GENDER ANALYSIS OF PERCEPTION OF SECONDARY SCHOOL STUDENTS OF YOUNG FARMERS CLUB IN EGOR LOCAL GOVERNMENT AREA, EDO STATE, NIGERIA.

BY

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AGR1600050

DEPARTMENT OF AGRICULTURAL ECONOMICS AND EXTENSION SERVICES

FACULTY OF AGRICULTURE

UNIVERSITY OF BENIN

BENIN CITY

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A PROJECT SUBMITTTED TO THE DEPARTMENT OF AGRICULTURAL ECONOMICS AND EXTENSION SERVICES, FACULTY OF AGRICULTURE, UNIVERSITY OF BENIN, BENIN CITY.

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CERTIFICATION

This is to certify that this project work carried out by Jeffrey Paul IDEMUDIA (AGR1600050) of the Department of Agricultural Economics and Extension Services, Faculty of Agriculture, University of Benin, Benin City, Edo State, Nigeria.

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DEDICATION

This research work is dedicated to Almighty God for His love, favour and faithfulness, to my family members and to my friends.

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ABSTRACT

Agriculture remains a crucial sector in Nigeria, yet youth engagement in this field has witnessed a decline in recent years. This study was conducted to examine the perception of secondary school students towards Young Farmers Clubs (YFCs) in Egor Local Government Area, Edo State, Nigeria. The research investigates various factors influencing students' attitudes towards joining YFCs, particularly focusing on gender differences.

A multi-stage sampling technique was used to select 125 respondents for the study The first stage involved a purposive selection of five (5) schools in the study area. The second stage involved a proportional sampling of 25% of student from each school giving a total of 125 respondents. Data were collected using structured questionnaire. Data collected were analysed using descriptive and inferential statistics.

Results showed that a majority of both male (66.7%) and female (67.9%) students fell within the mid-teenage age range of 15-16 years. Class distribution within YFCs showed that male students predominantly occupied the Senior Secondary School Two class (60.9%), while female students were distributed more evenly across the Senior Secondary School classes. Analysis of YFC activities demonstrated varying participation rates between genders, with 79.7% of males and 94.6% of females identifying several activities they performed, primarily soil and environment conservation. Notably, 39.16% of males and 8.9% of females participated in fish farming. Reasons for joining YFCs also varied between genders, with males emphasizing personal interest (4.15) and academic improvement (3.55), while females prioritized academic enhancement (3.26) and participation in study trips and agricultural shows (4.72). However, despite active involvement, significant constraints hindered the effectiveness of YFCs, including inadequate financial support (males: 4.19; females: 3.05), limited farming equipment (males: 3.74), and logistical challenges. In conclusion, the findings underscore the need for addressing gender disparities, enhancing support mechanisms, and improving the effectiveness of YFCs in promoting agricultural engagement among secondary school students. It was recommended that advocating for increased government support, integrating YFC membership into school curricula, and promoting awareness and participation through partnerships with NGOs and relevant stakeholders are needed and addressing these recommendations can facilitate the transformation of YFCs into effective platforms for nurturing youth interest and participation in agriculture, thereby contributing to sustainable agricultural development in Nigeria.

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of Study

The transformation of traditional agriculture into a modern sector revealed the potential of agriculture as a growth sector (Mueller *et al*., 2019). In most poor countries, agriculture is a major employer and source of national income and export earnings (Adeniyi and Dinbabo, 2020). It accounts for about 30% of Sub-Saharan Africa's (SSA) gross domestic product (GDP), 40% of exports and approximately 60%-80% of employment (Oluwatayo and Ojo, 2016). However more than 90 percent of Africa's population lives in low-income countries where per capita incomes average 1 dollar per day while Agriculture accounts for around one-third of GDP, and two-thirds of the population live in rural areas (Diao *et al.*, 2017). Agricultural science is one of the core vocational curricular subjects taught at both junior and senior secondary schools in Nigeria. Agricultural science is a broad multidisciplinary field that deals with the selection, breeding and management of crops and domestic animals for economic production and for sustaining food security (Afolabi, *et al*., 2017). In Nigeria where there is serious food insecurity, getting young people to become farmers is emerging as a challenge. Young people are being raised up with career aspirations by far beyond agriculture therefore putting the farming enterprise at risk (Ayanda *et al,* 2020). Nigeria is predominantly an agrarian nation, to buttress this,

Udemezue (2019) posited that over 70% of the country's population depends directly or indirectly on agriculture for their livelihood. However, despite the enormous importance agriculture in Nigeria, it's activities are still dominated by the aged and illiterates in the rural areas, thus it is now very important for youths to be involved in agriculture squarely so as to meet the increasing food demand of the population. (Akintonde *et al*., 2019).

Education is regarded globally, as a potent instrument for introducing and sustaining social changes in human societies, as well as shaping the destiny of the world. Education is a life-long socialization process through which values and cultures are learned, shared and transmitted from generation to generation (Achi, 2021; Ogunola, 2018). The Nigerian educational system took its root from the traditional system of the pre-colonial era. This was a period of indigenous education in which traditional education were practiced in various vocations like farming, weaving, blacksmithing, pot making, traditional medicine, hunting etc. Learning was characterized by apprenticeship and much of unrealized and unexplained science and technology were practiced (Afolabi *et al,* 2017).

Informal learning experiences that could improve students' scientific reasoning ability include a variety of school and community activities, such as volunteer groups, 4-H, and partnership activities between the school and community (Mukembo *et al*., 2013). Therefore, co-curricular activities involving student organizations, such as Young

Farmers Clubs (YFC) in schools and in communities, could be avenues through which students achieve academic success, their career aspirations are recognized and stimulated, and future scientists are realized (Mukembo, 2013).

The Young Farmers' Club is an agricultural youth club and it is known as YFC. YFC is an organization in which young people, aged between nine and twenty-five years are engaged in learning about farming and home-making techniques (Kampmann and Kivui, 2017).

One of the primary objectives of the Young Farmers Club is to educate its members. Through workshops, seminars, and training programs, YFC equips young farmers with the latest agricultural techniques, technological advancements, and sustainable farming practices. This knowledge empowers them to make informed decisions and adapt to the changing landscape of agriculture (Igbagi, 2017). Young Farmers Clubs (YFCs) are youth organizations dedicated to promoting agriculture, rural development, and leadership among young people.

Basically, a Young Farmers Club is established to help boys and girls develop ideals for better farming, home-making and rural community development; give informal training in agriculture; provide social and recreational activities; make boys and girls better citizens, and to encourage and practice thrift. It is also established to encourage team work, encourage boys and girls to use their leisure prudently, promote patriotism, reduce juvenile delinquency, help give dignity to agriculture as an occupation, develop

good and competent agricultural leadership, provide an opportunity for self-expression, and help raise the standard of living of rural people (Mbanaso *et al*., 2013).

A successful YFC programme is beneficial to the participating youths, the family, local government, club members and the country as a whole. Young Farmers' Club is aimed at helping members to achieve the following objectives: to acquire better farming skills and practices, home-making and rural community development; informal training in agriculture; improvement in social and recreational activities among others (Mbanaso *et al,* 2013). The members of the club are allowed to elect their officers, plan their own programmes, execute their programmes and hold meetings regularly. They also carry out worthwhile projects or activities in farming, home-making, community development and other related areas. Specific Projects of the Young Farmers' Club Members of the young farmers club can execute projects individually and as a group meaning, there are individual and group projects.

Some of the specific projects that could be executed individually and as a group include: Agricultural projects. These include crop production and processing, horticulture, forestry, poultry, piggery, rabbitry and record keeping. Home Economics Projects. These include clothing, home improvement, food preparation and nutrition, etc. Rural Community Development Projects: These include environmental sanitation, road/path construction, construction of culverts/bridges, stream banks, health centres, school buildings, community centre and re-creational centres, etc. Handcrafts: These

include basket making, broom preparation, calabash decoration, dying, weaving, carpentry, brick laying and drawing, etc. Educational projects: These include career talks, tours, field trips, symposia, debates, etc.

Managerial Skills: These include record keeping, thrift, principles of accounts and leadership development (Agbulu and Ademu, 2010). Some of the activities of the YFC will be of immense benefits to students if they could be included in the current agricultural science curriculum (Afolabi *et al,* 2017).

1.2 Problem Statement

Agriculture has always been a vital sector in Nigeria's economy, providing employment opportunities and contributing significantly to the nation's GDP. However, over the years, there has been a decline in youth engagement in agriculture. (Onasote, 2019). One of the significant factors influencing students' attitudes towards joining Young Farmers Clubs is their perception of agriculture. In Nigeria, agriculture is often associated with manual labor, low income, and limited career prospects. Many students view agriculture as a less prestigious career path compared to professions like medicine or engineering (Uwameiye, 2018). Consequently, some students may be hesitant to join Young Farmers Clubs due to these negative perceptions.

Global population is expected to increase to 9 billion by 2050, with youth (aged 15–24) accounting for about 14 percent of this total. While the world’s youth cohort is

expected to grow, employment and entrepreneurial opportunities for youth – particularly those living in developing countries' economically stagnant rural areas – remain limited, poorly remunerated and of poor quality (Food and Agriculture Organization of the United Nations (FAO) in collaboration with the Technical Centre for Agricultural and Rural Cooperation (CTA) and the International Fund for Agricultural Development (IFAD), 2013). According (Matemilola and Elegbede, 2017), food security is one of the major challenges facing the third world nations. They discovered that government inability to provide sufficient food for its ever-increasing population has been the root cause of extreme poverty and hunger among the citizens (Afolabi *et al,* 2017). Anyanwu (2013) reported that causes of food insecurity ensued due to sudden population increase which meant that the quantity of food and fruits gathered during hunting and local farming are now insufficient. It is not easy now to make more food available to the ever increasing populace. The food security issue is not peculiar to Nigeria alone. Many other developing nations are also facing acute food shortage due to population explosion, poor management of resources, inability to adapt to new technology by utilizing education to withstand the new threat and new challenges (Afolabi *et al,* 2017).

The practice of agriculture in Nigeria could be a panacea to food security if only the youths are caught at their early stage to show interest in agriculture as occupation and means of livelihood. This could be the reason behind the interest of the present

government in repositioning agricultural sector through quality teaching and learning of agricultural science in secondary schools in Nigeria (Afolabi *et al,* 2017).

Curricula activities involving student organizations, such as Young Farmers Clubs (YFC) in schools and in communities could be avenues through which students achieve academic success; their career aspirations are recognized and stimulated. According to Smith and Chenoweth (2015) school years are a critical time for adolescents to engage in career exploration and development. Therefore, increase in understanding of the roles of youth organizations towards fomenting the career interests and aspirations of youth regarding post-secondary education, including the agricultural disciplines, and careers in Nigeria's agriculture sector, is paramount (Ayanda *et al*, 2020). Apparently, in an effort to stimulate the youths interest toward taking agriculture as a career in the country, agricultural science and farming were made compulsory in most primary and secondary schools; despite all these efforts, there is still negative attitude on the path of the youths towards agriculture as a profession. In view of this, the study intends to assess the perception of secondary school students towards YFCs and the role it plays in developing a career in agriculture. Specifically, this study intends to give answers to these pertinent questions:

1. What are the socio-economic characteristics of the respondents?
2. What activities are performed by the YFCs?
3. Why the students join YFC?

4. What are the constraints faced by YFCs in the study area?
5. What is the level of respondent intention to pursue Agricultural related career preparation after graduating from secondary school.

1.3 General Objectives of the Study

The general objective of the study is to access the perception of secondary school students to young farmers clubs (YFCs).

The specific objectives are to;

1. Describe the socio-economic characteristics of respondents in the study area.
2. Identify the activities performed by the YFCs.
3. Determine respondents' reason(s) for joining YFCs.
4. Ascertain their level of interest towards agriculture as a profession.
5. Identify the constraints faced by YFCs in the study area.

1.4 Hypotheses for the study

1. There is no significant relationship between socio-economic characteristics of respondents and their level of interest in YFCs.
2. There is no significant relationship between the respondent interest in Agriculture as a profession and the constraints they face in YFCs.

3. There is no significant difference between male and female member of YFCs intent to pursue Agriculture: related career preparation after graduation in secondary school.

1.5 Justification of the study

Akintonde, Akinboye, Tiamiyu, Akintaro, Gbadamosi, Bamidele and Alabi (2019), accessed the attitude of senior secondary school students towards agricultural sciences and trainings in Ogbomoso north local government area of Oyo state. They recommended in their study that agricultural clubs and young farmers' club should be organized in schools. Where they are present but not functional should be revived since this clubs/organization will expose the students to the importance of agriculture through new innovations and the technical knowledge through agricultural shows, seminars and workshops.

Although many studies have been carried out on how secondary school students perceive YFCs, however studies have been carried out in other locations like Ogbomosho north of Oyo state, Kwara state, Abia state and Eastern Uganda. There have been no specific studies done on YFCs as pertaining to Egor local government area of Edo state, Nigeria. This study investigated activities carried out by YFCs in the study area and how these activities have helped secondary students to form an opinion of a career path in agriculture. This research also enlighten students on the pros of a

profession as an agriculturist and give them perspective on how they can eradicate food insecurity and other economic vices through practicing agriculture.

This study will also give the government insight on various ways that agriculture can be encouraged at the young age to enhance productivity and thereby improving economic growth.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Overview of Young Farmer's Club

A young farmers' club (YFC) is an organization in which young people, aged between nine and twenty-five years, are engaged in learning about farming and homemaking techniques (Ogunbameru, 2018). Young farmers' club as described by Amadi (2020) is an organization where boys and girls are encouraged to learn about contemporary techniques in farming under the tutelage of agricultural teachers and extension workers. A successful YFC programme is beneficial to the participating youths, the family, local government and country as a whole. The YFC is a government strategy for involving youths in agriculture (Ironkwe, 2021). Members also have the potentiality of generating income and disseminating improved agricultural technologies to their parents and other farmers because they have more trust in them than in the formal extension agents (Adekunle, 2020). It may be in- school or out-of-school. The in-school club lays emphasis on both theoretical and practical agriculture, while greater emphasis is placed on practical agriculture in the out-of- school club. This is premised on the principle of learning by doing.

The roots of Young Farmers Clubs can be traced back to the early 20th century in the United Kingdom. The first club, the Hemyock Agricultural Club, was established in 1921 as a response to the need for agricultural education and support for young

farmers. Over time, this concept spread to other countries, including the United States and Canada, where similar organizations were formed. Today, YFCs exist in various forms and names worldwide, all with the shared goal of engaging youth in agriculture. Basically, a Young Farmers Club is established to: help boys and girls develop ideals for better farming, home-making and rural community development; give informal training in agriculture; provide social and recreational activities; make boys and girls better citizens, and to encourage and practice thrift. It is also established to encourage team work, encourage boys and girls to use their leisure prudently, promote patriotism, reduce juvenile delinquency, help give dignity to agriculture as an occupation, develop good and competent agricultural leadership, provide an opportunity for self-expression, and help raise the standard of living of rural people (Ogunfiditimi, 2018).

Young Farmers Club, commonly known as YFC, is an organization that plays a vital role in the development and growth of the agricultural industry. It is a platform that enables young individuals with a passion for farming to come together, learn, and contribute to the agricultural sector (Babarinde, 2018). The Young Farmers Club serves as a support system for aspiring farmers, providing them with the necessary knowledge, skills, and resources to succeed in the ever-evolving field of agriculture. By fostering a sense of community and belonging, Young Farmers Club creates an environment where young farmers can connect and share their experiences, challenges, and achievements (Okorie, 2020).

Furthermore, Young Farmers Club encourages innovation and creativity among its members. By providing a platform for young farmers to showcase their creative ideas and solutions, the organization fosters a culture of entrepreneurship and ingenuity. This not only benefits the individual members but also contributes to the overall development of the agricultural industry as a whole. In addition to education and innovation, the Young Farmers Club also focuses on advocacy and representation. It acts as a voice for young farmers, advocating for their rights, interests, and concerns at both local and national levels (Ogunsaju, 2020). By collaborating with government agencies, agricultural organizations, and policymakers, Young Farmers Club seeks to create a favorable environment for young farmers to thrive and succeed.

Young Farmers Club encourages its members to actively participate in community development initiatives. By organizing community outreach programs, agricultural fairs, and other events, Young Farmers Club promotes the importance of agriculture and its impact on society. This not only enhances the public's perception of farming but also encourages young people to consider a career in agriculture (Okoro, 2019). The Young Farmers Club serves as a crucial platform for the development and growth of young individuals in the agricultural sector. Through education, innovation, advocacy, and community engagement, Young Farmers Club empowers young farmers to excel in their chosen field. By nurturing a spirit of collaboration and support, the Young Farmers Club plays a significant role in shaping the future of agriculture and ensuring its sustainability for generations to come.

2.2 Gender Analysis of Secondary School Students' Perception of Young Farmers Club

In today's society, gender roles and expectations continue to shape individuals' experiences. By analyzing the varying perspectives of male and female students, it becomes possible to identify potential gaps and opportunities for gender inclusion within the agricultural sector. The perception of gender roles and expectations in society is a complex and multifaceted issue that can be observed in various contexts, including secondary schools and extracurricular activities such as Young Farmers Clubs.

Gender stereotypes often influence perceptions related to specific activities or industries. Historically, agriculture has been predominantly associated with male participation, leading to biases and misconceptions that may hinder female students' interest in joining the Young Farmers Club (Adeyemi, 2019). Male students may perceive the Young Farmers Club as an extension of their expected gender roles, reinforcing the perception that agriculture is a male-dominated field. They may view it as an opportunity to learn practical skills such as farming techniques, animal husbandry, and land management (Ekene, 2021). However, it is essential to ensure that such perceptions do not limit girls' participation or discourage their interest in agricultural activities.

Female students' perceptions of the Young Farmers Club may vary due to societal expectations and limited exposure to agricultural activities. They may associate farming with physical labor and strenuous tasks, leading to a lack of interest or hesitation to join the club (Ayodele, 2020). Emphasizing the diverse and rewarding aspects of agriculture, such as sustainable farming methods, environmental stewardship, and entrepreneurship opportunities, can help enhance the appeal of the Young Farmers Club to female students. The gender analysis of secondary school students' perceptions towards the Young Farmers Club highlights the need for a more inclusive approach to agriculture (Salau, 2020). By challenging gender stereotypes and addressing biases, it becomes possible to create an environment that encourages both male and female students to explore and pursue opportunities within the agricultural sector. The Young Farmers Club can play a crucial role in fostering a gender-balanced workforce in agriculture, promoting sustainability, and empowering future generations to contribute to food security and rural development (Imoni, 2021).

Omonuku (2019) conducted a study on gender analysis of secondary school students' perception of young farmers club in Benue state, Nigeria. The researcher sought to finding examine gender analysis of secondary school students' perception of young farmers club. Six research questions and three null hypotheses guided the study. The study employed a descriptive survey design. A sample of 180 students were used for the study in six education zones. A structured questionnaire on gender analysis of secondary school students' perception of young farmers club was used to collect data

for the study. Mean and standard deviation were used to answer the six research questions, while t-test statistic was adopted to test the three null hypotheses at 0.05 level of significance. The results of the study, among others revealed students' gender constitute a significant factor influencing their perception of young farmers club in Benue state, Nigeria.

Olabisi (2018) conducted a study on the impact of gender on students' perception towards young farmers' club in secondary schools in Imo state, Nigeria. The purpose of the study was to ascertain the impact of gender on students' perception towards young farmers' club in secondary schools in Imo state. The study adopted a descriptive survey design. A sample of 140 students was used for the study. A structured questionnaire on the impact of gender on students' perception towards young farmers' club in secondary schools was used to collect data for the study. Data collected were analyzed using mean and standard deviation to answer the four research questions while t-test statistics was employed to test the two null hypotheses at 0.05 level of significance. The results of the study among others indicated that there is positive students' perception towards young farmers' club in secondary schools in Imo state, Nigeria.

Emenike (2019) conducted research on the gender differences on students' perception towards young farmers' club in secondary schools in Delta state, Nigeria. The researcher sought to find out if there exist a gender differences on students' perception

towards young farmers' club in secondary schools. Four research questions and a null hypothesis was formulated by the researcher to guide the study. The simple random sampling method was used to draw out 100 respondents which constituted the sample size for the study. A structured questionnaire on gender differences on students' perception towards young farmers' club in secondary schools was used by the researcher as the main instrument for data collection. Data gotten from the study were analyzed using mean score and standard deviation. The results of the study among others revealed that there is a significant gender differences on students' perception towards young farmers' club in secondary schools in Delta state, Nigeria.

2.3 Attitude of Secondary School Students towards Joining Young Farmers Club

The attitudes of secondary school students towards joining Young Farmers Clubs in Nigeria are influenced by various factors, including their perceptions of agriculture, parental and peer influences, school support, exposure to agriculture, and career aspirations. To encourage greater participation in Young Farmers Clubs, it is essential to address these factors through targeted awareness campaigns, curriculum enhancements, and parental involvement. By fostering a positive attitude towards agriculture and Young Farmers Clubs, Nigeria can empower its youth to contribute to the agricultural sector's growth and development, ensuring a more sustainable future for the nation (Yusuf, 2020). Agriculture has always been a vital sector in Nigeria's economy, providing employment opportunities and contributing significantly to the

nation's GDP. However, over the years, there has been a decline in youth engagement in agriculture. To address this issue, Young Farmers Clubs (YFCs) have been established in secondary schools across Nigeria (Onasote, 2019). Young Farmers Clubs are youth-oriented organizations that aim to foster an interest in agriculture among secondary school students. These clubs provide opportunities for students to learn about modern farming techniques, develop entrepreneurial skills, and promote agribusiness initiatives (Otah, 2020). While YFCs offer numerous benefits, such as skill development, exposure to agricultural practices, and potential career opportunities, it is essential to understand the attitudes of secondary school students towards joining these clubs.

Parents play a crucial role in shaping their children's attitudes and career choices. If parents have a negative view of agriculture or prioritize other professions, they may discourage their children from joining Young Farmers Clubs. Conversely, parents who support and encourage agricultural pursuits can have a positive impact on their children's attitudes towards joining these clubs (Aghimien, 2020).

Peer influence is another significant factor. Students often seek validation and acceptance from their peers. If a student's friends are enthusiastic about joining Young Farmers Clubs, they are more likely to follow suit. On the contrary, if joining the club is perceived as uncool or unpopular among peers, students may be hesitant to participate (Edeki, 2018).

The attitude of secondary school students towards Young Farmers Clubs is also influenced by the curriculum and support provided by their schools. Schools that integrate agricultural education into their curriculum and actively support Young Farmers Clubs can foster a more positive attitude towards participation (Emesi, 2017). Conversely, schools that prioritize other extracurricular activities over YFCs may discourage student involvement.

Direct exposure to agricultural practices can significantly impact students' attitudes. Those who have family backgrounds in farming or have participated in agricultural activities may be more inclined to join Young Farmers Clubs (Afolabi, 2020). Conversely, students with little to no exposure to agriculture may be less enthusiastic about participating. Students' long-term career aspirations can influence their attitudes towards Young Farmers Clubs. Those who see potential career opportunities in agriculture, such as agribusiness or agritech, are more likely to join and actively engage in these clubs. Conversely, students with different career goals may perceive Young Farmers Clubs as less relevant to their future.

Adeyeye (2018) conducted a study on the attitude of students towards Young Farmers Clubs in secondary schools in Kwara State, Nigeria. The purpose of the study was to find out if there is a negative or positive attitude of students towards Young Farmers Clubs. The sample size for the study was made up of 200 respondents drawn from five selected secondary schools. A structured questionnaire titled “Attitude of Students

Towards Young Farmers Clubs Questionnaire" was used for the study. The questionnaire was used as the instrument for data collection and was analyzed using frequency count and percentages. The study revealed among others that there is positive attitude of students towards Young Farmers Clubs in secondary schools in Kwara State, Nigeria.

Iweala (2018) researched on the perception of students towards Young Farmers Clubs in selected secondary schools in Abakaliki education zone of Ebonyi state, Nigeria. The purpose of the study was to ascertain the perception of students towards Young Farmers Clubs in the zone. The survey research design was used for the study; population of the study was 92,414. The sample for this study comprised of one hundred students from ten selected senior secondary schools. Structured questionnaire was the instrument used for data collection, and the instrument was face validated by three experts. Three research questions guided the study. The data were analyzed using percentages. The result among other things revealed that there is positive students' perception towards Young Farmers Clubs in selected secondary schools in Abakaliki education zone of Ebonyi state, Nigeria.

Okpe (2017) carried out a study on the attitude of students towards Young Farmers Clubs in public secondary schools in Ethiope East Local Government Area of Delta state, Nigeria. The survey research design was used for the study. The sample for this study comprised of two hundred students from five selected senior secondary schools.

Structured questionnaire was the instrument used for data collection, and the instrument was face validated by three experts. Five research questions guided the study. The data were analyzed using mean score and standard. It was found out that there is a positive attitude of students towards Young Farmers Clubs in public secondary schools in Ethiope East Local Government Area of Delta state, Nigeria.

Effiong (2019) carried out a study on the attitude of students towards Young Farmers Clubs in secondary schools in Kaduna state, Nigeria. Using the correlational survey design, a sample size of 300 students was randomly selected from the zone. The instruments were validated by three research experts and the reliability coefficients of 0.82 and 0.78 were obtained using Pearson Product Moment Correlation (PPMC). Data were analyzed and null hypotheses tested using PPMC. Results indicated that there was a negative attitude of students towards Young Farmers Clubs in secondary schools in Kaduna state, Nigeria.

2.4 Influence of Agricultural Education Programme in Revamping Young Farmers Club for Food Security

Food is a substance that is necessary for human survival. Basically, its conservation is one issue that has generated so much concern and as such it is regarded as food security. The term food security was originally used to describe whether a country has access to enough food to meet dietary energy requirements (Omeje, 2019). The most acceptable definition of food security derives from the 2016 World food summit plan

of action which described food security as a state in which people, at all times have physical and economic access to sufficient, safe, and nutritious food to meet their dietary needs and food preferences of an active and healthy life.

Food security is contingent on three basic parameters- availability, accessibility and affordability. Availability comes from production and related aspect of productivity that sustains a desire level of production; accessibility is about distribution (Krishnaraj, 2016). Food security depends not only on the availability of food but also its nutritional quality. If global food security is to be attainable and sustained, a multidimensional approach must be used in formulating and implementing an appropriate strategy. This is to say that achieving sustainable food security will require more than improving farm productivity and profitability while maximizing environmental impact. The concept is broader than sustainable agriculture. Achieving food security needs policies and investment reforms on multiple fronts including human resources, agricultural research, rural infrastructure, water resources, farm and community-based agriculture and natural resource management. From the foregoing, one of the ways of achieving food security could be through agricultural education.

Agricultural Education is an educational programme that has contributed and is still contributing in terms of providing manpower who will pilot the agricultural sector in Nigeria. Egbule (2020) described agricultural education as the process of training learners in the process of agricultural productivity as well as the techniques for the

teaching of agriculture. Agricultural education is a systematic programme of instruction for public school leavers, out-of-school and post- secondary youth, and established farmers, organized for the purpose of improving agricultural methods and rural living (Umoh, 2016). Agricultural education according to Onuekwusi and Okorie (2017) encompasses farming and agro-allied business organizations which includes services and sales in agriculture. Agricultural education was inculcated into the school curriculum for learners to acquire knowledge and skills as to meet the basic food production needs of the society as well as production of raw materials for industrial use (Federal Republic of Nigeria, 2017). Agricultural education programme enhances improvement of traditional agriculture and concentrates on the training of essential skills that are crucial to the success of people entering a career in agriculture.

To achieve the aims and objectives of Agricultural Education Programme, it has been structured in a way that students upon graduation would be able to function optimally, which will, in turn, have great impact on food production in the country. Therefore, Agricultural Education Programme is composed of three distinct components which include the classroom instruction which takes place in the classroom setting, supervised agricultural experience which takes place in the field and Future Farmers Association which involves the development of leadership skills in agriculture (Ugoji, 2020). For instance, in some countries, Agricultural Education students aside from curricula activities are exposed to other extra-curricular activities that provide students with leadership skills and other necessary skills that will add to classroom instruction

in order to function as expected. Unlike in the past, Agricultural education no longer provides vocational training exclusively for students who want to become farmers or intend to pursue a career in the agricultural industry after graduation from school (Tamuno, 2019). In a country as Nigeria, the importance of Agriculture cannot be latent especially as there is a dire need to revitalize the nation's agricultural sector to be able to be at par with the non-agricultural sector currently front lining the economy of the nation. Agriculture has in recent times lost its role as a national provider of raw material to industries as well as foreign exchange to the country. Mainly this is as a result of the aging population of farmers as stated by Ogunbameru (2018). The involvement of youths in agricultural production through youths-in agriculture programs, such as young farmers' club (YFC) program, can contribute significantly to expected increase in agricultural production and improved rural life (Ekezie, 2019).

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 The Study Area and Scope

The study was carried out in Egor Local Government Area. Egor is a local government in Edo state with it headquarter in uselu. Egor is one of the Local Government Area that are part of the larger metropolitan area of Benin City. It has a land area of 93km^2 and a population of 339,899 as at the 2006 census. A number of towns and villages make up the Local Government and they include; Okhoro, Use, Uwelu, Iguikpe, Ugbighoko, Iguediaye, Evbougide and Oghedaivbiobaa. There are several registered schools in Egor Local Government Area, they include; Egor Secondary School, Asoro Secondary School, Ohonre Secondary School, Okhokhugbo Senior Secondary School, Use Senior Secondary School, Uwelu Secondary School, St. Paul Memorial Secondary School, Alpha & Omega Secondary School, Standard Foundation Secondary School, Effective Education Centre, Edo Boys High School, Eweka Secondary School, Government Science and Technical college, Iyoba Girls College Secondary school, Uselu Senior Secondary School, Evbuotubu Secondary School and Evbareke Secondary School. With this substantial number of registered schools in the study area it is safe to say the study area is very particular about its young adult's educational development. Subjects like biology, chemistry, physics, economics,

government, commerce, agricultural science, civic education, food and nutrition, mathematics, accounting and English language.

In the scope of coverage, the study will be centred on secondary school students involved in YFCs in the study area.

3.2 Sampling Procedure and Sample Size

The first stage involved a purposive selection of five (5) schools in the study area. The schools include; Egor Secondary School, Asoro Secondary School, St. Paul Memorial Secondary School, Government Science and Technical college and Iyoba Girls College Secondary school. They were purposively selected based on schools with YFCs as part of their curricular activities and their involvement in YFC related activities and their highly significant population size.

The second stage involved a proportional sampling of 25% of student from each school giving a total of 125 respondents.

Table 3.1: Sampling procedure and Sampling size

Selected schools	Location/ town	Number of students	Population
Egor secondary school	Egor	16.5	66
Asoro secondary school	Ugbighoko	17.75	71
St. Paul Memorial Secondary School	Useh	29.6	118
Government Science and Technical college	Uselu	47	188
Iyoba Girls College Secondary school	Uselu	15.25	57
Total		**125**	**500**

3.3 Data Collection

The data was sourced from the combination of primary and secondary sources. The primary data was generated through the administration of structured questionnaire designed in line with the objectives of the study. The secondary data was obtained from relevant literature, agricultural journals.

3.4 Measurement of Variables

3.4.1 Socio-economic Characteristics

1. **Sex:** (1 = male, 0 Otherwise)
2. **Class:** actual class of student.
3. **Missing school due to lack of fees:** (1 = Yes, 0 otherwise)
4. **Intent to continue with education at post-secondary level:** (1 = yes, 0 otherwise)
5. **Family type:** (1 = Nuclear, 0 = polygamous)
6. **Number of siblings in the family.** (numbers)
7. **Parents with Agricultural career:** (1 = Yes, 0 otherwise)
8. **Siblings of another relative with no Agricultural career.**
9. **Payment of membership dues:** (1 = Yes, 0 Otherwise)
10. **Frequency of club meeting:** weekly

3.4.2 Activities performed by the YFCs

A list of activities (Crop production, Organizing workshop for members, Seminar on agricultural production enterprises, Excursion to progressive farmers field, Excursion to agricultural organizations/Research Institute, Organized debate on agriculture as a means of sensitizing our members to appreciate agriculture as means of livelihood, Livestock production: Poultry, Sheep, Goat, Fish, Rabbitry, snail rearing and Cane rat rearing was provided and respondents indicated the availability of the various activities, either yes or no.

A 5-point Likert scale was used to measure the frequency of the above listed activities Very often (5), often (4), Undecided (3), Not very often (2), never (1). A mean score of greater than 3.0 and above was taken to mean that the activities are frequent. A mean score less than 3.0 mean that the activities are not frequent.

3.4.3 Level of interest towards agriculture as a profession

This was achieved using a 5-point Likert scale, highly likely (5), likely (4), Undecided (3) unlikely (2) very unlikely (1). A mean score of greater than 3.0 and above was taken to mean that there is high level of interest. A mean score less than 3.0 mean that there is low level of interest.

3.4.4 Constraints faced by YFCs

This was achieved using a 5-point Likert scale scored as Strongly Agree (5), Agree (4), Undecided (3), Moderately agree (2), Not agree(1). A mean score of greater than 3.0 and above was taken to mean that the respondents face a lot of constraints in YFCs. A mean score less than 3.0 mean that the respondents do not face a lot of constraints in YFCs.

3.5 Analytical Techniques

Objective 1: To examine the socio-economic characteristics of respondents in the study area. This was achieved using simple descriptive statistics such as; frequency counts, percentages, and standard deviation.

Objective 2: To investigate the activities performed by the YFCs. This was analysed using descriptive statistics such as mean scores.

Objective 3: To determine their level of interest towards agriculture as a profession. This was analysed using descriptive statistics such as mean scores.

Objective 4: To identify the constraints faced by YFCs in the study area. This was analysed using descriptive statistics such as mean scores.

3.6 Testing of Hypothesis

There is a significant relationship between respondent socio-economic characteristics and their level of interest towards agriculture as a profession. The logit regression analysis model was used. This is a form of regression used when the dependent variable is dicohotomous. The independent variables. It estimates the t-values generated from the logit regression analysis of the socio-economic variables (X1 – X6) and their level of interest in Agriculture in the study area. It will be scored as; High = 1, Low = 0.

Logit regression is given as:

$Pr(Y=1/X_i) = L_n[= a+b_1X_1 + b_2X_2 +……..b_n X_n + U$

Where:

Ln = Natural log

Pr ($Yi=1/X=X_i$) = Probability of Y (level of interest), given that X1 – Xn have occurred

a = The Coefficient of the constant term

b_i-b_n = The coefficient of the independent variables (age, sex, age e.t.c.)

X_i-X_n = The independent variables

U = Error term

The mathematical expression of the model is explicitly specified as:

$$Y_i = b_o + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + b_5X_5 + b_6X_6 + b_7X_7 + b_8X_8 + b_9X_9 \ldots\ldots\ldots\ldots (2)$$

Where:

Y_i = Perception of respondents to YFC

$_1$ = Age (number of years)

X_1 = Sex (1 = male, 0 Otherwise).

X_2 = Class = actual class of student.

X_3 = Missing school due to lack of fees (Yes = 1, 0 otherwise)

X_4 = Intent to continue with education at post-secondary level. (Yes = 1, 0 otherwise)

X_5 = Family type (1 = Nuclear, 0 = polygamous).

X_6 = Number of siblings in the family (number).

X_7 = Parent with Agricultural career (Yes = 1, 0 otherwise).

X_8 = Sibling or another relatives with an Agricultural career.

X_9 = Payment of membership dues (Yes = 1, 0 otherwise).

X_{10} = Frequency of club meeting (weekly).

X_{11} = Level of parental support.

CHAPTER FOUR

4.0 RESULT AND DISCUSSION

4.1 Socio-economic characteristics of respondents

The result in table 1 shows the socio-economic characteristics of respondents in the study area which included: sex, age, class, missing school due to lack of fees, intent to continue with education at post-secondary level, family type, number of siblings in the family (Mean), parents with Agricultural career, siblings of another relative with no Agricultural career, payment of membership dues, frequency of club meeting, level of parental support.

4.1.1 Sex

Based on the responses of 125 participants, it was found that 55.2% of the members of the Young Farmers Clubs were males and 44.8% female (Table 1), which indicates that male students are predominantly involved in young farmers club than females students. This is in line with the findings of Adeyemi, 2019 who stated that agriculture has been predominantly associated with male participation, leading to biases and misconceptions that may hinder female student's interest in joining the Young Farmers Club.

4.1.2 Age

Their ages ranged from below 15 to 19 years and above. 66.7% of male students age ranged from 15-16 years, however, 67.9% of female students were within the same age range. 18.8% of male and 28.6% female students were below 15 years. Male student from age 19 and above was 2.9%, however female students within this same age range did not report their ages. 11.6% of male and 3.6% of female students were 17-18 years. Table 1. This implies that students at mid - teenage age (15-16years) tends to be more involved with YFC than older students. This is in line with the study carried out by Ayanda *et al*, 2020 on attitude of Secondary School Students towards Young Farmers' Club in Kwara State, Nigeria.

4.1.3 Class

A majority of male students in the Young Farmers Clubs were in the Senior Secondary school two class (60.9%); senior secondary school one had (30.4%) and senior secondary school three had the fewest number of male students (7.2%) in the Young Farmer's Club.

Similarly, a majority of female students in the Young Farmers Clubs were in the senior secondary school two class (48.2%); senior secondary school one had (28.6%) and senior secondary school three had the fewest number of male participants (23.2%) in the Young Farmer's Club (Table 1)

4.1.4 Missing school due to lack of fees

About half (47.8%) of male students of the Young Farmers Clubs reported they rarely missed school because of lack of school fees; female percentage of students were (37.5%), a significant amount of male students often (18.8%), sometimes (13.0%) and never (17.4%) missed school due to lack of fees while female students often (8.9%), sometimes (33.9%) and never (19.6%) missed school due to lack of fees and only a small number of male students reported they missed school very often (2.9%) while female students seldomly missed school very often. (Table 1). This means that lack of school fees is not a major reason for students to miss school, however they could miss school for personal reasons.

4.1.5 Intent to continue with education at post-secondary level

A majority of male members of the YFC (58.0%) reported they were highly likely to continue with their education at the post-secondary level; a smaller amount (5.8%) of the students reported he was not likely at all to continue with their education at the post-secondary level. However, (8.7%) reported they were unlikely to continue with their education at the post-secondary level while (15.9%) were likely to continue with their education at the post-secondary level, leaving (11.6%) undecided.

Similarly, female members of the YFC (58.9%) reported they were highly likely to continue with their education at the post-secondary level; a smaller amount (3.6%) of

the students reported she was unlikely to continue with their education at the post-secondary level. However, (5.4%) reported they were likely to continue with their education at the post-secondary level while (10.7%) of the students was not likely at all to continue with their education at the post-secondary level, leaving (21.4%) undecided. (Table 1). This implies that the interest for education at the post-secondary level is high for both genders thereby increasing the level of literacy among young people.

4.1.6 Family type

Regarding the family characteristics of the students, (73.9%) of the male members of YFC indicated they came from a nuclear family while (26.1%) came from extended families compared to (91.9%) of female members who indicated they were members of nuclear families while only (8.9%) came from extended families. (Table 1).This indicates that a higher percentage of female students come from nuclear families than male members while a higher percentage of male students come from extended families than female students.

4.1.7 Number of siblings in the family (mean)

The mean percentage of siblings in the family for male students was reported to be (5.5%) while female students reported to be (3.2%). (Table 1)

4.1.8 Parents with Agricultural career

Over half (50.7%)of the male members of YFC reported both of their parents had a career related to Agriculture, (21.7%) reported one of their parents had a career related to Agriculture, and (27.5%) indicated neither of their parents had a career related to Agriculture, while female members (32.1%) reported both of their parents had a career related to Agriculture, (44.6%) reported one of their parents had a career related to Agriculture and (23.2%) indicated neither of their parents had a career related to Agriculture. (Table 1). Due to parental involvement in Agricultural career, students may in turn draw motivation to venture into Agricultural careers.

4.1.9 Siblings of another relative with no Agricultural career

46.4% of the male club members indicated a sibling of another relative had no Agriculture related career while female club members (51.8%) who reported a sibling of another relative with no Agriculture related career. (Table 1)

4.1.10 Payment of membership dues

Just a few members (24.6% male members) and (19.6% female members) indicated that they paid club dues. (Table 1). This states that more male members pay membership dues than females.

4.1.11 Frequency of club meetings

More than half (56.5%) of male members indicated their club met once a month and fewer members (4.3%) indicated that their club met once a week.

However, majority of the female members (78.6%) indicated that their club met twice a month and fewer members (8.9%) indicated that their club met once a month. (Table 1). This implies that the more frequently meetings are held twice a month, the more members there would be in attendance.

4.1.12 Level of parental support

The result in table 1 shows both male members (59.4%) and female members (55.4%) had parents that were very supportive of their participation in the Young Farmers Club, with male members having the highest percentage. This reports that the more supportive a parent is the higher the chances of student participation in YFC.

Table 1: socio-economic characteristics

Socio-economic characteristics	Frequency		Percentage %	
Sex				
Male	69		55.2	
Female	56		44.8	
	Male		**Female**	
Age	**Freq.**	**%**	**Freq.**	**%**
< 15 years	13	18.8	16	28.6
15 -16 years	46	66.7	38	67.9
17 – 18 years	8	11.6	2	3.6
19 years and above	2	2.9	0	0.00
Mean Age	17.22		16.99	
Class				
S.1	21	30.4	16	28.6
S.2	42	60.9	27	48.2
S.3	5	7.2	13	23.2
Missing school due to lack of fees				
Very often	2	2.9		
Often	13	18.8	5	8.9
Sometimes	9	13.0	19	33.9
Rarely	33	47.8	21	37.5
Never	12	17.4	11	19.6
Intent to continue with education at post-secondary level				
Highly likely	40	58.0	33	58.9
Likely	11	15.9	3	5.4
Not sure/undecided	8	11.6	12	21.4
Unlikely	6	8.7	2	3.6
Not likely at all	4	5.8	6	10.7
Family type				
Nuclear	51	73.9	51	91.1
Extended	18	26.1	5	8.9
Number of siblings in the family (Mean)		5.5		3.2
Parents with Agricultural career				
Both	35	50.7	18	32.1
One	15	21.7	25	44.6

Neither	19	27.5	13	23.2
Siblings of another relative with no Agricultural career.	32	46.4	29	51.8
Payment of membership dues	17	24.6	11	19.6
Frequency of club meeting				
Once a week	3	4.3	7	12.5
Twice a month	21	30.4	44	78.6
Once a month	39	56.5	5	8.9
Once or twice a school term	6	8.7	0	0.00
Never				
No response				
Level of parental support				
Very supportive	41	59.4	31	55.4
Supportive	11	15.9	18	32.1
Neutral	9	13.0	0	0.00
Not very supportive	2	2.9	0	0.00
Not supportive at all	6	8.7	7	12.5

Source: Field survey, 2023.

4.2 Activities performed by Young Farmers Club

Result on table 2 shows that 79.7% of male and 94.6% of female students identified several activities they performed as YFC, mainly soil and environment conservation. 56.5% of male and 96.4% of female also identified performance in tree planting. However it was observed that 39.16% of male and 8.9% of female performed in fish farming. (Table 2). The active involvement of students in these activities will provide information on the economic reward, food sustainability and create awareness on the benefits that may accompany these enterprises. This findings is in accordance with Ayanda *et al*, 2020 which states that the involvement of students in these activities will provide information on the economic reward that may accompany these enterprises.

Table 2: Activities performed by Young Farmer's Club

	Male		Female	
Agricultural Activities	**Freq., n= 69**	**%**	**Freq; n = 56**	**%**
Fish farming	27	39.1	5	8.9
Bee keeping	19	27.5	9	16.1
Soil and environmental conservation	31	44.9	38	67.9
Crop production	55	79.7	53	94.6
Agricultural seminar	16	23.2	12	21.4
Excursions to agricultural firms/organisation	32	46.4	39	69.6
Cane rat rearing	7	10.1	3	5.4
Tree planting	39	56.5	54	96.4
Livestock management practices e.g., castration, tick control	36	52.2	56	100.0
Poultry keeping (e.g., feeding birds, picking eggs)	61	88.4	56	100.0
Keeping rabbits	35	50.7	24	42.9
Building farm structures, e.g.fencing	12	17.4	2	3.6
Farm management practices, e.g., farm record practices	16	23.2	14	25.0

Source: Field survey, 2023.

4.3 Reasons for joining Young Farmer's Club

According to the respondents, male generally perceive that personal interest (4.15), improvement in academic performance (3.55), study trips/attend Agricultural shows (3.72) and gain life skills (3.09) are seen as core significant reasons for them to join YFC in comparison to females who perceive the need to improve their academic performance (3.26), gain life skills (3.68) and study trips/attend Agricultural shows (4.72) as the core significant reasons of them being members of YFC. (Table 3). The reason for joining the club would in a long run influence the students desire to pursue a career in Agriculture. This findings is in agreement with Mukembo *et al*., 2013.

Table 3: Reasons for joining Young Farmer's Club

	Male		Female	
Reasons	**Mean**	**Std. Dev**	**Mean**	**Std. Dev.**
Personal interest	4.15*	0.04	2.83	0.19
To improve my academic performance	3.55*	0.15	3.26*	0.32
To socialize and make new friends	2.16	0.28	1.99	0.55
Because it was parts of the school requirements	2.77	0.21	1.45	0.22
To make money from club activities	1.73	0.37	2.51	0.66
Study trips/attend agricultural show	3.72*	0.12	4.72*	0.09
Because it is in line with my career aspirations/goals	2.19	0.14	2.29	0.21
To gain life skills, e.g., leadership, communication, team work	3.09*	0.42	3.68*	0.05

Source: Field survey, 2023.
*Mean> 3.0 = Significant reason

4.4 Level of interest in Agriculture

From the result in Table 4, career aspirations of male students are strongly significant in Agricultural Engineering (3.01), food processing (3.44) and others (3.66) compared to other career choices. However, career choices of the female students are only significant in others (3.71) compared to other career aspirations. This implies that male students have more career aspirations in Agriculture than female students. (Table 4). With students showing interest in other ventures which may likely not be Agricultural related this arm may suffer and lack youth participation which is a major solution to food and agricultural sustainability. This result agrees with Chikezie, (2012) which states that "Though, youths have desirable qualities that can promote agriculture but most of them have strong apathy towards it thus, resulting to mass unemployment and lack of sustainable livelihood among them".

Table 4: Level of interest

Career choice/aspiration	Male		Female	
	Mean	Std. Dev	Mean	Std. Dev.
Agriculture	1.43	0.29	1.32	0.19
Agribusiness	2.16	0.11	2.26	0.44
Crop production	2.22	0.39	1.39	0.47
Agricultural Economist	1.16	0.42	1.52	0.51
Agricultural Extension	2.18	0.31	1.34	0.61
Agricultural Engineering	3.01*	0.27	2.27	0.26
Animal Breeder	1.35	0.42	1.32	0.44
Diary/animal production	1.15	0.26	1.58	0.61
Food processing	3.44*	0.28	1.53	0.52
Forestry	1.11	0.42	1.25	0.41
Soil scientist	1.08	0.23	1.32	0.21
Veterinary medicine	1.32	0.25	2.88	0.11
Others-	3.66*	0.51	3.71*	0.19

Source: Field survey, 2023.
*Mean> 3.0 = Significant reason

Level of interest towards agriculture as a profession

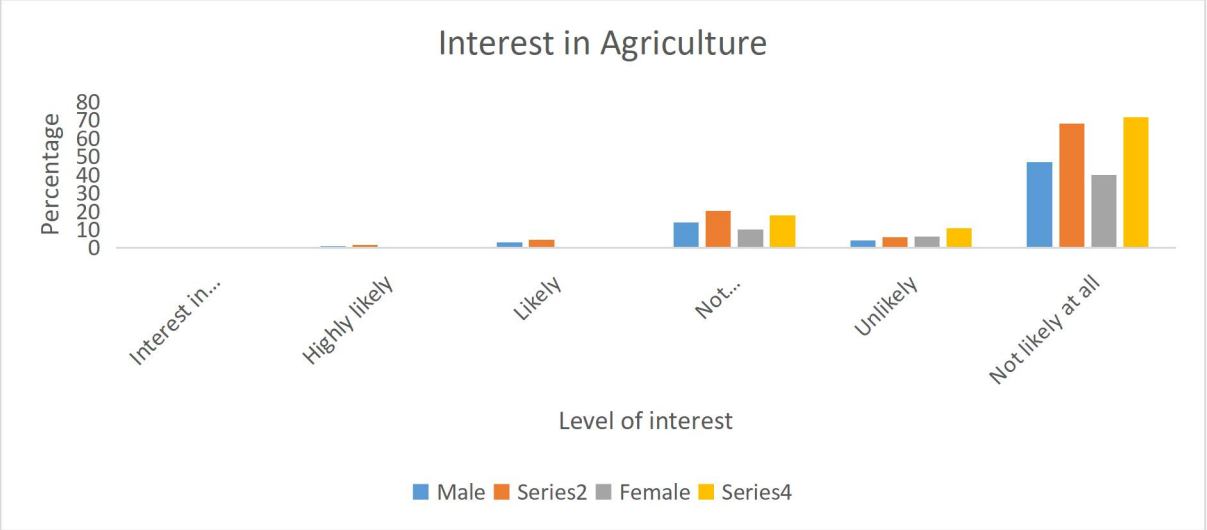

Fig 1: Level of interest in Agriculture
*Mean> 3.0 = Significant reason

4.5 Constraints faced by members of Young Farmer's Club

Young Farmer's Club in Egor L.G.A, Benin City, Edo State, Nigeria, face several significant constraints as shown in Table 5. The most important challenges faced by male members include adequate time to carry out club activities (3.66) and inadequate financial support (4.19) while female students are faced with adequate time to carry out club activities (3.59) and inadequate financial support (3.05) inadequate farming equipment (3.74) and student willingness (3.56). This results in the discouragement and lack of willingness on the part of YFC members to participate and pursue career in Agriculture. (Table 5). To establish a functional YFC in schools, these constraints should be given adequate attention. These agreed with the finding of Mbanaso, Ajayi, Ironkwe and Onunka (2013) which reported that lack of logistic support by government, negative attitude of government towards YFCs in secondary schools, lack of legislation backing up YFCs in secondary schools among others hinder YFC in schools.

Table 5: Constraints faced by members of Young Farmer's Club

	Male		Female	
	Mean	**Std. Dev**	**Mean**	**Std. Dev.**
Adequate time to carry out club activities	3.66*	0.21	3.59*	0.27
Inadequate financial support	4.19*	0.06	3.05*	0.44
Inadequate farming equipment	1.43	0.42	3.99*	0.62
Inability to pay dues	2.77	0.55	1.42	0.34
Farming period	1.42	0.25	2.22	0.66
Parental involvement	1.92	0.49	1.91	0.16
Lack of infrastructure	1.43	0.19	3.74*	0.08
Students willingness	2.51	0.61	3.56*	0.03

Source: Field survey, 2023.
*Mean> 3.0 = Significant reason

4.6 Results of the hypotheses

Hypothesis 1: There is no significant relationship between socio-economic characteristics of respondents and their level of interest in YFCs.

Table 6 shows the result obtained using binary Logistic Regression model and it was observed that among the socio-economic characteristics regressed on age of respondents (wald = -4.82) and intent to continue with education at post-secondary level (wald = -3.25) were negative and significant at 5% level of significance, while actual class of student (wald = 4.58), parent with Agricultural career (wald = 2.44), sibling or another relatives with an Agricultural career (wald = 4.23) and payment of membership dues (wald = 4.55) were positive and significant at 5% level of significance but constraints (wald = 8.27) had a positive and significant difference at 1% level of significance.

Sex (wald = 2.41), missing school due to lack of fees (wald = 1.52), family type (wald = 1.63), number of siblings in the family (wald = 1.09) and frequency of club meeting (wald = 1.88) were positive but not significant. This implies that as age of the respondents increases, level of interest in YFC will decrease because as they grow older, their attention tends to drift to other career choices. This correlates with the observation of Ayanda *et al*, 2020 who observed that young people are being raised up with career aspirations by far beyond agriculture therefore putting the farming enterprise at risk. Consequently, some students may be hesitant to join Young Farmers Clubs due to these negative perceptions. Also, as intent to continue with education at

post-secondary level increases, level of interest decreases. This is probably due to the wide range of career choices and this is in line with the observation of Uwameiye, 2018 who observed that many students view agriculture as a less prestigious career path compared to professions like medicine or engineering.

Table 6: Logistic Regression showing relationship between socio-economic characteristics of respondents and their level of interest in Young Farmer's Club

Variables	B	S.E.	Wald	Sig.	Exp(B)
Age (number of years)	-0.931	0.193	-4.82*	0.005	0.394
Sex (1 = male, 0 Otherwise).	0.652	0.271	2.41	0.059	1.919
Class = actual class of student.	0.055	0.012	4.58*	0.051	1.057
Missing school due to lack of fees (Yes = 1, 0 otherwise)	0.412	0.271	1.52	0.172	1.510
Intent to continue with education at post-secondary level. (Yes = 1, 0 otherwise)	-1.067	0.328	-3.25*	0.0054	0.344
Family type (1 = Nuclear, 0 = polygamous).	0.418	0.257	1.63	0.372	1.519
Number of siblings in the family (number).	0.219	0.201	1.09	0.296	1.245
Parent with Agricultural career (Yes = 1, 0 otherwise).	0.083	0.034	2.44*	0.053	1.087
Sibling or another relatives with an Agricultural career.	0.055	0.013	4.23*	0.051	1.057
payment of membership dues	1.734	0.381	4.55*	0.050	5.663
frequency of club meeting	0.143	0.076	1.88	0.091	1.154
Constraint	2.614	0.316	8.27**	0.000	13.654

Source: Field survey, 2023.
R square = 0.591; -2 Log likelihood = 219.551; Nagelkerke R Square = 0.379
*Significant at 0.05 level; **Significant at 0.01 level of significance

Hypothesis 2: There is no significant difference between male and female students of YFCs intent to pursue Agriculture related career preparation after graduation in secondary school.

Table 7 results were obtained using hypothesis test statistics and it was observed that p-value 0.000 and this implies that the difference in mean is statistically significant at 0.01 level of significance. It therefore disagrees with the hypothesis of no significance and states that male members have intention to go into Agriculture after secondary school more than the females. It also indicates that female students were less certain to continue Agriculture from the mean.

Table 7: Relationship between male and female member of YFCs intent to pursue Agriculture related career preparation after graduation in secondary school.

	Mean	Std. Dev.	Mean Diff	t-stat	Sign
Male	74.55	17.35	36.45	5.26**	0.000
Female	38.14	11.63			

Source: Field survey, 2023.

*Significant at 0.05 level; **Significant at 0.01 level of significance

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This study assessed gender analysis of perception of secondary school students to Young Farmer's Club in Egor Local Government Area, Edo State, Nigeria. The specific objectives were to describe the socio-economic characteristics of respondents in the study area, identify the activities performed by the YFCs, determine respondents' reason(s) for joining YFCs, ascertain their level of interest towards agriculture as a profession and identify the constraints faced by YFCs in the study area. The world today is faced with a challenge of finding ways to feed a growing population with a declining number of agriculturists, especially individuals engaged in food production. A need exists to have more agricultural scientists and agricultural practitioners who are educated properly in the sciences undergirding agriculture to find ways of feeding this growing population, reducing poverty, and improving livelihoods, especially in developing countries such as Nigeria.

In the case of this study, the selection technique used was purposeful from 5 schools: Egor Secondary School, Asoro Secondary School, St. Paul Memorial Secondary School, Government Science and Technical college and Iyoba Girls College Secondary school were purposively selected based on schools with YFCs as part of their curricular activities, their involvement in YFC related activities and their highly significant population size at the time of the study. A two stage sampling technique

was carried out to select the respondents for the study and it involved a simple random sampling of 25 students from each school giving a total of 125 respondents. Data were collected with the use of structured questionnaire. Data collected were analysed using frequency counts, percentages and mean while Logistic Regression was used to analyse the relationships between the variables.

From the findings in this study, it can be concluded that a high proportion of the respondents were males. Their ages ranged from below 15 to 19 years and above, majority of the participants (both male and female) were 15 to 16 years of age. Most of the students (male and female) of Young Farmers Clubs were in senior one and senior two class. Most of the male students of the Young Farmers Club rarely missed school because of the inability to pay school fees but a significant amount of female students rarely and sometimes missed school because of the inability to pay school fees. This may imply they came from families with a higher socio economic status. A high number of the male and female students of Young Farmer's Club were highly likely to continue their education at the post-secondary level. Most of the male and female club members came from a nuclear family. Over half of the male members of the Young Farmers Clubs had both parents who worked in an agriculture-related field but a higher number of female members had at least one parent who worked in an agriculture-related field, and a majority of the female club members had no sibling of another relative employed in agriculture. More Male club members did pay club dues than females members. More male respondents did indicate that Young Farmer's Club

held meetings once a month while majority of the female members indicated that Young Farmer's Club held meetings twice a month. A high number of both the male and female club members indicated their parents supported them participating in the Young Farmer's Club activities.

A higher proportion (50% and above) of both male and female members indicated that they carried out YFC activities such as crop production, tree planting, livestock management practices, poultry keeping with 100% of female members recorded in livestock management and poultry keeping. The findings also revealed that the core reasons why male students joined the Young Farmer's Club is that they saw membership as an opportunity to learn and improve their academic performance, driven primarily by their personal interests, perceived it as an opportunity attend agricultural shows and also to learn life skills such as leadership, communication, and team work; this was especially true for the female members. Many of the male club members indicated they were interested in Agriculture related career like Agricultural Engineering and food processing but the female members indicated no interest in Agriculture related careers.

There are several constraints YFC members face. Male members indicated that inadequate financial support and adequate time to carry out club activities as their major challenge while female members indicated that inadequate farming equipment,

lack of infrastructure, students willingness, adequate time to carry out club activities and inadequate financial support as their major challenge.

5.2 Conclusion

Based on the findings of this study, it was deduced that activities of YFC did not influence the attitude of the students and expose them to the profitability of agricultural enterprises. Members of YFCs have not learnt that agriculture is capable of providing gainful employment for the youths. Also the constraints hindering the activities of Young Famer's Club are inadequate financial support from the ministry of education, inadequate farm operating equipment support from the ministry of education, students are incapacitated to pay their annual due on regular basis and the school goes on vacation during the peak period of farming activities among others.

5.3 Recommendations

Based on the research findings, several recommendations are proposed;

1. The Ministry of Education in Nigeria should encourage more schools to establish Young Farmers Club as this could be a venue where students may acquire life skills, improve their academic performance and also explore their career interests.

2. Additional research should be conducted on how to attract more youths to careers in agriculture requiring tertiary education, especially in developing countries.

3. It is therefore recommended that membership of YFC should be made compulsory for all the students offering agriculture with payment of annual due along with the school fees.

4. Also, organizations such as YFC should be promoted and supported at secondary school levels by NGOs so that YFC can continuously change students' negative impressions about agriculture more so that they are the potential store house for agricultural revolution through technology adoption such as best agronomic practices.

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REASEARCH QUESTIONNAIRE

DEPARTMENT OF AGRICULTURAL ECONOMICS AND EXTENSION SERVICES OF THE UNIVERSITY OF BENIN, BENIN CITY EDO STATE

Sir/ma

I am a final year student of the above named department and university, carrying out a research on **"GENDER ANALYSIS OF PERCEPTION OF SECONDARY SCHOOL STUDENTS OF YOUNG FARMERS CLUB IN EGOR LOCAL GOVERNMENT AREA, EDO STATE, NIGERIA."**

Please you are kindly requested to fill in the information in the appropriate space provided. All information provided by you will be treated as confidential thanks for your anticipated cooperation.

Yours faithfully,
***Jeffrey* IDEMUDIA**

INSTRUCTION: please tick the appropriate actions and provide answer in the blank space.

Section A: Socio economic characteristics.

1. **Sex:** male ( ), female ( ).
2. **Age in year:**……..
3. **Class:** S.1 ( ), S.2 ( ), S.3 ( ).
4. **Parents' occupation:**
    a. Father: Civil service ( ); artisan ( ); personal business ( ); farming ( ); others specify ( )
    b. Mother: Civil service ( ); artisan ( ); personal business ( ); farming ( ); others specify ( )
5. **Family type:** Nuclear ( ), Extended ( ).
6. **Number of siblings in the family: _____**
7. **Parents with Agricultural career:** Both ( ), One ( ), Neither ( ).
8. **Level of parental support:** Very supportive ( ), Supportive ( ), Neutral ( ), Not very supportive ( ), Not supportive at all ( ).
9. **Membership of farmers' club experience in years: ……**
10. **Proposed course of study in the university:** agriculture ( ); Non-agriculture ( )

Section B

In the table below, indicate in which of the following agriculture activities you have engaged as a Young Farmers Club member (YFC). (Tick Yes or No, whichever is applicable)

Agricultural Activities	Yes	No
Cattle keeping (e.g., zero grazing, dairy farming)		
Fish farming		
Bee keeping		
Soil and environmental conservation		
Crop production		
Agricultural seminar		
Excursions to agricultural firms/organisation		
Tree planting		
Livestock management practices e.g., castration, tick control		
Poultry keeping (e.g., feeding birds, picking eggs)		
Keeping rabbits		
Building farm structures, e.g., cattle crush, fencing		
Farm management practices, e.g., farm record practices		
Others (please specify)		

Section C

The following are some of the reasons students give for joining clubs. As a member of YFC, indicate the level to which you **Agree/Disagree** with the reasons influencing you to join your club.

	Strongly agree	**Agree**	**Neutral/ Undecided**	**Disagree**	**Strongly disagree**
Because of personal interest					
To improve my academic performance					
To socialize and make new friends					

Because it was school requirement					
To make money from club activities					
Study trips/attend agricultural show					
Because it is in line with my career aspirations/goals					
To gain life skills, e.g., leadership, communication, team work					
Others (please specify) and indicate the level of agreement					

Section D

Level of interest towards Agriculture as a profession

How would you classify your interest in Agriculture as a profession?

Highly likely ( ), Likely ( ), Not sure/undecided ( ), Unlikely ( ), Not likely at all ( ).

Section E

From the list of careers provided below (on the next page), select the five career choices or aspirations in which you are most interested by putting a tick in the corresponding column**. For example, if Agriculture is your number one, you tick agriculture under column 1. If teaching is your number two, you tick in column 2 for teaching, and so forth until you have selected five careers. If your career interests are not listed, please write your choice(s) and provide a rank (position)**

Career choice/aspiration	1	2	3	4	5
Agriculture					
Agribusiness					
Crop production					
Agricultural Economist					
Agricultural Extension					
Agricultural Engineering					
Animal Breeder					
Diary/animal production					
Food processing					
Forestry					
Soil scientist					
Veterinary medicine					
Others (please specify)					

Section E

Constraint faced by YFCs

Constraints	Strongly agree	Agree	Neutral/ Undecided	Disagree	Strongly disagree
Adequate time to carry out club activities					
Inadequate financial support					
Inadequate farming equipment					
Inability to pay dues					
Farming period					
Parental involvement					
Lack of infrastructure					
Students willingness					
Others (please specify)					

Thank you for participating and your honest responses