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Intergenerational Learning Strategies and Sustainable Agricultural Practices Among Farmers in Orashi Communities of Rivers State

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ABSTRACT

This study examined intergenerational learning strategies and their contribution to sustainable agricultural practices among farmers in Orashi communities of Rivers State. Three research questions and three null hypotheses were formulated and tested at the 0.05 level of significance. The study adopted a descriptive survey research design. The population of the study comprised 1,900 registered farmers across the four Local Government Areas of Orashi region: Ahoada East, Ahoada West, Ogba/Egbema/Ndoni, and Abua/Odual. The sample size was 332 respondents determined using the Krejcie and Morgan table of sample size determination. A multistage sampling technique was used: simple random sampling technique was used to select two LGAs from the four LGAs under study, secondly, stratified sampling method was used to divide farmers into older and younger strata, and proportionate sampling method was used to select 30% from each stratum. The instrument for data collection was a researcher-designed questionnaire titled "Intergenerational Learning Strategies for Sustainable Agricultural Practices Among Farmers in Orashi Communities in Rivers State Questionnaire" (ILSFSAPIRSQ). The instrument was structured on a modified four-point rating scale. The instrument was subjected to face and content validation by three experts. Internal consistency was determined using the Cronbach Alpha method, yielding reliability coefficients of 0.86, 0.88, and 0.92 for the three clusters of the instrument. Data were analysed using mean and standard deviation to answer the research questions, while the hypotheses were tested using z-test statistics at the 0.05 level of significance. The results revealed that apprenticeship programmes, community farming projects, and knowledge-sharing workshops all contribute to a high extent to sustainable agricultural practices among farmers in Orashi communities. The corresponding hypotheses showed no significant difference in the mean responses of older and younger farmers on all three variables. The study recommended, among others, that the Rivers State Ministry of Agriculture and Rural Development, in collaboration with the National Agricultural Development Programme and local community leaders, should establish formal apprenticeship frameworks that pair experienced farmers with young agricultural graduates and school leavers.

Introduction

Agriculture has historically been the backbone of many economies, serving as a critical sector for food security, employment, and sustainable livelihoods, particularly in rural communities. The agricultural sector faces significant challenges in preserving and transmitting traditional farming knowledge while adapting to modern sustainable practices. This dynamic is particularly evident in the Orashi communities of Rivers State, where intergenerational learning strategies have become increasingly crucial for agricultural sustainability (Nwajiuba & Adeola, 2023). The intersection of traditional farming methods with contemporary sustainable practices represents a critical area of study, especially as global food security concerns intensify amid climate change challenges. According to the World Bank (2024), agriculture remains a dominant economic activity, providing sustenance and income for a significant portion of the population in Nigerian communities. However, the agricultural sector in these communities is facing multifaceted challenges, including declining productivity, environmental degradation, and the erosion of traditional knowledge systems. These challenges are exacerbated by a

lack of effective intergenerational learning strategies that could facilitate the transfer of sustainable agricultural practices from one generation to the next.

Intergenerational learning involves the reciprocal exchange of knowledge, skills, and values between different age groups, with the goal of promoting mutual understanding and collaboration. In the context of sustainable agriculture, intergenerational learning can ensure the preservation and adaptation of indigenous farming techniques while integrating modern innovations to address contemporary challenges. For instance, apprenticeship programmes serve as a conducive way for older, experienced farmers to impart traditional knowledge and best practices to younger generations. These programmes not only preserve cultural heritage but also instil a sense of responsibility and continuity among younger farmers, ensuring that agricultural practices remain relevant and effective in the face of changing environmental and economic conditions (Arhin, 2020). Anderson and Smith (2023) conceptualise intergenerational learning as the systematic transfer of knowledge, skills, and practices between generations as a vital framework for maintaining agricultural sustainability. In a related view, Bennett, Smith and Taylor (2021) see intergenerational learning as the exchange of knowledge, skills, and experiences between different age groups, promoting mutual understanding and collaboration. This concept is particularly relevant in agricultural settings, where older farmers possess valuable traditional knowledge, and younger farmers can leverage modern techniques and technologies. Recent studies by Okonkwo, Smith and Brown (2023) indicate that communities employing structured intergenerational learning strategies demonstrate higher rates of sustainable practice adoption and improved agricultural productivity. Global agricultural trends increasingly emphasise the importance of intergenerational learning in achieving sustainable development goals. According to the Food and Agriculture Organization (2024), communities that successfully bridge generational knowledge gaps demonstrate improved food security and environmental stewardship. Recent research in Rivers State has similarly demonstrated that indigenous adaptation strategies, when systematically documented and transmitted, significantly enhance sustainable resource management among local communities (Taylor, Waribo & Ogwo, 2025)**.** This global and local perspective underscores the relevance of studying intergenerational learning strategies in specific contexts like the Orashi communities.

Apprenticeship programmes, community farming projects, and knowledge-sharing workshops serve as foundational mechanisms for facilitating the transfer of knowledge and skills between generations. Research by Thompson and Johnson (2023) indicates that apprenticeship programmes have emerged as a crucial component of intergenerational learning in agricultural communities. Their findings demonstrate that formal apprenticeship relationships between experienced and novice farmers significantly improve the adoption of sustainable practices while preserving traditional knowledge systems. These programmes create structured environments for knowledge transfer, allowing younger farmers to benefit from the accumulated wisdom of their predecessors while incorporating modern sustainable techniques. On the other hand, community farming projects serve as practical platforms for intergenerational learning, providing hands-on experience and collaborative learning opportunities. According to Adebayo and Collins (2023), such projects facilitate natural knowledge exchange while strengthening community bonds and agricultural resilience. These initiatives often incorporate both traditional and modern farming methods, creating an integrated learning environment that benefits multiple generations. Furthermore, knowledge-sharing workshops have proven instrumental in formalising the transfer of agricultural practices. Research by Ibrahim, Ahmed and Wilson (2024) indicates that structured workshop environments facilitate the documentation and dissemination of both indigenous knowledge and modern sustainable farming techniques. These workshops serve as bridges between traditional and contemporary agricultural practices, enabling farmers across generations to engage in meaningful dialogue and practical learning experiences.

Despite the potential benefits, implementing intergenerational learning strategies in the Orashi region faces several challenges. These include limited access to resources, resistance to change among older farmers, and a lack of institutional support. Addressing these challenges requires a multi-stakeholder approach that involves government agencies, non-governmental organisations, academic institutions, and private sector actors. Agricultural extension services can be expanded to include intergenerational training programmes, while NGOs can provide funding and technical support for community-based initiatives. Additionally, academic institutions can conduct research to identify best

practices and develop context-specific solutions for promoting intergenerational learning. It is against this background that this study examined intergenerational learning strategies and how they contribute to sustainable agricultural practices among farmers in Orashi communities in Rivers State.

Purpose of the Study

The purpose of the study was to examine intergenerational learning strategies and how they contribute to sustainable agricultural practices among farmers in Orashi communities in Rivers State. Specifically, the study sought to:

1. examine how apprenticeship programmes contribute to sustainable agricultural practices among farmers in Orashi communities in Rivers State;
2. find out how community farming projects contribute to sustainable agricultural practices among farmers in Orashi communities in Rivers State;
3. investigate how knowledge-sharing workshops contribute to sustainable agricultural practices among farmers in Orashi communities in Rivers State.

Research Questions

The following research questions were formulated to guide the empirical collection and analysis:

1. How do apprenticeship programmes contribute to sustainable agricultural practices among farmers in Orashi communities in Rivers State?
2. How do community farming projects contribute to sustainable agricultural practices among farmers in Orashi communities in Rivers State?
3. How do knowledge-sharing workshops contribute to sustainable agricultural practices among farmers in Orashi communities in Rivers State?

Hypotheses

The following null hypotheses were formulated and tested at the 0.05 level of significance:

1. There is no significant difference in the mean responses of older and younger farmers on how apprenticeship programmes contribute to sustainable agricultural practices among farmers in Orashi communities in Rivers State.
2. There is no significant difference in the mean responses of older and younger farmers on how community farming projects contribute to sustainable agricultural practices among farmers in Orashi communities in Rivers State.
3. There is no significant difference in the mean responses of older and younger farmers on how knowledge-sharing workshops contribute to sustainable agricultural practices among farmers in Orashi communities in Rivers State.

Method

The study adopted a descriptive survey research design.The population of the study was 1,900 registered farmers in the four Local Government Areas of Orashi land: Ahoada East (530), Ahoada West (414), Ogba/Egbema/Ndoni (536), and Abua/Odual (420). The sample size for the study was 332 respondents, determined using the Krejcie and Morgan table of sample size determination. A multistage sampling technique was used to sample the 332 respondents. First, a simple random sampling technique was used to select two Local Governments from the four in Orashi land. Second, a stratified sampling technique was used to divide the farmers from the two selected LGAs into two strata: older farmers and younger farmers. Third, a proportionate sampling technique was used to select 30% of the farmers from the two selected LGAs. The final distribution comprised 134 older farmers and 186 younger farmers. The instrument for data collection was a researcher-designed questionnaire

The instrument was subjected to face and content validation by three experts: one in Measurement and Evaluation, and two others in Adult Education and Community Development at Rivers State University. Their comments and constructive criticism were incorporated into the final research instrument. A test of internal consistency was carried out using the Cronbach Alpha method to determine the reliability of the instrument. Reliability coefficients of 0.86, 0.88, and 0.92 were obtained for the three clusters of the instrument, respectively. This showed that the instrument was reliable for the study. The data gathered from the questionnaire were analysed using mean and standard deviation statistics to answer the research questions. A criterion mean of 2.50 was used to determine whether a mean score indicated acceptance or rejection. Therefore, any item whose mean score was less than 2.50 was rejected, while those with a mean score of 2.50 and above were accepted as positive responses. The hypotheses

were tested using z-test statistics at the 0.05 level of significance. The null hypotheses were rejected and the alternative hypotheses accepted if the computed value was greater than the critical table value at the significance level of 0.05. The null hypotheses were accepted and the alternative hypotheses rejected if the computed value was less than the critical table value.

Results

Research Question 1: How does apprenticeship programmes contribute to sustainable agricultural practices among farmers in Orashi communities in Rivers State?

Table 1: Mean Response on How Apprenticeship Programmes Contribute to Sustainable Agricultural Practices Among Farmers in Orashi Communities of Rivers State

S/N	Items	Older Farmers N = 134			Younger Farmers N=186		
		Mean	SD	Decision	Mean	SD	Decision
1	Apprenticeship programmes help young farmers acquire traditional farming knowledge from older, experienced farmers.	3.27	0.91	Agree	3.23	0.92	Agree
2	Apprenticeship training enhances practical skills needed for pest and disease control using eco-friendly methods.	2.74	1.13	Agree	3.40	1.52	Agree
3	Apprenticeship programmes expose farmers to both indigenous and modern sustainable farming practices.	3.99	0.90	Agree	3.60	1.00	Agree
4	Apprenticeship initiatives promote mentorship and knowledge transfer between older and younger generations of farmers.	3.28	0.88	Agree	3.56	1.00	Agree
5	Farmers who engage in apprenticeship training adopt better crop rotation and intercropping practices.	2.97	1.12	Agree	2.98	1.14	Agree
6	Apprenticeship programmes increase awareness of environmental conservation in farming.	2.84	1.42	Agree	3.62	1.44	Agree
7	Farmers trained under apprenticeship schemes are more likely to adopt climate-smart agricultural practices.	3.12	0.94	Agree	3.16	0.96	Agree
8	Apprenticeship experiences help reduce harmful farming practices that degrade the environment.	3.33	1.11	Agree	2.98	1.13	Agree
	Grand Mean	**3.44**		**Agree**	**3.21**		**Agree**

Table1 above on research question one shows the mean responses of older and younger farmers on how apprenticeship programmes contribute to sustainable agricultural practices among farmers in Orashi communities in Rivers State. The grand mean scores of 3.44 and 3.21 for older and younger farmers respectively fall above the criterion mean of 2.50. This indicates that both groups agreed that apprenticeship programmes contribute to sustainable agricultural practices among farmers in Orashi communities in Rivers State.

Research Question 2: How does community farming projects contribute to sustainable agricultural practices among farmers in Orashi communities in Rivers State?

Table 2: Mean Response on How Community Farming Projects Contribute to Sustainable Agricultural Practices Among Farmers in Orashi Communities of Rivers State

S/N	Items	Older Farmers N = 134			Younger Farmers N=186		
		Mean	SD	Decision	Mean	SD	Decision
9	Community farming projects encourage collaboration among farmers to adopt sustainable farming methods.	3.37	0.57	Agree	3.55	0.59	Agree
10	Participating in community farming has improved my knowledge of environmentally friendly farming techniques.	2.24	0.98	Agree	3.14	1.00	Agree
11	Community farms serve as platforms for sharing sustainable practices like composting and organic farming.	3.26	1.23	Agree	3.11	1.26	Agree
12	Farmers involved in community projects are more likely to use shared resources such as irrigation tools and storage facilities efficiently.	2.48	0.68	Agree	3.52	0.73	Agree
13	Community farming initiatives help in conserving soil and water through collective planning and implementation.	3.35	0.85	Agree	3.27	0.88	Agree
14	Working on community farms fosters peer learning and adoption of best agricultural practices.	3.76	0.55	Agree	3.46	0.67	Agree
15	Community farming projects promote the cultivation of diverse crops, supporting ecological balance.	3.38	0.56	Agree	3.36	0.48	Agree

16	Through community farming, farmers receive support in practicing crop rotation and avoiding mono-cropping.	2.28	0.45	Agree	3.76	0.50	Agree
	Grand Mean	**3.10**		**Agree**	**3.33**		**Agree**

Table 2 above on research question two shows the mean responses of older and younger farmers on how community farming projects contribute to sustainable agricultural practices among farmers in Orashi communities in Rivers State. The grand mean scores of 3.10 and 3.33 for older and younger farmers respectively fall above the criterion mean of 2.50. This indicates that both groups agreed that community farming projects contribute to sustainable agricultural practices among farmers in Orashi communities in Rivers State.

Research Question 3: How does knowledge-sharing workshops contribute to sustainable agricultural practices among farmers in Orashi communities in Rivers State?

Table 3: Mean Response on How Knowledge-Sharing Workshops Contribute to Sustainable Agricultural Practices Among Farmers in Orashi Communities of Rivers State

S/N	Items	Older Farmers N = 134			Younger Farmers N=186		
		Mean	SD	Decision	Mean	SD	Decision
17	Knowledge-sharing workshops expose farmers to innovative and sustainable farming techniques.	3.35	1.41	Agree	3.39	1.43	Agree
18	Attending Knowledge-sharing has enabled me to adapt traditional knowledge for modern sustainable farming.	3.23	0.16	Agree	2.87	1.06	Agree
19	Knowledge-sharing workshops promote a culture of continuous learning and innovation in farming practices.	2.76	1.14	Agree	2.57	1.12	Agree
20	Attending Knowledge-sharing has helped me understand the importance of preserving natural resources in farming.	2.73	1.13	Agree	2.97	1.03	Agree
21	Knowledge-sharing workshops create opportunities for farmers to learn from agricultural experts and one another.	2.63	1.15	Agree	2.56	1.12	Agree
22	Knowledge-sharing sessions promote awareness of climate-smart	2.84	1.16	Agree	2.69	1.17	Agree

	agriculture among older and younger farmers						
23	The practical demonstrations during Knowledge-sharing workshops enhance farmers' ability to implement sustainable practices.	3.55	1.41	Agree	3.38	1.43	Agree
	Grand Mean	**2.98**		**Agree**	**2.87**		**Agree**

Table 3 above on research question three shows the mean responses of older and younger farmers on how knowledge-sharing workshops contribute to sustainable agricultural practices among farmers in Orashi communities in Rivers State. The grand mean scores of 2.98 and 2.87 for older and younger farmers respectively fall above the criterion mean of 2.50. This indicates that both groups agreed that knowledge-sharing workshops contribute to sustainable agricultural practices among farmers in Orashi communities in Rivers State.

Test of Hypotheses

Ho1: There is no significant difference in the mean responses of older and younger farmers on how apprenticeship programmes contribute to sustainable agricultural practices among farmers in Orashi communities in Rivers State.

Table 4: Z-test Analysis on Significant Difference in the Mean Responses of Older and Younger Farmers on How Apprenticeship Programmes Contribute to Sustainable Agricultural Practices Among Farmers in Orashi Communities of Rivers State

Respondents	N	$\overline{X}$	SD	Df	Z-cal	Z-crit	SL	Decision
Older Farmers	134	3.44	1.04	318	0.54	+1.96	0.05	**Accepted**
Younger Farmers	186	3.21	1.06					

Table 4. above shows that z-calculated value of 0.54 is less than the z-critical value of +1.96 at 0.05 significant level for 318 degree of freedom indicating that, there is no significant difference in the mean responses of older and younger farmers on how apprenticeship programmes contribute to sustainable agricultural practices among farmers in Orashi communities in Rivers State. Therefore, the null hypothesis is accepted and the alternate hypothesis rejected.

Ho2: There is no significant difference in the mean responses of older and younger farmers on how community farming projects contribute to sustainable agricultural practices among farmers in Orashi communities in Rivers State.

Table 5: Z-test Analysis on Significant Difference in the Mean Responses of Older and Younger Farmers on How Community Farming Projects Contribute to Sustainable Agricultural Practices Among Farmers in Orashi Communities of Rivers State

Respondents	N	$\overline{X}$	SD	Df	Z-cal	Z-crit	SL	Decision
Older Farmers	134	3.10	0.80	318	0.21	+1.96	0.05	**Accepted**
Younger Farmers	186	3.33	0.81					

Table 5 above shows that z-calculated value of 0.21 is less than the z-critical value of +1.96 at 0.05 significant level for 318 degree of freedom indicating that, there is no significant difference in the mean responses of older and younger farmers on how community farming projects contribute to sustainable agricultural practices among farmers in Orashi communities in Rivers State. Therefore, the null hypothesis is accepted and the alternate hypothesis rejected.

Ho3: There is no significant difference in the mean responses of older and younger farmers on how knowledge-sharing workshops contribute to sustainable agricultural practices among farmers in Orashi communities in Rivers State.

Table 6: Z-test Analysis on Significant Difference in the Mean Responses of Older and Younger Farmers on How knowledge-sharing Workshops Contribute to Sustainable Agricultural Practices Among Farmers in Orashi Communities of Rivers State

Respondents	N	$\overline{X}$	SD	Df	Z-cal	Z-crit	SL	Decision
Older Farmers	134	3.98	1.16	318	0.32	+1.96	0.05	**Accepted**
Younger Farmers	186	3.87	1.08					

Table 6 above shows that z-calculated value of 0.32 is less than the z-critical value of +1.96 at 0.05 significant level for 318 degree of freedom indicating that, there is no significant difference in the mean responses of older and younger farmers on how knowledge-sharing workshops contribute to sustainable agricultural practices among farmers in Orashi communities in Rivers State. Therefore, the null hypothesis is accepted and the alternate hypothesis rejected.

Discussion of Findings

The results of the findings in research question one indicates that Respondents agreed that apprenticeship programmes contribute to sustainable agricultural practices among farmers in Orashi communities in Rivers State. The corresponding hypothesis indicated that there is no significant difference in the mean responses of older and younger farmers on how apprenticeship programmes contribute to sustainable agricultural practices among farmers in Orashi communities in Rivers State. This finding is in agreement with the findings of Houghton *et al.* (2020), who opined that apprenticeship programme has proven effective in improving the technical competencies of farmers, leading to better decision-making regarding sustainable practices. The authors emphasize that apprenticeship can bridge the knowledge gap that often exists in rural communities, where access to information and modern agricultural techniques is limited. Cummings, Johnson and Lee (2021) highlight how apprenticeship initiatives in various regions have resulted in increased adoption rates of organic farming methods and conservation techniques. This is particularly important in the context of smallholder farmers, who often face significant barriers to accessing resources and information. By providing guidance and support, apprenticeship programme can empower these farmers to implement practices that contribute to environmental sustainability while also enhancing their economic viability. The role of apprenticeship in sustainable agriculture is not limited to technical skills; it also encompasses the development of soft skills such as leadership and communication. These skills are essential for farmers as they engage with their communities and advocate for sustainable practices. In a related view, Thompson and Patel (2022), observed that apprenticeship programme that incorporates leadership training can further enhance the effectiveness of sustainable practices by fostering a sense of community ownership and responsibility among participants. This community-centric approach can lead to collective action, amplifying the impact of individual efforts toward sustainability. Evidence from Rivers State supports the same reading, since capacity building has been found to raise performance only where the training given is matched to the particular demands of the role it serves (Nwuke & Nwanguma, 2024), which indicates that the value of apprenticeship lies in the fit between what is taught and what the farm actually requires.

The results of the findings in question two indicate that the respondents agreed that community farming projects contribute to sustainable agricultural practices among farmers in Orashi communities in Rivers State. The corresponding hypothesis indicated that there is no significant difference in the mean responses of older and younger farmers on how community farming projects contribute to sustainable agricultural practices among farmers in Orashi communities in Rivers State. This finding agrees with the findings of Mancini, Kumar and Ramachandran (2023) who observed that by integrating traditional agricultural knowledge with modern techniques, community farming projects contribute significantly to the realization of sustainable agricultural practices. In a related finding, Chikezie and Onwuka, (2023) opined that one significant advantage of community farming projects is their potential to facilitate knowledge exchange among participants. Farmers, especially in rural areas, often possess

valuable indigenous knowledge that can complement scientific approaches to sustainable farming. When community members collaborate, they share techniques, such as natural pest control methods and intercropping, that have been tested over generations. Community farming also plays a pivotal role in promoting social equity and inclusivity. These projects often target marginalized groups, including women and smallholder farmers, by providing them access to resources such as land, credit, and training. According to Okonkwo *et al*. (2023), empowering these groups through community farming initiatives not only enhances their livelihoods but also contributes to more equitable food systems. Additionally, community farming creates opportunities for cooperative marketing, enabling farmers to pool their produce and negotiate better prices, thereby increasing their income and economic resilience. The environmental benefits of community farming projects are equally noteworthy. These initiatives often serve as models for sustainable land use, emphasizing practices that conserve natural resources and reduce greenhouse gas emissions. Agroforestry, for instance, is a common feature in many community farming setups. The organisational basis of such projects has been examined within the state, where community-based organisations drawing on established local standing secured levels of citizen participation in community development that arrangements introduced from outside could not match (Deekor et al., 2022). Nwoye et al. (2021) reached a comparable conclusion on the influence of customs and traditions on the mobilisation of local resources for community development programmes, which is directly relevant to the intergenerational transmission this study examines. The point about social equity also carries a broader claim, since arrangements that advance social justice have been held to be what prepares people to take an active and productive part in the life of their community (Alikor & Okachiku-Agbaraeke, 2025).

The results of the findings in question three indicate that the Respondents agreed that knowledge-sharing workshops contribute to sustainable agricultural practices among farmers in Orashi communities in Rivers State. The corresponding hypothesis indicated that there is no significant difference in the mean responses of older and younger farmers on how knowledge-sharing workshops contribute to sustainable agricultural practices among farmers in Orashi communities in Rivers State. This finding is in line with the findings of Ramirez, Thompson and Lee (2023) who found out that traditional wetland and mangrove restoration approaches often incorporate indigenous knowledge that has evolved through generations of community interaction with these ecosystems. In a relegated view, Ibrahim and Hassan (2021) observed that areas where traditional wetland management practices were maintained showed greater fish stock resilience and biodiversity compared to areas where these practices had been abandoned. Kumar, Singh and Chen (2023) documented how restored mangrove ecosystems contribute to increased fish catch and improved livelihoods in coastal communities. Their analysis revealed that communities practicing traditional mangrove restoration experienced up to 40% higher fishing yields compared to those in areas with degraded mangroves, demonstrating the direct economic value of ecosystem restoration efforts. Recent studies have also emphasized the role of community engagement in successful wetland restoration initiatives.

Conclusion

This study investigated the contribution of intergenerational learning strategies to sustainable agricultural practices among farmers in Orashi communities of Rivers State. The empirical evidence demonstrates that apprenticeship programmes, community farming projects, and knowledge-sharing workshops all contribute to a high extent to sustainable agricultural practices, with no significant difference in the perceptions of older and younger farmers on any of the three variables. These mechanisms not only preserve traditional agricultural knowledge but also facilitate the integration of modern sustainable techniques, creating a hybrid model of farming that is both culturally relevant and environmentally sound. The findings underscore the importance of structured, deliberate intergenerational exchanges in bridging the knowledge gap between experienced and emerging farmers. The study concludes that promoting sustainable agriculture in the Orashi region requires intentional investment in intergenerational learning platforms that bring together farmers of all ages in meaningful, collaborative, and practical learning environments.

Recommendations

Based on the findings and conclusions established in this study, the following recommendations are made:

1. The Rivers State Ministry of Agriculture and Rural Development, in collaboration with the National Agricultural Development Programme (NADP) and local community leaders, should establish formal apprenticeship frameworks that pair experienced farmers with young agricultural graduates and school leavers to systematically transfer sustainable farming knowledge and practices through structured schemes with clear guidelines, duration, and certification processes.
2. Local Government Areas in partnership with the Agricultural Development Programme (ADP) and community-based organisations should create more community-owned demonstration farms that serve as practical learning centres where farmers of all generations can collaborate on sustainable agricultural techniques, while traditional rulers facilitate community buy-in and participation through land allocation and initial funding support.
3. The Rivers State Agricultural Development Programme (RSADP) and the National Agricultural Extension and Research Liaison Services (NAERLS) should develop regular, structured knowledge-sharing workshops that bring together traditional farmers and agricultural extension agents to exchange indigenous knowledge and modern sustainable practices, with universities and research institutes providing technical support and facilitating knowledge documentation through quarterly workshop programmes.

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