and 5.7% were less than 20 years and above 59 years respectively. This implies that majority of the nomads were still in their active age which makes them highly mobile along with their households, this directly or indirectly will affect their children access to education on continuous bases. This finding is in agreement with that of Iro (2006) who pointed out that some teachers could not endure the rigorous movement of the Fulani, which directly affect the education their children.

The sex distribution in table 1 also reveals that majority (64.3%) of the respondents were male, while only 35.7% were females. The male are very mobile in search for greener pastures for their animals and the female counterparts who are usually the wife(s) had no choice than to move along with their spouses, this also affect the education of their wards.

Table 1 also indicated that 42.9% of the Nomads had Quranic education, 14.3% and 12.9% had primary and secondary education respectively, while only 8.5% had tertiary education and about 21.4% had no access to formal education at all. This implies that the nomads usually have access to formal education but mainly at the elementary level, this may be due to the fact that they are always on the move. This confirms the findings of Iro (2006) and



SEF (2000) who opined that the major hindrance to school attendance are the daily grazing movement of the Fulani

It is evident in table 1 that majority (84.3%) of the respondents had been rearing animals between 10-49 years while only 7.2% and 8.6% had Nomadism experience of less than 10 years and above 50 years respectively. This implies that, majority of the respondent had acquired a lot of experience in the field of Nomadism.

Table 2: Distribution of the Respondent Based on their Pattern of Settlement.

Pattern of Settlement	Frequency	Percentage
Lived in Permanent settlement	4	5.17
Lived in Temporal settlement	66	94.3
<b>Total</b>	<b>70</b>	<b>100</b>

Source: Field Survey, 2012.

Table 2 shows that majority (94.3%) of the respondent usually lived in temporal settlement, this implies that they are always on the move with the herds and their families; this temporal settlement pattern has a negative effect on their children education.

The Table 3 Indicated that larger proportion (74.3%) of the respondents usually stayed in their temporal settlement for between 1-2 months and 19.7% for between 3-4 months and only 6.0% stays up to between 5-6 months. This duration of stay in temporal settlements usually have negative effect on their children education. This finding is in agreement with the NCNE (2011) reported that the constant migration/movement in search of water and pasture was the major reason why the Nomad always preferred or lived in temporal settlements

Table .3: Distribution of the Respondents on how long they stay on the Temporal Settlements.

Duration of stay on Temporal Settlement	Frequency	Percentage
1 - 2	49	74.3
3 - 4	13	19.7
5 - 6	4	6.0
<b>Total</b>	<b>66</b>	<b>100</b>

Source: Field Survey, 2012.

Table 4: Distribution of the Respondents Based on the Nature of Nomadic Education Preferred

Nomadic Education preferred	Frequency	Percentage
Boarding Schools	4	5.7
Mobile Schools	59	84.3
Distance Education (Radio Broadcast)	7	10
<b>Total</b>	<b>70</b>	<b>100</b>

Source: Field Survey, 2012.

Table 4 reveals that majority (84.3%) of the respondents preferred mobile schools for their children, mobiles schools can be moved along with the nomads and their family as they migrate from on locality to another, the will help to ensure that their children continue with their education as they moved from one point to another. NCNE (2011) however stated that progress of mobile schools has been curtailed by shortage of road Vans in the study area.

Only 10% and 5.7% of the respondent claimed they preferred distance education in form of radio broadcast and boarding schools for their children respectively.

**Table 5: Respondents Perception about the Effect of Nomadic Education on their Farming Families.**

Effect	Perception				Sum	Mean	Remark
	S.A	A	U.D	D			
improves Social Interaction	30	15	16	9	206	2.95	Agreed
improve their access to Social Services	8	14	21	27	143	2.04	Disagreed
increase their access to Livestock services	28	16	12	14	198	2.83	Agreed
increase their access to Marketing Facilities	32	14	9	15	203	2.9	Agreed
increase their access to Banking Services	12	6	7	45	125	1.79	Disagreed
improve their Economic Development	15	4	8	43	131	1.87	Disagreed
improve their Standard of Living	11	5	6	48	119	1.7	Disagreed

Source: Field Survey, 2012.

Table 5 reveals that the respondents perceived and agreed that nomadic education had a positive effect in the following areas: Improvement in social interaction (2.94); increase access to livestock services (2.83) and increased their access to marketing facilities (2.9). On the other hand the respondents claimed that nomadic education has not impacted their lives positively in the following areas: access to improve social services (2.04); increase access to banking services (1.79); improvement in economic development (1.87) and improved standard of living (1.7). From the above it can be concluded that Nomadic education has impacted the nomadic farming families significantly and positively. This implies that nomadic education has the potential of improving the general well being of the Nomads if given proper attention. Kratli (1992), however pointed out to achieve this education for the nomads should be flexible, multifaceted and focused

**Table 6. Nomadic Teacher's Perception of the Effect of Settlement Pattern on Fulani Children Education.**

Degree of effect of Pattern of Settlement on children education	Frequency	Percentage
significantly affect children education	9	90
slightly affect children education	1	10
marginally affect children education	-	-
no effect on children education	-	-

Source: Field Survey, 2012.

The result in table 6 shows the opinion of Nomadic teacher's perception of the effect of pattern of settlement on their children education. The result reveals that there was significant influence of Fulani's pattern of settlement on their children education. This is also in line with the findings of Sinha, (2000) and NCNE (2011) who pointed out that the major reasons for low school attendance are the daily grazing movement and lack of labour substitutes, especially for crop farmers who used child labour marginally. This also brought to fore the centrality of child labour in their production system, thus making it extremely difficult to allow their children to participate in formal schooling continuously.

## CONCLUSION AND RECOMMENDATIONS

The study reveals that majority of the respondents were still in their active age and majority of them are males. Majority of the respondents had been on Nomadism for a long time and they lived in temporal settlements for between 1-2 months before moving to another destination. The Nomads also claimed they preferred mobile schools for their children than other forms of schooling, they also claimed that nomadic education had improve their social interaction and their access to livestock services. The major problems identified were problems of mobility and lack access to social amenities. Finally, the result of the study reveals that pattern of settlement significantly affect Fulani's children education. It is recommended that Nomadic education should be matched by pastoral development policies to address peculiar problems and Nomads should be settled and provided with extensive natural resources to reduce their mobility, or alternatively mobile schools should be revitalised to suit the mobile nature of the Nomads.

## REFERENCES

- Abdulraem, S. (1992) Meat Trade in South-Western Nigeria. A Paper Presented at National Commission for Nomadic Education Centre, Kaduna.
- Anderson, D. M. and Broch-Due, V. (eds) (1999). The Poor are Not Us. Poverty and pastoralism. London James Currey.
- Ademosun, A. (1992) Livestock in Nigeria: Our commission and omission. Inaugural Lecture Series 17, delivered at University Press pg. 1-24.
- Dyer, C. and Choksi, A. (1997) Literacy for migrant: An Ethnography of literacy Acquisition among Nomads of Kutch. Compare, 27(2): 217-229
- FME, (1987). Blue Print on Nomadic Education. Victoria Island Lagos: Government printers.
- Godfrey, I. (2011) Nomadic Education in Nigeria; an overview report prepared by the Department of Programme development and Extension, NCNE, Kaduna Updated in 2011.
- Iro, I. (2006). *Nomadic Education and Education for Nomadic Fulani*. Retrieved May 18, 2007 from: <http://www.gamji.com/fulani7.htm>
- Kratli, S. (1992). Education provision to Nomadic pastoralist. A literature review New York World Bank publication. First edition.
- Lenhart, L. (2000). Orang Suku laut Notions of education in C. Dyer (ed). *The education of Nomadic Peoples: issues, provision and prospects*
- Lemorde, A.M. and Tesch, R. (1999). *Ethnography and qualitative design educational research 2<sup>nd</sup> edition* sandiego academic press Inc.
- Moris, J. (2002). Extension Alternative in Tropical African Agriculture research in Kenya Workshop on farm and Agricultural research, Complementary method. University of Suzzex 26-30 July, 1992.
- National Commission for Nomadic Education (2011) situation report on Nomadic Education prepared by Department of Programme Development and Extension, NCNE, Kaduna, Nigeria.
- Shaib B., Aliyu, A. & Bakshi, J.S. (1997). *Nigeria: National Agricultural Research Strategy Plan, 1996 - 2010*. Dept of Agric. Science, Federal Ministry of Agriculture and Natural Resources, Abuja. Intec Printers Limited, Ibadan.
- SEF, (2000). Towards Responsive School: Supporting better schooling for disadvantage children. Case studied from save the children. DFID. Education paper .London: Department for international development

... S. (2000). Child and Labour education: in R. Wazir (ed). The Gender Gap in basic Education. NGOs as change agents. New Delhi. London.: thousand Oaks. Sage Publications

UNESCO (2003) Right to Education, Scope and Implementation. General comment on the right of the child to education. UNESCO Economic and Social Council Retrieved, 18<sup>th</sup> May, 2007