

**Attitude of Students towards the  
study of Agricultural Science in Senior and  
Junior Secondary School a case study  
of Michika Local Government Area, Adamawa State**

91

**BY**

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*A Project submitted to the School of Education,  
Federal College of Education, Yola Adamawa State  
in partial fulfilment of the requirement for the  
award of Nigeria Certificate Education (NCE)*

**SEPTEMBER, 2004**



TITLE PAGE

THE ATTITUDE OF STUDENTS TOWARDS THE STUDY OF  
AGRICULTURAL SCIENCE IN SENIOR AND JUNIOR  
SECONDARY SCHOOLS.

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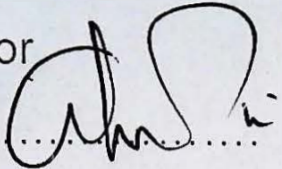
APPROVAL PAGE

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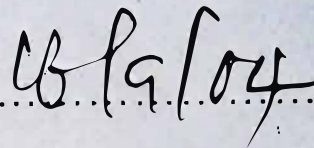
Mallam Abba Wakili

Supervisor

Date .....



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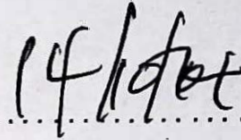
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Head Of department

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Sign.....



External Examiner

D. B. Bwona

Date .....

22/10/04

Sign.....





## DEDICATION

This project is dedicated to my entire family and friends most especially my father and mother for their parental support toward my academic advancement.



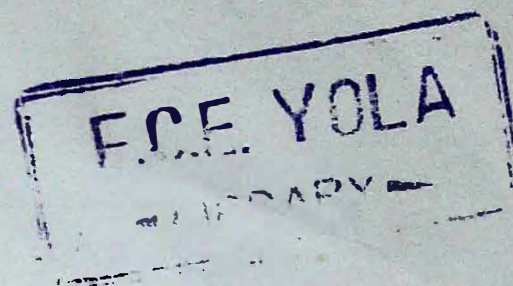
## ABSTRACT

The study investigated the attitude of senior and junior secondary school students towards the study of agricultural science in Michika local government area of Adamawa state.

It deals mainly with negative and positive attitude of students, it is also the interest of the researcher to find out general, what people generally and inhabitants of Michika in particular feel about agricultural science and throw more light on what he might have observed as the general attitude towards agricultural science.

Questionnaires were used to sample the opinion of teachers and students in the area of research park lack of professional agricultural science teachers have been identified. However, the identification of problems is not an end itself. Consequently, the recommendation to help combat the attitudes of secondary school students towards the study of agricultural science.





## ACKNOWLEDGE

I wish to express my most important thank to God almighty of his guidance through out the period of my research, all those who in one way or the other help me either morally or financially in making the research a success .

These includes my supervisor Mallam Abba Wakili for his expect and constructive criticism supervisor time and professional leadership he offered to me one from the grass root to the apex level of this research. My gratitude also goes to my father Mr. Garba Zira and my beloved mother Lydia Garba, my brother Emmanuel Kwaji, Yakubu Vandi and my sisters Christian, Victoria, Rhoda, Ladi, Asabe, Helen, Kwasini for their relent ness effort in my academic advancement and also for their moral support through out my three years in federal college of education Yola.

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The attitudes of students toward the study of agric science in senior and junior secondary schools.

A case study of Michika local government area of Adamawa state.



## CHAPTER ONE

### 1.1 INTRODUCTION

Attitude refers to a way of thinking about something or behavior towards something. Not many similar researchers that have been concluded regarding the positive attitude of students towards the study agricultural science in secondary schools. But according to some agriculturalist generally some students have positive attitude towards agricultural science and also the researchers observation shows that few students have some positive attitude towards agricultural. Question often arise as why should agricultural science taught to everybody? What does improve to the work and efficiency if an individual, what is important of the subject in life and school curriculum? In a nutshell, what are educational values of agricultural science? Any interested agriculturalist would outline the following as the important of agriculture.

- i Agriculture prepares the child for creative and constructive living.
- ii Agriculture develops in the leaner a scientific and realistic attitude towards boasting food production.
- iii Agriculture develops the habits of concentration, self-employment and act of discovering.
- iv It creates love for hard work and profitability.
- v The knowledge farmer of agriculture brings about the technological development of a nation through cash export. In contemporary world, agriculture is being increasingly used in science technology, industries, and education e.t.c.



Therefore for a country to produce complete men and women who may teach and adopt to agriculture as a professional course we must make sure that proper foundation in agricultural science is provided particularly at primary school and junior secondary schools before a students offer it at the senior secondary level. Some students childhood develop negative attitude towards agricultural science. This may be due to there up bringing or their personal views. We find out that a child from a wealth family may not have any knowledge of agricultural farming. This is because the family or parents do not introduce him/her to farming

## **1.2 STATEMENT OF PROBLEMS**

There is a mass comparing towards boasting food production by individual and the nation as a whole. However, the researcher will look in to this various problems that militate the attitudes of students toward studying agricultural science. This stating the various problems will be very necessary, among the problems are:-

- i Climatic factor
- ii Lack of sufficient qualified teacher staff.
- iii Show intervention by the government when the need arises
- iv Lack of finance or capital in school to set up a school farm.

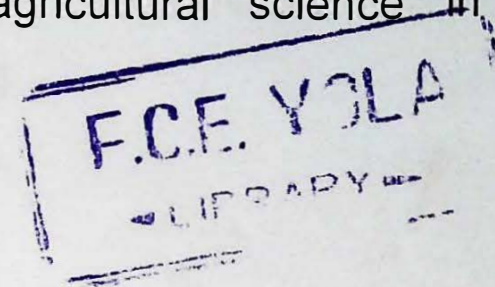
## **1.3 OBJECTIVES OF THE STUDY**

The objectives of the study are:-

- i To find out if there is enough facilities equipments that would attract the attitude of students to the study agricultural science.
- ii To trace the basic problems which the students encountered toward the study of agricultural science in the field.



- iii To identify the roles played by community and school in motivating the students towards the study of agricultural science.
- iv To prove that equipments for practical aspect of agricultural science and theory are adequate in the secondary school.
- v And to investigate whether the parents and the teachers are encouraging the students to study agricultural science in secondary schools.



#### 1.4 SIGNIFICANCE OF THE STUDY

The important of this research is to inculcate in the students, the interest in agricultural science. Also the research work will be of great value to the agricultural science teacher and students. In addition this project will enable secondary school students to exterminate the agricultural phobia. It will also enable the ministry of education to give due to consideration to students studying agriculture at the senior secondary level make up their attitude towards the course. Finally it will help the ministry of education find a lasting solution to the negative attitude of the student toward agricultural science.

#### 1.5 HYPOTHESIS

- i Students who have previous knowledge on the subject have positive attitude towards the subject because of the initial knowledge acquired.
- ii Students find agricultural science a difficult subject because of the intensive theory and practice work.
- iii Non availability or inadequate toward the subjects.
- iv Inadequate/lack of qualified teachers influence students attitudes



towards the subject.

### 1.6 SCOPE AND LIMITATION

The study is limited to: -

- i Government day secondary school Garta
- ii Government day secondary school Wuto
- iii Government day secondary school Jang
- iv Government day secondary school Futu.



## CHAPTER TWO

### 2.0 LITERATURE REVIEW

In this section the researcher is concern with the opinions of writers, agricultural professionals, psychologist and general behaviors of the students that study agricultural science in secondary schools. So this view has grouped the general behaviors of the students as Anthony I. (1988) gave his observation on the percentage of students in agricultural science, " He said generally the students percentages in agricultural science is increasing this is because some of the students have started accepting agriculture as an occupational course.

Pius (1975) stated that " One of the most economic objectives of Nigeria government is to increase agricultural production, so as to bring a steady rise in income and standard of living and because of several other reasons one of the obstacles to an efficient agriculture is lack of interest in agriculture among the students and inadequate training facilities and also lack of well trained socialist, this results into kin interest. He further maintained that three out of four Nigerians walk on land, but because of lack of increase incentives in agriculture the students and school learners leave agriculture to other field of course. Here he is equally saying that the negative attitude of students is resulting to decrease in production of agricultural products.

Jibowo, (1970) lamented that relationship between ages maturely and favorable disposition as being an important factors in determining student participation in agricultural



science. He added that students who grow up in rural areas are likely to have early exposure to farming and they might utilize such an advantage in participating more in agricultural education than those who grow in urban area Dearden (1966) stated that "the level of education attainment of a student and the father will affect the participation of the student in agricultural science activities. A poor farmer in the rural area does not want his child to stay with him in the rural area after completing school he will want him to an urban place and look for white color job this also make the child to develop less interest in agricultural science. Edkin (1929) "The term attitude refers to one's feelings, thought and predisposition to behave in some preferred manner towards objects, aspects or issue of one environment. Simple put attitude one product of one's socialization. An individual acquires his personality, his motives and values which leads him to cherish and maintain a kind of predisposition to behave in a particular way than the other .

According to Encyclopedia of Education (Vol: 1987) (page 329 ) Attitudes refers to how we think, feel and acts toward our fellow human beings". Attitudes are integration of thoughts, feeling and deeds. Hence attitudes are cognitive, affective and behavioral. Positive attitude of students towards the study of agricultural science. Negative attitude of student toward the study of agricultural science. Regarding positive attitude of students towards the study of agricultural science and also research shows that few students show positive attitude towards agricultural science. Anthony (1998) gave his observation on the students have agricultural science as 35% said "generally the students percentage in agricultural science



is increasing" this is because some of the students have started accepting agriculture as an occupation. He also said owing to the change in education system, the number of student have increased from 35% to 65% Pius (1975) postulated that one of the economic objectives of Nigerian government is to increase agricultural production, so as to bring a steady rising income and standard of living. He further observed that one of the objective and efficient agriculture is lack of interest in agriculture among the youths (students). In adequate facilities, lack of trained and qualified teachers e.t.c This result in low production.

Carl (1970) Also agued that school leavers being unable to find job and unwilling to accept inferior jobs give opportunity to agriculture. And female students are discouraged from studying agriculture because it is considered not a suitable career than and those that study agriculture arte crazy. He further stated one of the incentives migration from agriculture by students is the differentiated quantity and quality of school amenities the health services, refer e.t.c It is different to attract and retain qualified civil servants more especially the youths that area in agricultural discipline to work in rural areas where these social amenities are lacking. Ba'ar (183) reported that, the requires a careful identification and analysis of sources of the problems namely: the teachers, the students, the subject matter, the teaching learning environment and application should not only aim at preparing students for useful living within the society, but should also provide a good foundation for more advance work for secondary school education. In related to science education is that students should be equipped with



such skills (Knowledge, attitude and competence that will qualify them in pursue of science and technology related career in tertiary institution.)

Thought science education therefore the nation hope to as a solid foundation for the economy development of the country. The teaching and learning of science and technology in all stages of our education system has been one made mandatory and compulsory. This has been one of the philosophical objectives of 6-3-3-4 system of education. However, it is known doubtful whether and of these objectives is being achieved to any reasonable degree. There are schools that most of our secondary schools have been preparing most of their science students adequate for higher education. Eden (1982) reported that other problem confronting the secondary school, system was the frequently transfer of the teachers and principles and the persistence, poor academic achievement among students.



## **CHAPTER THREE**

### **3.0 'METHODOLOGY 'AND 'PROCEDURE**

#### **3.1 INTRODUCTIONS**

The study is aimed at gathering information and about the attitudes of towards the study of agricultural science a case study of Michika local government area of Adamawa state.

#### **3.2 POPULATION OF RESEARCH**

This project study focuses only on Michika local government area.

The research intends to use (15) students from each school to carry out his research work making a total of (60) questionnaire altogether the students will be picked from both junior 30 and senior 30 secondary school.

#### **3.3. SAMPLE SIZE**

In other to carry out this research properly in four secondary schools have chosen for the research work there are:-

- i Government day secondary school Garta
- ii Government day secondary school Futu
- iii Government day secondary school Jah
- iv Government day secondary school Wuto

#### **3.4. METHOD OF SAMPLING**

In this study, the researcher intends to use random sampling technique in collecting his information because of the number of student in the school.



### 3.5 INSTRUMENT USED

The basic instrument to be used for this research for the collection of data is the questionnaire.

### 3.6 STATISTICAL ANALYSIS

The information collected will be presented and analysed in a simple percentage score and frequency distribution will represent the table the researcher intend using the 'formula.

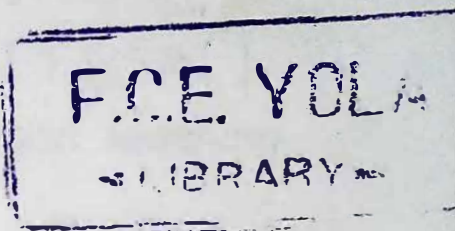
$X \times 100$

1 1

Whence X= number of question

Y= total number of the question answered

100= percentage score



**Federal College of Education**

**P.M.B 2042**

**Yola**

**Agric Science Dept.**

Dear students/respondents,

I am a student of the above mentioned school conducting a final year N.C.E project research on the topic attitude of students towards agricultural science in selected secondary school of this local government area.

I would be very gratefully if you would assist in answering this question honestly and the information gathering will only be used for the research work. There is a total 16-question box provided in every question.

Question

Name-----

Class JSS [ ] SS [ ]

Sex M [ ] F [ ]



1. Are you a farming community? Yes [ ] no [ ]
2. Do your agric teacher used instrumental materials when teaching in the class? Yes [ ] no [ ]
3. Do your school have a farm? Yes [ ] no [ ]
4. Do you enjoy working on the school farm? Yes [ ] no [ ]
5. Do you have agric laboratory in your school? Yes [ ] no [ ]
6. Do student attended agric lesson properly? Yes [ ] no [ ]
7. How many times do you hold practical class once [ ] twice [ ]
8. Does your teacher used teaching materials when teaching agric? Yes [ ] no [ ]
9. Do you go out of class when agric lesson is on progress? Yes [ ] no [ ]
10. Does your school provides practical materials? Yes [ ] no [ ]
11. Do you find difficult in carry out farm operation in school?  
Yes [ ] no [ ]
12. Do you maintain farm in your home? Yes [ ] no [ ]
13. Does your teacher attitude affect interest in agric science? Yes [ ] no [ ]
14. Does agric science contribute effectively to your society?  
Yes [ ] no [ ]
15. Does your agric teacher come to class on time? Yes [ ] no [ ]
16. Do you have interest in studying agric science? Yes [ ] no [ ]



## CHAPTER FOUR

### 4.0 RESULT AND DISCUSSIONS

In this chapter the data collected were presented and analyzed below.

#### 4.1 Are you from a farming community?

RESPONSES	NUMBER OF RESPONDENT	PERCENTAGE
YES	45	80
NO	15	20
TOTAL	60	100

Table (4.1) shows that 80% of the respondent are from farming community therefore practical aspects of agric science does not affect students towards studying agric because they are already familiar with farming right from their homes.

#### 4.2 Does your school have a farm?

RESPONSE	NUMBER OF RESPONDENTS	PERCENTAGE
YES	20	15
NO	40	85
TOTAL	60	100

Table (4.2) shows that 85% respondent says that school do not have a school farm, this could make the student shows little on the subject there by making them have a negative attitude on the course.

#### 4.3 Do you enjoy working on the school farm?

RESPONSES	NUMBER OF RESPONDENTS	PERCENTAGE
YES	35	70
NO	20	30
TOTAL	60	100



From the table (4.3) 70% of the respondent have show a positive attitude towards working on the school farm.

4.4 Do you find agric science a difficult subject?

RESPONSES	NUMBER OF RESPONDENTS	PERCENTAGE
YES	35	70
NO	25	30
TOTAL	60	100

Table (4.4) shows that 70% of the respondents find agric science a difficult subject. This is because of the non availability of teachers and practical materials which may intend to make the subject easy for students.

4.5 Does your teacher attitude affect your interest in studying agric science?

RESPONSES	NUMBER OF RESPONDENTS	PERCENTAGE
YES	37	60
NO	23	40
TOTAL	60	100

Table (4.5) shows that 60% of the respondent have agreed that their teachers attitude affects their interest in the studying the course.





#### 4.6 Do you have laboratory in your 'school?

RESPONSES	NUMBER OF RESPONDENTS	PERCENTAGE
YES	20	15
NO	40	85
TOTAL	60	100

The above table shows that 40% of the school do not have agric science laboratory. This could make the subject little difficult for the students without laboratory.

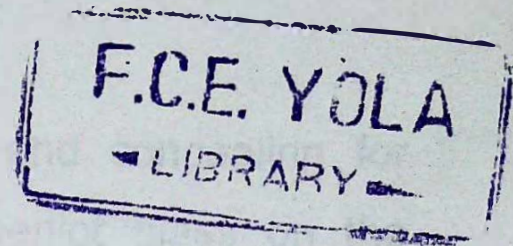
#### 4.7 Does your school provide working material for practical?

RESPONSES	NUMBER OF RESPONDENTS	PERCENTAGE
YES	35	70
NO	25	30
TOTAL	60	100

Table (4.7) shows that 70% of the respondents agreed that they are provided with working materials in the school, the student are motivated in the study of agric science.



## CHAPTER FIVE



### 5.0 SUMMARY AND RECOMMENDATION AND CONCLUSION

Based on the findings the following observation were made from chapter four.

- a. Some of the students have not been exposed to farming right from their homes there by when they came to school they look at the subject as a very difficult subject because of the practical work.
- b. Most of the school do not have a school farm there by making the students that have interest or positive attitude towards the subject to find problems. In the process of studies because without the practical aspect of agric there will be no effective understanding of topic that are related to growing crops and harvesting them.
- c. The school do not have laboratory to agric science practices for the practical analysis.
- d. Sometimes teachers attitude affects the students in learning the subject.

### 5.1 RECOMMENDATION

The following recommendation were made:

- i. The local government should sponsor teachers from the local government area to acquire certificates in agricultural science related courses at the universities and college of education.



- ii The and parents should after guidance and concealing for students who are about going to the senior class on the subject.
- iii Government should give incentives to both teachers and students that performed very good in the subject in order to encourage such a person and other who have interest in the subject.
- iv The school, should arrange time for practical and it should be made in such a way that it will be of interest to the students.

## 5.2 CONCLUSION

It has been known that agriculture play a very important role in the nation economy, we should try to encourage it study in our secondary school because it is the foundation of the profession.

The state, federal and local government should create opportunity for agric graduate, this can only be achieved when emphasis are made on technical education to enhance technological advancement. Parents should also encourage their ward on the importance of agriculture.



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