

**AGRICULTURE STUDENT PERCEPTION OF ACADEMIC AND  
INSTITUTIONAL SERVICES IN UNIVERSITIES IN EDO STATE,  
NIGERIA**

**BY**

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**DEPARTMENT OF AGRICULTURAL ECONOMICS AND EXTENSION  
SERVICES  
FACULTY OF AGRICULTURE  
UNIVERSITY OF BENIN**

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF  
AGRICULTURAL ECONOMICS AND EXTENSION, FACULTY OF  
AGRICULTURE, UNIVERSITY OF BENIN, BENIN CITY IN PARTIAL  
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF  
THE DEGREE OF BACHELOR OF AGRICULTURE (OPTION IN  
AGRICULTURAL ECONOMICS)**

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## CERTIFICATION

This is to certify that this project work was carried out by Joyous OBADIARU with Matriculation Number (AGR1600081) of the Department of Agricultural Economics and Extension Services, Faculty of Agriculture, University of Benin, Benin City, Nigeria.

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## **DEDICATION**

This research work is dedicated to GOD ALMIGHTY who has being my only source of strength, my hope, my confident, my provider, my joy and my peace and my everything, without him there will be no me. To my Parents Mr & Mrs Obadiaru, family members and friends.

## ACKNOWLEDGEMENT

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## TABLE OF CONTENT

	Page
Cover page - - - - -	i
Title page - - - - -	ii
Certification - - - - -	iii
Dedication - - - - -	iv
Acknowledgement - - - - -	v
Table of contents - - - - -	vi
List of tables - - - - -	ix
Abstract - - - - -	x
<b>CHAPTER ONE</b>	
1.0 Introduction - - - - -	1
1.1 Background to the study - - - - -	1
1.2 Statement of Problem - - - - -	3
1.3 Objectives of the study - - - - -	6
1.4 Hypothesis for the study - - - - -	7
1.5 Justification of the study - - - - -	7
<b>CHAPTER TWO</b>	
2.0 Literature Review - - - - -	9
2.1 Relevance of Higher Agricultural Education - - - - -	9

2.2	Higher Agricultural Education	-	-	-	-	-	10
2.3	Higher Agricultural Education in Nigeria	-	-	-	-	-	12
2.4	Perception of students	-	-	-	-	-	13
2.5	Agricultural Lecturer Proficiency	-	-	-	-	-	14
2.6	Lecturer's of higher agricultural education in Nigeria	-	-	-	-	-	15
2.7	Teaching Methods	-	-	-	-	-	16
2.8	Problems of Nigerian Agriculture	-	-	-	-	-	17
<b>CHAPTER THREE</b>							
3.0	Methodology of the Study	-	-	-	-	-	20
3.1	Study Area	-	-	-	-	-	20
3.2	Population of the Study	-	-	-	-	-	20
3.3	Sampling Size and Procedure	-	-	-	-	-	21
3.4	Instrument for Data Collection	-	-	-	-	-	21
3.5	Measurement of variables	-	-	-	-	-	22
3.6	Data Analysis	-	-	-	-	-	24
<b>CHAPTER FOUR</b>							
4.0	Results And Discussion	-	-	-	-	-	26
<b>CHAPTER FIVE</b>							
5.0	Summary, Conclusion And Recommendations	-	-	-	-	-	45
5.1	Summary	-	-	-	-	-	45
5.2	Conclusion	-	-	-	-	-	46
5.3	Recommendations	-	-	-	-	-	47
	References	-	-	-	-	-	48
	Appendix	-	-	-	-	-	50

## LIST OF TABLES

Table 1:	Socio-economic characteristics of respondents	-	30
Table 2:	Students' perception of the quality of academic and institutional services available	- - -	34
Table 3:	Students interest towards agriculture	- - -	38
Table 4:	Level of satisfaction	- - - - -	40
Table 5:	Constraints faced in the study of agriculture	- -	42
Table 6:	Results of Chi-Square showing significant association between socio-economic characteristics of respondents and their perception	- - - - -	43
Table 7:	Results of Correlations between students; interest toward agriculture and their academic performance	- -	44

## ABSTRACT

The research assessed agriculture students' perception of academic and institutional services in University of Benin, Benson Idahosa University and Ambrose Alli University Ekpoma. The core findings focused on the quality of academic and institutional service available in the University of Benin, Benson Idahosa University and Ambrose Alli University Ekpoma. Agricultural students were selected from the different agriculture department based on level of study, data generated was analyzed using frequency counts, percentage and mean while hypothesis was tested with spearman correlation and chi square. Findings showed that a higher proportion (57.5%) of the respondents were male students which showed that males were given more opportunity for higher education in the study area. A higher proportion 67.5% and 32.5% of the students attended both private primary and secondary schools respectively. It also showed that the students had positive perception that social opportunities (canteen, garden and seating places) of the faculty are sufficient (Mean 3.84). findings also established that students' interest to venture into agriculture was high as there is opportunity for self employment in agriculture (Mean, 4.21). results also showed that students had high level of satisfaction as agricultural class has provided me with the competencies needed to succeed in business and industry (Mean, 3.29). The results also showed that the most serious constraints faced by students was methods used in teaching practical is laborious (Mean 2.90). Findings also

established that the relationship between demographic characteristics of students and their perception of quality of academic and institutional services available in the university was significant except for marital status at p-value  $\leq 0.01$  probability level. The result revealed a positive correlation between students perception of quality of academic and institutional services and their interest in engaging in agricultural venture ( $r=0.719$   $P<0.01$ ). This relationship was statistically significant at the given probability level. In conclusion, students think that practical application of theoretical concepts helps boost their interest in venturing into agriculture as a means of self employment. Therefore, it is important that farm practical year training programme should be judiciously implemented as this gives them unique opportunity to reinforce their knowledge. It therefore recommends that practical sessions should be made less laborious as this will encourage positive participation of students in lessons and subsequently encourage them to engage in agricultural ventures in the future.

## **CHAPTER ONE**

### **1.0 INTRODUCTION**

#### **1.1 Background to the study**

Agriculture has a strong hold in the economy for without it a country will always depend on foreign countries to feed its population. The potential contribution of agriculture to economic growth has been an on-going subject of much controversy among development economist and several authors argue that growth in the overall economy depends on the development of the agricultural sector (Gollin, Parente and Rogerson, 2002). The growth in the agricultural sector could be a catalyst for national output growth via its effect on rural incomes and provision of resources for transformation into an industrialized economy (Angrist, Patrinos and Schlotte, 2013) The federal government of Nigeria has therefore adopted education as an instrument of excellence for effecting national development (Abdullaihi and Onasanya, 2010), Education as a social institution therefore could be seen as a great value concerned with imparting knowledge and skills, which help an individual to participate in society (Anyanwu, 2010). It is a treasure in which every human kind should heavily invest in and earnestly pursue to its indefinite end. In order for education to be meaning it must be able to make positive impact on the society and should be an instrument for national development. Today, the university is an institution of higher learning providing

facilities for teaching and research and authorized to grant academic degrees. Students play an essential role in the evaluation of teaching. As first hand observers in classes, students are in the best position to evaluate specific and critical aspects of classroom teaching. This will board on their perception of academic and institutional services available to them. Thus, understanding the competencies and traits requisite of a successful agricultural science lecturer is critical. Much research exists on skills, competencies and traits of effective lecturers. Most notably is the work of Ukeje (2003), who synthesized other research and identified five fundamental characteristics of effective lecturers which are clarity, variability, enthusiasm, student opportunity to learn material and task oriented or business like behaviour. Therefore a student's surrounding can influence behavior. Students' perception of academic and institutional service quality affect the student behaviour (Yilmaz, 2010). Universities in Nigeria are required to prepare an academic brief or plan which documents the philosophy, mission, objectives and aims, academic pattern curriculum, organizational structure as well as future growth and development of each institution. Academic and physical development of the institution should be based on plans contained in the academic brief (Akiabi and Dut, 2011). Such plans must take cognizance of the essential elements of university education. Elements of university education delivery are comprised by those structures and services that must be placed to enable a university successfully carry out its functions of teaching, research and

community service (Gollin *et al.*, 2002). Such elements include adequate funding adequately qualified and experienced staff as well stocked library, class rooms and theatres, clinics, studios, laboratories, well-appointed staff offices and recreational facilities. All these are crucial for effective teaching and learning (Bola, 2007). Good planning and management are essential ingredients in the enthronement of quality in an educational establishment. To this end, the roles of faculties or colleges of agriculture in producing agricultural graduates for academic and professional leadership and management are critical to national, social progress and economic growth (Amalu, 2006)

## **1.2 Statement of Problem**

Colleges of agriculture, specialized agricultural universities, departments and faculties of agriculture universities in Nigeria turn out agricultural graduates every year. yet these graduates don't take agriculture as a career. The number of graduates does not reflect in the number of enlightened people going into agriculture. Also, the country's over-reliance on the oil sector has made Nigerian economy a mono-product economy resulting in the neglect of the agricultural sector which in time past was the main-stay of the Nigerian economy prior to the discovery of crude oil (Nzeka, 2013). This neglect discouraged the young talents who have been trained in agriculture and have the capacity to boost agricultural production in the country from contributing their quota to agricultural

development (Obayelu, 2012). This makes students zeal, satisfaction and their perception of training they have received from agriculture lecturers and institutional services an issue. Therefore, brighter education institutions should develop the necessary strategies for meeting these expectations (Bokeoglu and Yilmaz, 2010). The decay in our universities is the object of concern of the Dean of the school of agriculture and Agricultural Technology of the Federal University of Technology Owerri, when he said that "Nigerian Universities are under siege of decay" the delivery of university education in Nigeria is therefore definitely far from the way the founding fathers conceived it. Its success has been hampered seriously by factors ranging from undue government interference and control through the National Universities Commission (NUC), to financial strangulation, lack of planning and prudence, incompetence of both academic and administrative staff and lack of commitment on the part of stakeholders (Adebayo, 2005). There are no facilities for effective practical for the student in most of our courses and these equipment if available are either not functioning to their full capacity or there are no funds available to maintain them (Wasser. 2001).

Also, when universities, face accreditation, some departments have to borrow equipment from neighbouring departments and institutions (Majasan, 1997). Okebukola (2003) revealed that while the contents of the minimum standard course descriptions laid down by the National University Commission for Nigeria Universities worked well for the developed nations, there still exists a gap in the

implementation in Nigerian universities For a populous country such as Nigeria where delivery of education services is an urgent matter, it is not surprising that many of the university graduates in agriculture are absorbed into other sectors. However, increases in the supply of crucial skills needed in agriculture have been much less dramatic. The proportion of graduates with skills in important disciplines such as agriculture appears to be less than the share of students enrolled in this discipline. There is the need therefore to refocus the methodology and curriculum of Agricultural Education in Nigeria for better productivity in the 21st century (Egun. 2009). Hence, the basic role of university education in agriculture as it borders on the Nigerian situation and economy is a matter of concern. It is in this view that this research seek to address the following questions which include:

## **RESEARCH QUESTIONS**

1. What are the socio-economic characteristics of agriculture students in universities in Edo State, Nigeria?
2. What are the perception of university agriculture students regarding academic and institutional services available in the universities in the study area?

3. What is the interest of students to venture into agriculture as a result of academic and institutional services received?
4. What level of satisfaction has been attained by agriculture students' as a result of academic and institutional services received?
5. What are the constraints agriculture students' faced in their study?

### **1.3 Objectives of the study**

#### **General Objectives**

The general objective of this study is to assess agriculture students' perception of academic and institutional services in Universities in Edo State, Nigeria

#### **Specific Objectives**

The specific objectives were to:

1. examine the socio-economic characteristics of agriculture students in Universities in Edo State, Nigeria;
2. determine students' perception of the quality of academic and institutional services available in the universities in the study area;
3. examine the interest of students to venture into agriculture as a result of academic and institutional services received;

4. determine the level of satisfaction has been attained by agriculture students' as a result of academic and institutional services received;
5. examine the constraints university agriculture students' faced in their study.

#### **1.4 Hypothesis for the study**

This is stated in a null form:

1. There is no significant relationship between the socio-economic characteristics of agriculture students and their perception of the quality of academic and institutional services available in universities in Edo State, Nigeria.
2. There is no significant relationship between student's perception of quality of academic and institutional services and their interest to venture into agriculture as a result of academic and institution services received.

#### **1.5 Justification of the study**

Education is one of the tools for socio-economic, cultural, political and democratic development of a nation. The importance of education to a nation cannot be overemphasized. The relationship between education is well established 'such that education is a key index for development. It is in this regard that this research work will be useful to policy makers in agriculture and have an impact

on formulation of policies in agriculture and agricultural education. It will also be useful to the National Universities Commission (NUC) in ensuring the orderly development of university education, maintenance of high quality standard as well as help higher agricultural educational institutions to recognize the role they play in national development.

Finally, this study will contribute to general knowledge and serve as a basis for further research.

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

#### **2.1 Relevance of Higher Agricultural Education**

In Nigeria, agricultural practices have been the main activity of the people employing about 70% of the populace before the boom in mineral oil. Today about 60% of the population are in agriculture in one form or another and have consequently influenced the educational policies and practices of the country. The admission policy introduced into our educational system believes in education as a veritable tool for national development. The role which education should play in developing countries has been viewed variously from different perspectives. Education in general and higher education in particular are fundamental to the construction of a knowledge economy and society in all nations. According to the National Policy on Education (NPE) (2013), tertiary education is education given after secondary education in universities, colleges of education, polytechnics etc. it specified the following goals.

1. Contribute to national development through high level relevant man power training
2. Develop and inculcate proper values for the survival of the individual and the society

3. Develop the intellectual capability of individuals to understand and appreciate the local and external environments
4. Acquire both physical and intellectual skills that enable individuals to be self-reliant and useful members of the society.

In any case, education is what helps us to acquire suitable appreciation of our cultural heritage and to live a fully more satisfying life. This includes the acquisition of desirable knowledge, skills habits and values for productive living in the society. It equips the members of any human group with the capabilities of personal survival in and contributing to other group survival in the wider world. The foregoing explains that the end and purposes of education include psychometric or the acquisition of mechanical skills cognitive, (character training or citizenship education) concerned with the appreciations feelings and value of those educated. Education as a social institution therefore could be seen as a great value and concern with impacting knowledge and skills which help an individual to participate in society.

## **2.2 Higher Agricultural Education**

Education refers not only to the process by which we acquire knowledge skill, habits, values or attitudes to be able to become useful and justify related members of society but also the results of that process that involves both learning and

teaching. In any case, education is what helps us to acquire suitable appreciation of our cultural heritage and to live a more satisfying life.

Education in agriculture has come long way in Nigeria. Agriculture practices in Nigeria has been a way of life passed from parent to the child through imitation or what may appreciate be regarded as apprentices mode of teaching.

Common features of this type of agriculture practice remain peasantry subsistence and most especially being dominated by aged people.

In Nigeria, education in agriculture has been on a changing gear and wheel. Agriculture in schools has gone through various names (Egun, 2007).

Teaching methods in schools have been so theoretical that production is as low ebb.

Nowadays, higher education in agriculture has still considerable importance in the field of food security, sustainable agricultural production, rural development and environmental sustainability. Current agricultural education systems are in need of reform. Worldwide agricultural universities are facing numerous challenges including increasingly limited resource allocations, declining enrolments, keeping up with advances in information and other technologies, remaining aware of and responsive to clientele and the need to aggressively globalize their teaching research and outreach (Egun, 2007).

### **2.3 Higher Agricultural Education in Nigeria**

Methods of instruction are lecture based and most of the time devoid of demonstration. This removes the first hand experience with reality and eliminates the effective development of competence. The quality of university graduates could be measured how well they have been prepared for life and for life to society in various spheres of human endeavours. Quality may also be considered on the basis of how good and efficient the lecturers are, how adequate and accessible the facilities and materials needed for effective teaching and learning are and how prepared the graduates are for meeting the challenges of life and, or solving the problems of the society.

The NUC first conducted ranking of Nigerian universities based on performance of their academic programmes utilizing results of the 1999/2000 accreditation exercise. Ranking was intended to encourage those universities with top level performance in different disciplines to strive to maintain and enhance their lead and further excel. Those at the bottom of the performance league were expected to take necessary steps to remedy the identified deficiencies not only to improve the quality of their programmes but also to improve their rating in the league table.

The commission has subsequently ranked Nigerian universities on the basis of multiple set of performance indicators encompassing such areas as governance, academic excellence, research and adherence to approved national norms. The aim is to encourage healthy competition in maintenance of academic quality and good governance.

The universities of agriculture were established in the country to address the problem of agricultural growth.

The universities of agriculture were mandated with providing

- a. Coordinated and mission oriented,
- b. Rural development targeted extension services,
- c. Provide comprehensive and harmonized training of students who will engage in farming upon graduation.

## **2.4 Perception of students**

Perception is a sensory information mode and is related to abstract or concrete objectives in the external world. Perception is a social and psychological phenomenon which can be controlled and directed with external intervention. The primary element of perception is attention and comment (Bokeogin, 2010). Students' perception of their personal circumstances and surrounding can influence behavior. The quality of education can be measured by developing

knowledge and skills. Educational systems are accepted as high quality when students achieve great results. Improving the quality will increase student teaching, student satisfaction with their faculties is important. Satisfaction from the universities or faculties affects a student' physique as well as mental health.

## **2.5 Agricultural Lecturer Proficiency**

A lecturer is a person whose professional activity involves the transmission of knowledge, attitudes and skills to students enrolled in an agricultural programme.

According to this theory, three factors contribute to a person' success and happiness in a career:

1. The person's traits which include aptitudes abilities, interest, ambitions, resources and limitations
2. Knowledge of the factors or competencies required for a given career.
3. The closeness in match between the two

Thus understanding the competencies and traits requisite of a successful agricultural science lecturer is critical. Education requires a well organized curriculum and environment along with experienced lecturers. Lecturers' attitude experience and teaching methods play a vital role in teaching learning process. Satisfying and sharpening the inquisitive capacity of the students, positive attitudes and participatory methodologies are required. Students involvement in

the teacher learning process becomes a source of intrinsic motivation. However, the lecturers have to play a vital role in harnessing the intellectual potentials of the students. They are the people who give direction and advice to learners. Their behavior, communication, skills, conceptual clarity and psychological equanimity have direction on the character and personality of the students.

Lecturers experience was measured in terms of the number of employment as a classroom instructor. Classroom atmosphere was a measure resulting from an observer's rating of degree to which the lecturer attempted to related the subject matter being considered to the interest and ability of the students.

Lecturers being the builders of nations need continuous efforts to improve their own knowledge and transfer it to the new generation. Lecturers' performance is a particular concern for educators. There is therefore the need of well qualified and trained lecturers to deal positively with their students in teaching.

## **2.6 Lecturer's of higher agricultural education in Nigeria**

Teaching as a profession now has all the features of professionalism associated with other noble professions. Part of these features are coded and standardized instruments or documents called "Professional standards" that clearly and precisely define what the professional must know and put into practice and the core values, ideals and conduct that the professional must exhibit. Professional

standards therefore refers to a minimum set of knowledge, skills, values, attitudes; conducts, right, privileges and obligations expected of a professional.

The professional standards for Nigerian lecturers are abstractions of the national minimum academic benchmarks for various lecturer education programmes in Nigeria as well as national and internal legal frameworks and education policies which must guide the practice of teaching as a profession in Nigeria and the international community.

Effective teaching is teaching that creates an environment in which deep learning outcomes for students are made possible, where high quality student learning is promoted and where superficial approaches to learning are discouraged.

## **2.7 Teaching Methods**

Teaching and learning are the two sides of a coin. The most accepted criterion for measuring good teaching is the amount of student learning that occurs. There are consistently high correlations between students rating of the “amount learned” in the course and the overall ratings of the lecturer and the course (Bokoegin 2010).

- 1. Lecture Method:** A lecture is a talk or verbal presentation given by a lecturer, trainer or speaker to an audience. With all the advancement of training systems and computer technology, lecture method is still a backbone widely used in teaching and training at higher level of education.

2. **Discussion Method:** It is a free verbal exchange of ideas between group members or teacher and students. For effective discussion, the students should have prior knowledge and information about the topic to be discussed.
3. **Case study:** Primary developed in business and law contexts, case method teaching can be productively used in liberal arts, engineering and education. This method is basically used to develop critical thinking and problem solving skills as well as to present students with real life situations.
4. **Assignment Methods:** Written assignments helps in the organization of knowledge, assimilation of facts and better preparation of examinations. It emphasizes an individual student work and the method that helps both teaching and learning processes.

## 2.8 Problems of Nigerian Agriculture

Agricultural productivity growth is economic growth in Nigeria (Gollin, 2002).

Historically the root of the crisis in the Nigerian economy lies in the neglect of the agricultural sector by the Federal government toward developing dependence on an economy based on oil. Under current economic conditions, the main problem facing agriculture in Nigeria is not a lack of labour but a shortage of good quality skilled labour.

The problems of agriculture in Nigeria include the following

- **Shortage skilled man power:** Nigeria's labour force in agriculture is 60%. Incidentally too, 70% of the population reside in the rural areas out of which 90% are engaged in agriculture. This invariably leaves agriculture as a key sector capable of affecting majority of Nigerians in diverse ways. The persistence of hunger and poverty must therefore be to a large extent, the failure of the agricultural sector to fully impact positively on the people. Under current economic conditions, the main problem facing agriculture in Nigeria is not a lack of labour but a shortage of good quality skilled labour.
- **Lack of investment:** The government budget for agriculture is not enough to meet the challenges existing. Following the federal government adoption of privatization policy as a way of promoting efficient business operations in the country, the government has become circumspect in granting subsidies. This has become a problem especially for agriculture which cannot compete with the oil "industry, trade and manufacture sectors for allocation of resource. Agriculture still requires to be subsidized particularly the capital intensive aspects like machinery and equipment, fertilizer etc. Labour is expensive and credit support for major farming operations deserve to be encouraged.

- **Irrigation:** Water resource is important for sustainable agricultural production in the country. Inadequate water provision causes stress in plants as food translocation processes cannot be effectively carried out. This is no doubt that portrays the enormous potential of irrigation for increased food production in Nigeria. Currently, the scope of irrigation is limited in the country.
- **Food processing Issue:** it is estimated that about 20-40% of the yearly harvest is lost during storage. The primary cause is the lack of efficient harvesting techniques. Most farmers harvest crops by hand instead of using machines, also storage materials are not generally up to standard. There has not been much improvement in the processing and storage of food products in Nigeria. This has resulted in substantial on-farm and off-farm post-harvest food losses estimated at 20-40% of the most harvested products.
- **Impact of imported Food:** Nigeria is not a net importer of food. The country does not produce enough food to meet the demand of its people. This produces a lot of problem with regards to agricultural development. In the last decade, Nigeria was a net importer of food. Its increasing food import bill over the years raises fundamental question about how long the nation can sustain food import as a strategy for meeting the shortfall in domestic food production. Food import involves foreign exchange

transactions and exchange rate has impact on the financial system and therefore on external investment.

## **CHAPTER THREE**

### **3.0 METHODOLOGY OF THE STUDY**

#### **3.1 Study Area**

The study was conducted in Universities in Edo State, Nigeria. Edo State is an inland state in Central Southern Nigeria. Its capital is Benin City. It is bounded in the north and east by Kogi State, in the South by Delta State and in the West by Ondo State. It was formed on August 27, 1991 when Bendel State was split in Edo and Delta State. It has a total area of 17,802km and a population of about 21,598,488. Universities in Edo State are grouped into Private Universities (Benson Idahosa University in Benin City, Samuel Adegboyega in Oguwa, Mudemu University Irrua, Wellspring University Benin City), Federal University (University of Benin, Benin City) and State University (Ambrose Alli University, Ekpoma, Edo State University Iyamu). The research was conducted in the Departments of Agriculture in Universities in Edo State, 1 federal, 1 private and 1 state universities were selected for the study.

#### **3.2 Population of the Study**

The population for the study includes all agriculture students in Universities in Edo State.

### **3.3 Sampling Size and Procedure**

A two stage sampling technique was used. The first stage involved a selection of one private, one state, and one Federal Universities in Edo State, thus, Benson Idahose University, Ambrose Alli University and University of Benin were purposively selected for this study because of the presence of faculty of agriculture. At the second stage total enumeration was used to select all available students of the Benson Idahosa University because of the small population of about 25 students, which 5% and 3% of students of the Ambrose Alli University and University of Benin were selected to have 37% and 58 respectively. Thus, a total of 120 respondents was used for the study.

### **3.4 Instrument for Data Collection**

A well structured questionnaire was used to gather data for the study. The questionnaire was divided into two sections.

**Section A:** The first part solicit responses on socio-economic characteristics of students,

**Section B:** This part solicit responses on students' agriculture academic and institutional services in the university.

### 3.5 Measurement of variables

Variables that was measured include the following

#### Demographic characteristics of the students

1. **Sex:** This was measured by asking the students to indicate whether he or she is a male or female.
2. **Age:** The student was a range of ages and asked to indicate their age in years.
3. **Marital status:** This was measured by students ticking whether he or she is single or married.
4. **Type of Primary School Attended:** This was measured by students ticking whether they attended a public or private primary school.
5. **Type of Secondary School Attended:** This was measured by students ticking whether they attended a public or private secondary school.
6. **Level of Education in the University:** This was measured by students ticking their level of study i.e. 300 level, 400 level or 500 level.
7. **Department:** This was measured by asking the students to tick the departments they belong to i.e. Animal Sciences, Agricultural Economic. Soil Science, and Crop Science.

8. **Fathers' Occupation:** Students ticked as it applied to them.
9. **Mothers' Occupation:** Students ticked as it applied to them.
10. **Perception of academic and institutional services:** Respondents perception was measured on a five point likert scale. They responded to statement regarding quality of academic and institutional services. Strongly agree coded 5; agree- coded 4; undecided-coded 3; disagree coded 2 and strongly disagree- coded 1. A mean score of 3.0 (3.0) ( $5+4+3+2+1=15/5=3.0$ ) was taken to mean that respondents agreed that a particular academic and institutional service ad adequate.
11. **Interest to practice agriculture:** Respondents were asked to react to statements that will guide their practicing agriculture on graduation as a result of lectures and practical's received for example: there is opportunity for self-employment in agriculture, agriculture is an interesting and fun filled course, through my training, I know agriculture can improve the nation's economic development and so on. This was measured on a 5-point rating scale of strongly agreed- coded 5; agree- coded 4: Undecided coded 3;disagree- coded 2; strongly disagree- coded 1. A mean score of 3.0 ( $> 3.0$ ) was taken to mean that respondents agreed on a particular statement.

**12. Level of satisfaction received from agriculture as a course:**

Respondents were asked to react to statements relating to the level of satisfaction received from agriculture as a course. For example: Farm practical experience has increased my chances of practicing agriculture on graduation, I am satisfied with the opportunity to take elective courses and so on. This was measured on a 4 point rating scale of highly satisfied- coded 4; satisfied- coded 3; little satisfied coded 2; not satisfied- coded 1. A mean score of 2.50 ( $>2.50$ ) was taken to mean that respondents were satisfied with a particular statement.

**13. Constraints:** Respondents were asked to react to statements relating to the constraints faced during studies. For example, library services are inadequate, method using in teaching practical is laborious, etc. This was measured on a four point rating scale of very serious coded 4, serious coded 3, little serious coded 2, and not serious coded 1. A mean score of 2.5 ( $> 2.50$ ) was taken to mean that respondents faced a particular constraint.

### **3.6 Data Analysis**

Analysis of data was done using simple descriptive statistics such as frequency distribution, means and percentages. Inferential statistics such as Pearson's

Product Moment Correlation (PPMC) was used in testing the hypotheses for the study. The formula for Pearson's Product Moment Correlation (r) is shown below:

Correlation (r) is shown below:

$$\text{Correlation coefficient } (r_{xy}) = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{n \sum x^2 - (\sum x)^2} \sqrt{n \sum y^2 - (\sum y)^2}}$$

Where;        x=independent variable

                  y= dependent variable

                  n= no of pared observation of x and y

$r_{xy}$ = Pearson's Moment Correlation Coefficient (PPCM)

## **CHAPTER FOUR**

### **4.0 RESULTS AND DISCUSSION**

This chapter presents the results of data analysis, interpretation and discussion of findings. This was done systematically in line with the objectives and methodological framework of the study. The data analysis, interpretation and discussion were done based on the following objectives, description of the socio-economic characteristics of agriculture students in Universities in Edo State, Nigeria, determination of their perception of the quality of academic and institutional services available in the universities in the study area; examination of the interest of students to venture into agriculture as a result of academic and institutional services received; determination of the level of satisfaction has been attained by agriculture students' as a result of academic and institutional services received; and examination of the constraints university agriculture students' faced in their study.

#### **Description of the socio-economic characteristics**

##### **Sex**

Data in Table 1 show that about 57.5% of the respondents were male while 42.5% were female. This shows that most of the respondents were male. The implication

of this finding is that agriculture as a course of discipline is dominated by the male students in at both the state and federal universities in Nigeria.

### **Age range in year**

Results further show that 15.8% and 37.5% were students within the age range of below 20 years and between 21 and 25 years while 26.7% were found between 26 years and 30 years and 26.7% were between 31 and 35 years and none of the respondents were found above 35 years of age. This finding shows that most of the respondents were found between 20 and 35 years of age. Usually, most students in Nigerian universities are found within 30 years of age and this is the age by which they could be qualify to attend the compulsory National Youth Service Corps, which is a period when the graduate of the higher institutions across Nigeria and abroad serve their fatherland in a one year programme. This is done for integration and creation of unity.

### **Marital status**

The findings show that about 95.8% of the respondents were single while only very few of them (4.2%) were married. This shows that most of the respondents were single. This falls within the a priori expectations of having most of the students as dependants and people who still depend on their parents or guidance for survival and payment of school fees.

### **Primary and secondary Schools attended**

The primary school attended was analysed and results show that about 67.5% of the respondents attended private schools while about 32.5% attended public primary schools. This shows that most of the respondents attended private schools. Similarly, for the secondary schools, results show that 74.2% attended private schools while 25.8% attended public schools. This shows that there was a slight increase in the percentage of those who attended private schools at secondary school levels compared to the primary schools.

### **Levels**

Based on the findings of this study, it was observed that about 36.7% and 43.3% of the respondents were in 300 and 400 levels, respectively while only 20.0% were found in 500 level. This shows that most of the students were found between 300 and 400 level. This category of students would have been able to objectively assess agriculture as a course of study and present their perception objectively.

### **Departments**

Based on the methodological framework of this study, equal number of students across the six common departments in the Faculty of Agriculture were selected and the findings revealed that 16.7% of the respondents were selected across the departments. This was done for equal representations and for unbiased responses.

## **Parents' Occupation**

Results in Table 1 also show the occupation of the parents and evidence revealed that 34.2% of their students' father and 20.8% of their mothers were civil servants at various units and departments in state and federal parastatals and ministries/agencies while 22.5% of their fathers and 57.5% of their mothers involved in businesses. Also, 6.7% of their fathers and only 1.7% of their mothers involved in politics as their occupations and 36.7% of fathers and 20.0% of their mothers were artisans.

**Table 1: Socio-economic characteristics of respondents**

<b>Variable</b>	<b>Freq</b>	<b>%</b>
<b>Sex</b>		
Male	69	57.5
Female	51	42.5
<b>Age range</b>		
Below 20 years	19	15.8
21-25 years	45	37.5
26-30 years	32	26.7
31-35 years	24	20.0
Above 35 years	-	-
<b>Marital status</b>		
Single	115	95.8
Married	5	4.2
<b>Primary school attended</b>		
Private	81	67.5
Public	39	32.5
<b>Secondary School attended</b>		
Private	89	74.2
Public	31	25.8
<b>Present level of education</b>		
300	44	36.7
400	52	43.3
500	24	20.0
<b>Department</b>		
Agricultural economics and extension services	20	16.7
Animal science	20	16.7

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Soil science	20	16.7
Crop science	20	16.7
Fishery	20	16.7
Forestry and wildlife	20	16.7
<b>Fathers' occupation</b>		
Civil service	41	34.2
Business	27	22.5
Politics	8	6.7
Artisan	44	36.7
<b>Mothers' occupation</b>		
Civil service	25	20.8
Business	69	57.5
Politics	2	1.7
Artisan	24	20.0

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Source: Field survey, 2022.

### **Students' perception of the quality of academic and institutional services available in the universities**

It was observed from the findings that students positively perceived that academic advisers are available to address in time to students academic challenges (Mean = 4.40), career advisers are available to help address career challenges (Mean = 4.26), there guidance and counselling unit in the department addresses personal and social problems of students (Mean = 4.15), social opportunities of faculty are sufficient (Mean 3.84), Academic staff declares the outline syllabus (Mean 3.79), academic staff maintain positive communication and interaction with students (Mean 3.78), laboratory and library opportunities for courses aer sufficient (Mean 2.78), Academic staff comes to courses in time and use their time (Mean, 3.70), level of education tools is visual and audio in faculty are sufficient (Mean 2.59), Academic staff explains their expectations from a course and exam at the beginning of the semester (Mean 3.56), hostel accomation is easily accessible to students (Mean 2.33), Hostel facilities (light water etc) are available (Mean, 3.27), library seating places are enough to accommodate students (Mean 3.21), laboratory equipment are in good working conditions (mean 3.15), library environment is conducive for reading (Mean 2.65), E-learning library is available (Mean 2.57), library staff are receptive and friendly (Mean 2.51), laboratory staff are efficient (Mean 2.44), laboratory reagent are readily available (Mean, 2.20), Laboratory space cn take the students (Mean, 2.17), students are properly/adequately exposed to farm practical and livestock (Mean, 3.06),

students; are properly/adequately exposed to farm practical in crops (Mean 1.78), students' are exposed enough varieties/species of crops and animals (Mean 1.63), the faculty/department farm attendants are committed to students training programme (Mean, 1.57), There is shopping center to accommodate student's needs (Mean 1.22), the canteen provides students with good and enough variety of food (Mean 1.49), the canteen environment is clean (Mean, 1.60), Library contains current book/test that is relevant and fundamental to our agriculture course of study (Mean, 1.53), there is enough hostel space for all department students (Mean, 2.24), there is cooperation/synergy between academic and non-academic staff of department (Mean, 1.73), classroom condition is conducive for learning (Mean 1.51), the academic staff are adequate in number in the department to take courses (Mean 1.14), there are ICTs facilities for teaching (Mean 2.18), lecturer maintain a good relationship with students (Mean 1.31), lecturer teaching style(s) can influence you in passing examinations (Mean, 1.54), the time allocated for tackling examination questions is enough (Mean, 1.34), lecturers are knowledgeable and impact positively on students in their subject areas (Mean, 3.19), invigilators/supervisors are impartial during examinations (Mean 1.19), invigilators/supervisors are vigilant during examination (Mean 1.29), I will like to take post-graduate studies in the department (Mean, 2.11), semesters results are released on time (Mean, 3.29), health facility is available (Mean, 2.01)

and I can encourage a friend to make the department as his/her choice of study  
(Mean 1.19).

**Table 2: Students' perception of the quality of academic and institutional services available**

<b>Quality of academic and institutional services</b>	<b>Mean</b>	<b>Std. Dev</b>
There are academic advisers available to address in times of academic challenges	4.40*	0.32
There are career advisers available to help address career challenges	4.26*	0.59
There is guidance and counselling unit in the department for addressing personal and social problems	4.15*	0.44
Social opportunities (canteen, garden and seating places) of faculty are sufficient	3.84*	0.07
Academic staff declares the outline syllabus in the beginning of the semester and act in accordance with it	3.79*	0.43
Academic staff maintain positive communication and interaction with students	3.78*	0.43
Laboratory and library opportunities for courses are sufficient	2.78	0.81
Academic staff comes to course in time and use their time effectively	3.70*	0.44
Level of education tools of visual and audio in faculty are sufficient	2.59	0.91
Academic staff explains their expectations from a course and exam at the beginning of the semester	3.56*	0.73
Hostel accommodation is easily accessible to students	2.33	0.33

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Hostel facilities (light water etc) are available	3.27*	0.45
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**Table 2 continued**

Library seating places are enough to accommodate students	3.21*	0.21
Laboratory equipment are in good working conditions	3.15*	1.16
Library environment is conducive for reading	2.65	0.43
E-learning library is available	2.57	1.05
Library staff are receptive and friendly	2.51	0.81
Laboratory staff are efficient	2.44	0.28
Laboratory reagent are readily available	2.20	0.41
Laboratory space can take the students	2.17	0.55
Students are properly/adequately exposed to farm practical and livestock	3.06*	0.43
Students' are properly/adequately exposed to farm practical in crops	1.78	0.93
Students' are exposed enough varieties/species of crops and animals	1.63	0.21
The faculty/department farm attendants are committed to students training programme	1.57	0.98
There is shopping centre to accommodate students' needs	1.22	1.2
The canteen provides students' with good and enough variety of food	1.49	1.01
The canteen environment is clean	1.60	0.63

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Library contains current book/test that is relevant and fundamental to our agriculture course of study	1.53	0.58
<b>Table 2 continued</b>		
There is enough hostel space for all department students	2.24	0.82
There is cooperation/synergy between academic and non-academic staff of department	1.73	0.47
Classroom condition is conducive for learning	1.51	0.65
The academic staff are adequate in number in the department to take courses	1.14	0.37
There are ICTs facilities for teaching	2.18	0.18
Lecturer maintain a good relationship with students	1.31	0.21
Lecturer teaching style(s) can influence you in passing examinations	1.54	0.03
The time allocated for tackling examination questions is enough	1.34	0.92
Lecturers are knowledgeable and impact positively on students in their subject areas	3.19*	0.38
Invigilators/supervisors are impartial during examinations	1.19	0.33
Invigilators/supervisors are vigilant during examination	1.29	0.37
I will like to take post-graduate studies in the department	2.11	0.43
Semesters results are released on time	3.29*	0.54

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Health facility is available	2.01	0.87
I can encourage a friend to make the department as his/her choice of study	1.19	0.3
Source: Field Survey, 2022. Mean > 3.0 = positive/favourable perception		

### **Interest of students to venture into agriculture**

Students' interest towards agriculture was analysed and results show that students had positive disposition that there is opportunity for self employment in agriculture (Mean = 4.21), through training, many know agriculture can improve the nation's economic development (Mean = 4.54), education in the department will meet career goals (Mean = 3.11) agriculture business is profitable and so will like to go into agriculture after graduation (Mean, 3.55), agriculture has developed my skills needed for employment business and industry (Mean, 3.29), with farm practical, I will be a better agriculture in the future (Mean, 3.16), agriculture will provide enough food for a country to be self sufficient (Mean, 3.53), with the training I have received I am able to relate my studies with life like situations and develop new ideas for solving agricultural problems (Mean 3.28), and combinations of lecturers and practical has exposed me to challenges in agriculture (Mean 2.79).

**Table 3: Students interest towards agriculture**

<b>Interest towards Agriculture</b>	<b>Mean</b>	<b>Std. Dev</b>
There is opportunity for self employment in agriculture	4.21*	0.19
Agriculture is an interesting and fund filled career	1.17	0.32
Through my training I know agriculture can improve the nations economic development	4.54*	0.73
Practical received has increased my knowledge of agriculture	3.96*	0.74
Education in the department will meet my career targets	3.11*	0.91
Agriculture business is profitable and so will like to go into agriculture after graduation	3.55*	0.87
Agriculture has developed my skills needed for employment business and industry	3.29*	0.97
With farm practical, I will be a better agriculture in the future	3.16*	0.12
Agriculture will provide enough food for a country to be self sufficient	3.53*	0.15
With the training I have received I am able to relate my studies with life-like situations and develop new ideas for solving agricultural problems	3.28*	0.77
Combinations of lectures and practical has exposed me to challenges in agriculture	2.79	0.48

Source: Field Survey, 2022.

Mean > 3.0 = High interest

## **Level of satisfaction students receives as a result of academic and institutional services**

Level of satisfaction of students was analysed and results show that students are satisfied that the farm practical experience has increased their chance of practising agriculture on graduation (Mean = 3.49), frequent contact with lecturers has motivated learning of agriculture (Mean = 3.16). students also feel satisfied with the sufficient opportunity to take elective courses in agriculture (Mean = 3.22), practical instructors give the opportunity for learning, guidance and support to students (Mean 3.35), curriculum in agriculture has contributed to my success in agribusiness on graduation (Mean, 3.29), practical's offers a valuable hands on experience for students interested in agribusiness (Mean 3.64), and I am satisfied with the opportunities to meet with the faculty about course work and progress (Mean, 3.03).

**Table 4: Level of satisfaction students receives as a result of academic and institutional services**

<b>Satisfaction level</b>	<b>Mean</b>	<b>Std. Dev</b>
Agricultural class has provided me with the competencies I need to succeed in business and industry	1.32	0.32
Farm practical experience has increased my chances of practicing agriculture on graduation	3.49*	0.46
Frequent contact with lecturers has motivated my learning of agriculture	3.16*	0.49
I feel satisfied with the sufficient opportunities to take elective agricultural courses	3.22*	0.22
Practical instructors give the opportunity for learning, guidance and support to students	3.35*	0.49
Curriculum in agriculture has contributed to my success in agribusiness on graduation	3.29*	0.77
Practical's offers a valuable hands on experience for students interested in agribusiness	3.64*	0.91
I am satisfied with the opportunities to meet with the faculty about course work and progress	3.03*	0.42
Source: Field Survey, 2022	Mean > 3.0 = Satisfied	

### **Constraints university agriculture students faced in their study**

Constraints facing agriculture student across the universities in the study area were analysed and results show that lack of inputs and operating supplies to do adequate practical (Mean = 2.70), lack of safety wears especially during the practical sections (Mean = 2.69), inadequate instructors to cope with teaching and supervision (Mean = 2.71), inadequate government interventions (Mean = 2.50), lack of vehicles in the institutions (Mean, 2.90), methods used in teaching practical is laborious (Mean, 2.90), lecturers fail to use combination of instructional methods when delivering lectures (Mean, 2.77), uncertainty in weather conditions when carrying out practical (Mean, 2.71), inadequate access to hostel accommodation (Mean, 2.73), classroom facilities are lacking (Mean, 2.50), delay in payment of my personal allowance serves a setback for me to participate fully in practical and classroom activities (Mean, 3.91) and lecturers do not use a combination of methods during practical training (3.42) were the serious constraints identified because their respective means are higher than the grand means of 2.5. However, other identified constraint such as not living on campus (Mean = 1.15) was not found as a serious constraint.

**Table 5: Constraints faced in the study of agriculture**

<b>Constraints</b>	<b>Mean</b>	<b>Std. Dev</b>
Not living in campus	1.15	0.81
Lack of inputs and other operating supplies to do adequate practical job	2.70*	0.95
Lack of safety wears during practical has exposed students to danger	2.69*	1.03
Inadequate instructors to cope with teaching and supervision	2.71*	1.07
Inadequate government intervention is lowering the quality of agricultural programme	2.50*	0.90
Lack of vehicles in the institution	2.90*	1.20
Methods used in teaching practical is laborious	2.90*	1.20
Lecturers fail to use combination of instructional methods when delivering lectures	2.77*	1.01
Uncertainty in weather conditions when carrying out practical	2.71*	1.07
Inadequate access to hostel accommodation	2.73*	1.10
Classroom facilities are lacking	2.50*	0.76
Delay in payment of my personal allowance serves a setback for me to participate fully in practical and classroom activities	3.91*	0.16
Lecturers do not use a combination of methods during practical training	3.42*	0.51

Source: Field Survey, 2022.

Mean > 3.0 = Serious

### Testing of hypotheses

There is no significant relationship between the socio-economic characteristics of agriculture students and their perception of the quality of academic and institutional services available in universities in Edo State, Nigeria.

**Table 6: Results of Chi-Square showing significant association between socio-economic characteristics of respondents and their perception**

Variables	Chi-Square	df	Sign	Decision
Age range	27,601*	5.0	0.050	S
Marital status	2.671	9.0	0.150	NS
Primary school attended	31.694*	16.0	0.050	S
Secondary School attended	681.492**	5.0	0.000	S
Present level of education	33.793*	2.0	0.050	S
Department	2.667	8.0	0.310	NS
Fathers' occupation	43.617*	12.0	0.050	S
Mothers' occupation	112.571**	6.0	0.000	S

Source: Field Survey, 2022.

\*Sign at 0.05 level, \*\*Sign at 0.01 level of significance

Df = degree of freedom

S = Significance

NS = None significance

There is no significant relationship between student's perception of quality of academic and institutional services and their interest to venture into agriculture as a result of academic and institution services received.

**Table 7: Results of Correlations between students; interest toward agriculture and their academic performance**

<b>Correlate</b>	<b>Correlation Coeff.</b>	<b>Sign.</b>	<b>Decision</b>
Interest in agriculture	0.719	0.000	S

Source: Field Survey, 2022.

\*Sign at 0.05 level, \*\*Sign at 0.01 level of significance

S = Significance

NS = None significance

## CHAPTER FIVE

### 5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Summary

The research accessed agriculture students' perception of academic and institutional services in University of Benin, Benson Idahosa University and Ambrose Alli University Ekpoma, Nigeria. The core findings focused on the quality of academic and institutional services available in the Universities in Edo State. 120 agricultural students were selected from the different departments based on level of study, data generated was analyzed using frequency counts, percentage and mean while hypothesis was tested with pearson product moment correlation and chi square. Finding showed that about 57.5% of the respondents were male while 42.5% were female. This shows that most of the respondents were male. The implication of this finding is that agriculture as a course of discipline is dominated by the male students in at both the state and federal universities in Nigeria. Findings also established that students' interest to venture into agriculture was high as there is opportunity for self employment in agriculture (Mean 4.21). results also showed that student's had high level of satisfaction as agricultural class has provided me with the competencies I need to succeed in business and industry (Mean, 1.32). The results showed that the most serious constraints faced by students was methods used in teaching practical is

laborious (Mean, 2.90). Findings also established that the relationship between demographic characteristics of students and their perception of quality of academic and institutional services available in the universities were significant except for marital status at p-value ( $<0.01$  probability level). The result revealed a positive correlation between students' perception of quality of academic and institutional services and their interest in engaging in agricultural venture (Mean, 0.79  $P<0.01$ ). This relationship was statistically significant at the given probability level.

## **5.2 Conclusion**

For an institution to rise efficiently in its educational system there is need to give perception of students a core value. It is important to increase the number of studies conducted on students' perception of academic and institutional service quality in higher education. According to Yilmaz *et al.*, 2010 measuring students' perception in higher education is very important for both students and the university administration.

The students think that practical application of theoretical concepts helps boost their interest in venturing into agriculture as a means of self employment. Therefore it is important that farm year training programmes should be judiciously implemented as this gives them unique opportunity to reinforce their knowledge (Oloruntoba, 2008)

### **5.3 Recommendations**

Based on the research findings and results, the following recommendations can be proposed to increase the positive perception of students:

1. Faculties of teaching, practical demonstrations, library, guidance and counselling unit and hostel accommodations needs to be improved so as to ensure that standards are maintained.
2. Lecturers with professional and technical competence to function effectively in the institution need to be employed so as to handle the high enrolment in universities.
3. Social facilities of faculty such as garden, seating places, canteen should be improved because this will increase the satisfaction of students and affect their perceptions positively.
4. Practical sessions should be made less laborious as this will encourage positive participation of students in lessons and subsequently encourage them to engage in agricultural ventures in the future,
5. Universities should be allowed to set admission criteria, select students and develop curricula so as to improve the quality of academic services.

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## **APPENDIX**

**RESEARCH QUESTIONNAIRE  
DEPARTMENT OF AGRICULTURAL ECONOMICS AND EXTENSION  
SERVICES  
FACULTY OF AGRICULTURE  
UNIVERSITY OF BENIN  
BENIN CITY**

Sir/madam

I am a final year student of the above named department. The purpose of this questionnaire is to seek agriculture students' perception of academic and institutional services in the universities in Edo State, Nigeria. Kindly answer the questions as accurately as possible so as to ensure reliable data collection for this study. The research is purely for academic purposes and your response will be treated confidentially.

Thank you for the anticipated cooperation

**Please tick as appropriate**

### **SECTION A: SOCIO-ECONOMIC CHARACTERISTICS OF STUDENTS**

1. What is your sex? Male () Female ()
2. What is your age range from these options? Below 20 years () 21-25 years () 26-30 years () 31-35 years () above 35 years ()
3. What is your marital status? Single () Married ()
4. What type of primary school did you attend? Private () public ()

5. What type of secondary did you attend? Private ( ) public ( )
6. What is your present level of education? 300 ( ) 400 ( ) 500 ( )
7. Please indicate your department (a) agricultural economics and extension services ( ) (b) animal science ( ) (c) soil science ( ) (d) crop science ( ) (e) fishery ( ) (f) forestry and wildlife ( )
8. What is your fathers occupation (a) civil servant ( ) (b) business man ( ) (c) politician ( ) (d) artisan ( ) (e) trader ( ) (f) others \_\_\_\_\_
9. What is your mothers occupation (a) civil servant ( ) (b) business man ( ) (c) politician ( ) (d) artisan ( ) (e) trader ( ) (f) others \_\_\_\_\_

**SECTION B: QUALITY OF ACADEMIC AND INSTITUTIONAL SERVICES AVAILABLE IN UNIVERSITY**

What is your perception regarding the quality of academic and institutional services in universities?

Key: strongly agree= SA Agree = A Undecided = UD, Disagree = DA Strongly disagree = SDA

	<b>Quality of academic and institutional services</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>DA</b>	<b>SDA</b>
10	There are academic advisers available to address in times of academic challenges					
11	There are career advisers available to help address career challenges					
12	There is guidance and counselling unit in the department for addressing personal and social problems					
13	Social opportunities (canteen, garden and seating places) of faculty are sufficient					
14	Academic staff declares the outline syllabus in the					

	beginning of the semester and act in accordance with it					
15	Academic staff maintain positive communication and interaction with students					
16	Laboratory and library opportunities for courses are sufficient					
17	Academic staff comes to course in time and use their time effectively					
18	Level of education tools of visual and audio in faculty are sufficient					
19	Academic staff explains their expectations from a course and exam at the beginning of the semester					
20	Hostel accommodation is easily accessible to students					
21	Hostel facilities (light water etc) are available					
22	Library seating places are enough to accommodate students					

23	Laboratory equipment are in good working conditions					
24	Library environment is conducive for reading					
25	E-learning library is available					
26	Library staff are receptive and friendly					
27	Laboratory staff are efficient					
28	Laboratory reagent are readily available					
29	Laboratory space can take the students					
30	Students are properly/adequately exposed to farm practical and livestock					
31	Students' are properly/adequately exposed to farm practical in crops					
32	Students' are exposed enough varieties/species of crops and animals					
33	The faculty/department farm attendants are committed to students training programme					

34	There is shopping centre to accommodate students' needs					
35	The canteen provides students' with good and enough variety of food					
36	The canteen environment is clean					
37	Library contains current book/test that is relevant and fundamental to our agriculture course of study					
38	There is enough hostel space for all department students					
39	There is cooperation/synergy between academic and non-academic staff of department					
40	Classroom condition is conducive for learning					
41	The academic staff are adequate in number in the department to take courses					
42	There are ICTs facilities for teaching					
43	Lecturer maintain a good relationship with students					

44	Lecturer teaching style(s) can influence you in passing examinations					
45	The time allocated for tackling examination questions is enough					
46	Lecturers are knowledgeable and impact positively on students in their subject areas					
47	Invigilators/supervisors are impartial during examinations					
48	Invigilators/supervisors are vigilant during examination					
49	I will like to take post-graduate studies in the department					
50	Semesters results are released on time					
51	Health facility is available					
52	I can encourage a friend to make the department as his/her choice of study					

## SECTION C: INTEREST

What is your interest of venturing into agriculture as a result of quality of academic and institutional services received? Key: strongly agree= SA, Agree=A, Undecided=UD, and Disagree=DA, strongly disagree= SPA

	<b>Interest</b>	<b>SA</b>	<b>A</b>	<b>UD</b>	<b>DA</b>	<b>SDA</b>
53	There is opportunity for self employment in agriculture					
54	Agriculture is an interesting and fund filled career					
55	Through my training I know agriculture can improve the nations economic development					
56	Practical received has increased my knowledge of agriculture					
57	Education in the department will meet my career targets					
58	Agriculture business is profitable and so will like to go into agriculture after graduation					

59	Agriculture has developed my skills needed for employment business and industry					
60	With farm practical, I will be a better agriculture in the future					
61	Agriculture will provide enough food for a country to be self sufficient					
62	With the training I have received I am able to relate my studies with life-like situations and develop new ideas for solving agricultural problems					
63	Combinations of lectures and practical has exposed me to challenges in agriculture					

**SECTION D: LEVEL OF SATISFACTION**

With satisfaction have you received from agriculture as a course?

Key: highly satisfied= HS; Satisfied= S, Little satisfied= LS; Not satisfied =NS

	<b>Satisfaction</b>	<b>HS</b>	<b>S</b>	<b>LS</b>	<b>NS</b>
64	Agricultural class has provided me with the competencies I need to succeed in business and industry				
65	Farm practical experience has increased my chances of practicing agriculture on graduation				
66	Frequent contact with lecturers has motivated my learning of agriculture				
67	I feel satisfied with the sufficient opportunities to take elective agricultural courses				
68	Practical instructors give the opportunity for learning, guidance and support to students				
69	Curriculum in agriculture has contributed to my success in agribusiness on graduation				
70	Practicals offers a valuable hands on experience for students interested in agribusiness				
71	I am satisfied with the oppourtunities to meet with the faculty about course work and progress				

## SECTION E: CONSTRAINTS

Which of the following constraints have you encountered in your study?

**Key: very serious= VS; Serious = S; Little Serious =LS; Not serious = NS**

	<b>Constraints</b>	<b>VS</b>	<b>S</b>	<b>LS</b>	<b>NS</b>
72	Not living in campus				
73	Lack of inputs and other operating supplies to do adequate practical job				
74	Lack of safety ware during practical has exposed students to danger				
75	Inadequate instructors to cope with teaching and supervision				
76	Inadequate government intervention is lowering the quality of agricultural programme				
77	Lack of vehicles in the institution				
78	Methods used in teaching practical is laborious				

79	Lecturers fail to use combination of instructional methods when delivering lectures				
80	Uncertainty in weather conditions when carrying out practical				
81	Inadequate access to hostel accommodation				
82	Classroom facilities are lacking				
83	Delay in payment of my personal allowance serves a setback for me to participate fully in practical and classroom activities				
84	Lecturers do not use a combination of methods during practical training				