# THE ROLE OF AGRICULTURE EDUCATION IN PROMOTING SUSTAINABLE FARMING PRACTICES IN EDO STATE

**BY**

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**FACULTY OF EDUCATION**

**MAY, 2023**

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE BACHELOR OF SCIENCE (Ed.) DEGREE B.SC (Ed) IN AGRICULTURE EDUCATION IN THE UNIVERSITY OF BENIN.**

**UNIVERSITY OF BENIN**

**BENIN CITY**

**MAY, 2023**

## APPROVAL

I hereby certify that this research work was carried out by **Ruth Amenawo EHIBOR** with Matriculation Number **EDU2001906** in partial fulfillment of the requirements for the Award of B.Sc. (Ed.) Agriculture Education in the Department of Vocational and Technical Education, Faculty of Education, University of Benin, Benin City.

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Dr. David Dumbiri **Date**
**(Project Supervisor)**

## CERTIFICATION

We the undersigned names hereby certify that this research work was carried out by Ruth Amenawo EHIBOR with Matriculation Number: EDU2001906 of the Department of Vocational and technical Education, Faculty of Education, University Of Benin, Benin City in partial fulfillment of the requirements for the Award of Bachelor Degree (B.Sc. Ed) Honours in Agriculture Education.

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| _____ | _____ |
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| **(Project Supervisor)** | **(Project Coordinator)** |
| **Date_____** | **Date: _____** |

**Dr.R.Owenvbiugie**
**HEAD OF DEPARTMENT**

**Date: _____**

## DEDICATION

This work is dedicated to God Almighty, the Alpha and Omega.

## ACKNOWLEDGEMENTS

All thanks go to God Almighty for His protection and mercy upon my life. My sincere appreciation goes to my parents Mr. and Mrs. Ehibor Vincent for their continuous support and love. I want to specially thank them for their prayers, cares, parental advice which has really help me thus far. May God bless them abundantly.

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**ABSTRACT**

*This study examined on the role of agricultural education in promoting sustainable farming practices in Edo State. To achieve the purpose of the study, four research questions were raised and examined. Data was collected from one hundred and thirteen (113) respondents randomly selected from four levels in my department in*

*the University of Benin, Benin City. The questionnaire was the instrument for data collection. The descriptive survey research design was adopted for the study. An analysis of data was done using mean score and standard deviation.*

*The findings from the study include that that there is a low level of availability of facilities for the teaching and learning of Agricultural education, that there is a very low level of interest of students on the in Agricultural education and that there is a high extent to which Agricultural educators and students motivated in Edo State. It was concluded that there exists a significant relationship between Agricultural education and farming practices in Edo State.*

*The study recommended that government should develop and integrate comprehensive sustainable farming curriculum into agricultural education programs at all levels, foster collaboration between educational institutions and farming communities to co-create and implement sustainable farming initiatives, and encourage research and innovation in sustainable agriculture through partnerships between academic institutions, government agencies, and private sector stakeholders. It was also recommended that government should build more facilities for the learning of agricultural education and enable farmers to have access to loan to enhance farming practices.*

# CHAPTER ONE

# INTRODUCTION

## Background to the Study

Agriculture refers to the cultivation of crops, the raising of livestock, and other activities involved in the production of food, fiber, and other agricultural commodities. It encompasses a wide range of practices, including planting, harvesting, animal husbandry, irrigation, and pest control, among others, all aimed at sustaining human life and meeting societal needs (Okorie, 2021). Agriculture plays a fundamental role in global food security, rural livelihoods, and economic development. According to the Food and Agriculture Organization (FAO, 2022), agriculture is defined as "the science, art, and practice of producing plants and animals for human use". This definition encapsulates the multifaceted nature of agriculture, which involves scientific knowledge, technological advancements, and traditional practices passed down through generations, all working together to ensure the provision of essential goods for human consumption and welfare.

The fact that Agriculture plays a fundamental role in global food security, rural livelihoods, and economic development mandates the need for agricultural education. Bolarinde (2021) defined Agricultural Education as the process of imparting knowledge, skills and attitudes in agriculture to a learner at any level. He also opined that agricultural education covers a diverse range of formal and

informal learning experiences aimed at equipping individuals with the knowledge, skills, and attitudes necessary to engage effectively in agricultural practices. It involves educational programs, courses, workshops, and practical training sessions that cover various aspects of agriculture, including crop cultivation, animal husbandry, agribusiness management, sustainable farming practices, and agricultural technology. Agricultural education plays an important role in empowering farmers, agricultural workers, and rural communities to enhance productivity, adopt innovative techniques, and address challenges related to food security, environmental sustainability, and rural development. By fostering a deeper understanding of agricultural principles and practices, agricultural education contributes to the resilience and long-term viability of agricultural systems, while also promoting economic growth and social well-being within farming communities (Islamiyat, 2023).

Agricultural education also involves the preparation of individuals for careers in the agricultural industry and fostering an understanding of the complexities involved in food production. It encompasses formal and informal learning experiences that cover topics such as agronomy, animal science, agricultural economics, and agribusiness (Arzika, 2020). It also equips students with the knowledge and skills needed to address challenges in modern farming, including the adoption of innovative technologies, sustainable practices, and

effective management strategies. It also emphasizes the importance of agricultural literacy in promoting informed decision-making among consumers and policymakers, contributing to the overall well-being of societies and the global food system.

For food production to take place, there must be farming practices which are at a critical juncture, where the choices made today will shape the future of food production and environmental sustainability and the shift towards sustainable farming practices is imperative for addressing global challenges such as climate change, soil degradation, and biodiversity loss. According to Emenike (2022) Embracing methods like organic farming, agroecology, and precision farming not only ensures food security but also contributes to the preservation of our planet for future generations. As societies increasingly recognize the interdependence between agriculture and the environment, the journey towards sustainable agricultural practices becomes a collective responsibility, nurturing the earth and securing a bountiful future.

Sustainable agriculture is a set of practices and principles that aim to address the environmental, social, and economic challenges associated with conventional farming methods. One of the crucial elements is soil health which emphasizes the use of organic and regenerative practices to enhance soil fertility, structure, and moisture retention. Crop rotation, cover cropping, and minimal tillage contribute to

maintaining soil health and preventing erosion, promoting long-term sustainability. Another key element of sustainable agriculture is water management, which focuses on efficient irrigation systems, rainwater harvesting, and the conservation of water resources (Momodu, 2018). By optimizing water use, sustainable agriculture reduces the environmental impact of farming and ensures the availability of water for future generations.

Encouraging the presence of diverse plant and animal species helps create a balanced ecosystem, reducing the reliance on chemical inputs and promoting natural pest control. Integrating agroforestry practices, such as planting trees alongside crops, contributes to biodiversity while also sequestering carbon, mitigating climate change impacts (Akilah, 2020). Additionally, community involvement and social responsibility are vital aspects, emphasizing fair labor practices, supporting local economies, and fostering resilient farming communities. Sustainable agriculture recognizes the interconnectedness of environmental, social, and economic factors, striving to create a harmonious balance that meets the needs of the present without compromising the ability of future generations to meet their own needs.

**Statement of the Problem**

The role of agricultural education in Edo State in promoting sustainable farming practices faces several significant challenges in contemporary times. One

primary issue is the widening gap between traditional farming methods and modern agricultural techniques. As farming practices evolve to meet the demands of a growing global population and changing environmental conditions, there is often a disconnect between the knowledge imparted through agricultural education and the practical application of sustainable methods on the field. This dissonance can hinder the adoption of eco-friendly practices such as crop rotation, integrated pest management, and soil conservation, as farmers may lack the necessary training or resources to implement them effectively.

Agricultural education also faces several formidable challenges that hinder its effectiveness in promoting sustainable farming practices. One pressing issue is the outdated and insufficient curriculum in many agricultural institutions, which often fail to adequately address the complexities of modern farming, including sustainable techniques and climate-resilient practices. There is a significant shortage of qualified agricultural educators and extension workers, limiting the reach and impact of educational initiatives across rural communities where the majority of farmers reside. Moreover, the lack of access to resources, such as technology, finance, and infrastructure, further exacerbates the gap between theoretical knowledge and practical application on the ground. It is in light of the above that the researcher seeks to carry out a study on the role of agricultural education in promoting sustainable farming practices in Edo State.

## Research Questions

The following questions were raised in order to guide the study:

1. What is the level of availability of facilities for the teaching and learning of Agricultural education in Edo State?
2. What is the level of interest on the part of students in Agricultural education in Edo State?
3. To what extent are Agricultural educators and students motivated in Edo State?
4. What is the relationship between Agricultural education and farming practices in Edo State?

## Purpose of the Study

The purpose of the study is to carry out an investigation on the role of agricultural education in promoting sustainable farming practices in Edo State. Specifically, the study seeks to:

1. To find out the level of availability of facilities for the teaching and learning of Agricultural education in Edo State
2. To determine the level of interest on the part of students in Agricultural education in Edo State

3. To ascertain the extent to which Agricultural educators and students motivated in Edo State
4. To find out the relationship between Agricultural education and farming practices in Edo State

**Significance of the Study**

Edo State faces various challenges in its agricultural sector, including soil degradation, water scarcity, the impact of climate change and the lack of interest many youths show in agricultural education. Traditional farming methods, characterized by excessive use of chemical fertilizers and pesticides, monoculture, and poor water management, exacerbate these challenges. To address these issues, there is a pressing need for a paradigm shift in agricultural practices, and agricultural education plays a pivotal role in driving this transformation.

**Scope and Delimitations of the Study**

The study focuses on the role of agricultural education in promoting sustainable farming practices in Edo State.

The study will be delimited to the role of agricultural education in promoting sustainable farming practices in Edo State.

# CHAPTER TWO

# REVIEW OF RELATED LITERATURE

This chapter contained the review of related literature on the role of agricultural education in promoting sustainable farming practices. The review was done under the following sub-headings:

- Concept of agricultural education
- Level of availability of facilities for the teaching and learning of Agricultural education
- Level of interest on the part of students in Agricultural education
- The extent to which Agricultural educators and students are motivated
- The relationship between Agricultural education and farming practices
- Summary of Literature Reviewed

## Concept of Agricultural Education

According to Obiagwu (2021) agricultural education plays an important role in equipping individuals with the knowledge and skills necessary to navigate the complexities of modern agricultural practices. Rooted in the understanding of

agricultural sciences, this concept encompasses a broad range of disciplines, including agronomy, animal husbandry, horticulture, and agricultural economics. Its fundamental aim is to promote sustainable agricultural practices while addressing the challenges posed by factors such as climate change, population growth, and food security.

One of the primary objectives of agricultural education is to foster innovation and technological advancement within the agricultural sector. By providing students with hands-on experience and theoretical knowledge, agricultural education institutions empower future generations of farmers and agricultural professionals to leverage cutting-edge technologies and techniques. As stated by the Food and Agriculture Organization (FAO, 2020), Agricultural education and training can contribute significantly to the adoption of improved technologies and practices, enhancing agricultural productivity and sustainability.

Agricultural education serves as a catalyst for rural development and poverty alleviation. By imparting essential skills and knowledge to individuals in rural communities, it enhances their capacity to engage in productive agricultural activities, thereby improving their livelihoods and economic well-being. According to the Okorie (2021), Investments in agricultural education can lead to increased agricultural productivity, income generation, and poverty reduction, particularly in

rural areas where agriculture remains the primary source of livelihood for millions of people.

Agricultural education fosters environmental stewardship by promoting sustainable farming practices and conservation efforts (Afolabi, 2020). Through courses on soil conservation, water management, and agroecology, students learn to minimize the environmental impact of agricultural activities while maximizing resource efficiency. As emphasized by the United Nations Educational, Scientific and Cultural Organization (UNESCO), "Agricultural education plays a crucial role in promoting sustainable development by equipping individuals with the knowledge and skills needed to protect natural resources and biodiversity."

As opined by Ovwie (2021) agricultural education encompasses a multifaceted approach aimed at fostering innovation, rural development, and environmental sustainability within the agricultural sector. By equipping individuals with the requisite knowledge and skills, agricultural education institutions contribute significantly to addressing the challenges facing global food systems while promoting inclusive and sustainable development. As reiterated by the FAO, "Investing in agricultural education is essential for building resilient and productive agricultural systems capable of meeting the food security and livelihood needs of present and future generations."

**Level of availability of facilities for the teaching and learning of Agricultural education**

In Edo State, the level of availability of facilities for the teaching and learning of Agricultural education is a critical factor in shaping the quality of education in this sector. While efforts have been made to improve educational infrastructure across the State, challenges persist, particularly in rural areas where agricultural education is of utmost importance. Adequate facilities are essential for practical learning experiences, which are integral to agricultural education.

One key aspect of facility availability is laboratory infrastructure. Laboratories equipped with modern tools and equipment are crucial for conducting experiments, demonstrations, and research in agricultural science. Unfortunately, many schools, especially in rural areas, lack well-equipped laboratories, hindering hands-on learning experiences for students (Adelekan, 2021). Without access to these facilities, students may struggle to grasp theoretical concepts effectively, limiting their understanding and practical skills in agricultural education.

The availability of demonstration farms and agricultural plots is vital for practical training in agricultural techniques and practices. These facilities provide students with real-life experiences in crop cultivation, livestock management, and agro-

processing. However, the inadequacy of such facilities in many educational institutions hampers the practical aspect of agricultural education (Adewumi, 2020). Without access to demonstration farms, students may lack exposure to modern agricultural practices, impeding their ability to innovate and adapt to evolving agricultural technologies.

Library resources also play a significant role in facilitating agricultural education. Access to up-to-date textbooks, journals, and research papers is essential for students and educators to stay abreast of developments in the field. However, many schools struggle with limited library resources, particularly in rural areas where access to educational materials is scarce (Adio-Moses, 2022). Inadequate library facilities hinder research and self-directed learning, limiting the depth of knowledge and understanding that students can attain in agricultural education.

According to Aminat (2022) the availability of internet connectivity and computer facilities is increasingly important for agricultural education in the digital age. Access to online resources, e-learning platforms, and agricultural databases can enhance students' learning experiences and facilitate research and collaboration. However, the digital divide remains a challenge in Edo State, with many schools lacking reliable internet access and computer facilities. Without access to these technological resources, students may miss out on opportunities to explore cutting-edge agricultural practices and innovations.

Infrastructure such as classrooms, lecture halls, and administrative buildings are fundamental for delivering quality agricultural education. Overcrowded classrooms and dilapidated buildings can create a challenging learning environment, impeding students' concentration and engagement (Udeh, 2020). Moreover, inadequate infrastructure poses safety risks and may deter talented educators from joining the agricultural education sector.

While efforts have been made to improve the availability of facilities for the teaching and learning of agricultural education in Nigeria, significant challenges persist. Addressing these challenges requires sustained investment in educational infrastructure, particularly in rural areas where agricultural education is most crucial. By prioritizing the development of laboratories, demonstration farms, library resources, internet connectivity, and infrastructure, Edo State can enhance the quality of agricultural education and equip students with the knowledge and skills needed to contribute to the agricultural sector's growth and development.

Echenna (2020) conducted research on the level of availability of facilities for the teaching and learning of Agricultural education in Enugu state, Nigeria. The study was guided by four research questions. A sample of 220 University students was drawn and chosen using stratified random sampling techniques. The study's data was gathered using two instruments. They were the multimedia technology questionnaire and the students' academic performance questionnaire. The

information gathered was analyzed using frequency counts, percentages, a correlation matrix, and the t-test. The study among others revealed that there is low level of availability of facilities for the teaching and learning of Agricultural education in Enugu state, Nigeria.

**Level of interest on the part of students in Agricultural education**

The level of interest among students in Agricultural education in Edo State has been a topic of significant concern, particularly as the country seeks to develop its agricultural sector and ensure food security. While agriculture plays a crucial role in Nigeria's economy, attracting youth interest in agricultural education remains a challenge. Research indicates varying levels of interest among students, influenced by factors such as curriculum relevance, career prospects, and societal perceptions of agriculture.

Olawale (2023) asserted that there is a decline in student interest in agricultural education, attributing it to the perception of agriculture as a low-prestige career path. Many students may view agricultural professions as less lucrative or glamorous compared to other fields, leading to a lack of enthusiasm for studying agriculture. Additionally, the outdated portrayal of agriculture as manual labor-intensive further deters students from pursuing agricultural education (Olowojolu, 2019).

The disconnect between agricultural education curricula and real-world challenges may contribute to waning student interest. Traditional approaches to teaching agriculture often focus on theoretical concepts rather than practical skills and innovative solutions to contemporary agricultural issues (Lameed, 2020). As a result, students may perceive agricultural education as irrelevant to their future careers or aspirations, diminishing their motivation to engage with the subject.

However, despite these challenges, there are encouraging signs of renewed interest in agricultural education among some students. The growing awareness of global issues such as climate change, food insecurity, and sustainable development has sparked interest in agricultural sciences and related fields (Ofomana, 2019). Moreover, initiatives promoting entrepreneurship and agribusiness opportunities have attracted young people to explore the potential of agriculture as a viable career option (Olorunnisola, 2020).

According to Oladipo (2021) addressing the level of interest in agricultural education requires comprehensive strategies that encompass curriculum reform, career guidance, and advocacy efforts. By modernizing agricultural education curricula to incorporate experiential learning, entrepreneurship skills, and technology integration, educators can make the subject more appealing and relevant to students. Moreover, promoting positive narratives about agriculture as a

dynamic, innovative, and economically rewarding sector can help change societal perceptions and inspire student interest in agricultural education.

Okiemute (2021) opined that while challenges persist in generating interest among students in agricultural education in Edo State, there are opportunities to foster enthusiasm and engagement in this vital field. By addressing misconceptions, updating curricula, and showcasing the diverse career prospects within agriculture, Nigeria can cultivate a new generation of skilled professionals and entrepreneurs capable of driving sustainable agricultural development and food security.

Binani (2020) carried out a study on the level of interest on the part of students in Agricultural education in Zamfara state, Nigeria. The purpose of the study was to examine whether there is high or low level of interest on the part of students in Agricultural education. The study adopted a descriptive survey design. A sample of 180 teachers was used for the study. A structured questionnaire was used to collect data for the study. Data collected were analyzed using mean and standard deviation to answer the five 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 low level of interest on the part of students in Agricultural education in Zamfara state, Nigeria.

**The extent to which Agricultural educators and students are motivated**

Motivation among agricultural educators and students is a crucial factor in driving learning outcomes and fostering innovation within the agricultural sector in Nigeria. In a country where agriculture plays a significant role in the economy and livelihoods of many, understanding the extent of motivation among educators and students is paramount. Research by Olaitan (2022) highlights the importance of motivation among agricultural educators, suggesting that motivated educators are more likely to impart practical knowledge and skills to students, thereby enhancing their learning experiences.

Akpabio (2021) opined that among agricultural educators in Nigeria, motivation often stems from a passion for the field and a desire to contribute to national development. Many educators are driven by the opportunity to make a tangible impact on agricultural practices and policies, addressing issues such as food security, rural development, and sustainable agriculture. However, challenges such as inadequate resources, low salaries, and limited career advancement opportunities can dampen motivation levels among educators, as noted by Jegede (2022).

For students pursuing agricultural education in Nigeria, motivation can vary depending on factors such as career aspirations, personal interests, and societal

expectations. Research by Adeniyi (2019) suggests that students who are passionate about agriculture and perceive it as a viable career path are more likely to be motivated in their studies. However, negative perceptions about agriculture as a "backyard" profession or lack of awareness about modern agricultural practices can hinder student motivation and enrollment in agricultural programs.

In recent years, efforts have been made to enhance motivation among agricultural educators and students in Nigeria through various initiatives and interventions. For example, government-sponsored programs such as the Agricultural Promotion Policy (2016-2020) and the Youth Employment in Agriculture Program (YEAP) aim to attract young people to careers in agriculture by providing training, funding, and support for agricultural education and entrepreneurship (Federal Ministry of Agriculture and Rural Development, 2021). Such initiatives play a crucial role in inspiring and motivating both educators and students to actively engage in agricultural education and research.

Ogechi (2021) stated that the integration of technology and innovation in agricultural education has the potential to motivate students by making learning more interactive, practical, and relevant to real-world challenges. Platforms such as e-learning portals, mobile applications, and virtual reality simulations can enhance student engagement and motivation by providing access to diverse learning resources and experiential learning opportunities (Olayemi, 2019). By embracing

digital tools and modern teaching methods, agricultural educators can create dynamic learning environments that inspire students to explore new ideas and pursue innovative solutions to agricultural problems.

Despite these efforts, significant challenges remain in fostering motivation among agricultural educators and students in Nigeria. Limited funding for agricultural education institutions, inadequate infrastructure, and a lack of recognition for the contributions of agricultural educators often undermine motivation and morale within the sector (Okaka, 2019). Addressing these systemic issues requires concerted efforts from policymakers, educational institutions, and stakeholders across the agricultural value chain to prioritize investment in agricultural education, improve working conditions for educators, and promote a culture of innovation and entrepreneurship among students.

Omakpose (2022) stressed that motivation among agricultural educators and students in Nigeria is influenced by various factors including passion for the field, career aspirations, and institutional support. While challenges persist, initiatives aimed at enhancing motivation through policy interventions, technological innovation, and improved educational infrastructure are essential for driving sustainable development in the agricultural sector. By nurturing a motivated and skilled workforce, Nigeria can harness the potential of agriculture to achieve food security, economic growth, and environmental sustainability in the years to come.

Odia (2022) conducted a study on the extent to which Agricultural educators and students are motivated in Delta state, Nigeria. Purpose of the study is to ascertain the extent to which Agricultural educators and students are motivated in Delta state. The study employed a descriptive survey design. A sample of 210 respondents were used for the study. A structured questionnaire on the extent to which Agricultural educators are motivated was used to collect data for the study. Mean and standard deviation were used to answer the four 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 that there is high the extent to which Agricultural educators and students are motivated in Delta state, Nigeria.

Essien (2021) carried out a study on the extent to which Agricultural educators and students are motivated in Ogun state, Nigeria. The extent to which Agricultural educators and students are motivated in Ogun state was examined. The sample size for the study was made up of 200 respondents selected through purposive random sampling and they responded to the research instrument from both public and private Universities. Three research questions and two hypotheses were raised in the study. A structured questionnaire developed by the researcher was used as the main instrument for data collection. The reliability value was 0.82 which indicated that the instrument was reliable before it was administered on teachers and

principals. Analysis of data revealed that there is low extent to which Agricultural educators and students are motivated in Ogun state, Nigeria.

**The relationship between Agricultural education and farming practices**

The relationship between agricultural education and farming practices in Edo State is profound and multifaceted, contributing significantly to the development and sustainability of the agricultural sector. Agricultural education in Nigeria encompasses various formal and informal channels, including agricultural colleges, universities, vocational training centers, and extension services. These institutions play a crucial role in equipping farmers with the knowledge, skills, and technologies needed to enhance productivity, profitability, and resilience in farming practices.

One notable aspect of this relationship is the role of agricultural research institutions in developing and disseminating innovative farming practices tailored to local conditions. According to Uvo (2021), the National Agricultural Research Institutes (NARIs) in Nigeria conduct research on crops, livestock, fisheries, and agroforestry, generating technologies and best practices that are shared with farmers through extension services. According to the Nigerian Institute of Social and Economic Research (NISER, 2020), "Agricultural education and research

institutions serve as hubs for innovation, providing farmers with access to improved seeds, fertilizers, and pest management strategies."

Agricultural education programs in Nigeria often integrate practical training and demonstration plots where farmers can learn and adopt new techniques firsthand. Agricultural colleges and universities collaborate with government agencies and non-governmental organizations to organize field days, workshops, and training sessions aimed at disseminating best practices in crop production, livestock management, and agribusiness. These initiatives not only enhance farmers' skills but also foster a culture of continuous learning and adaptation within the agricultural community.

The partnership between agricultural education institutions and farming communities is strengthened by the role of agricultural extension services. Extension agents, often trained through agricultural education programs, serve as intermediaries between researchers and farmers, providing advisory services, technical assistance, and market information. The Agricultural Extension Society of Nigeria (AESON) emphasizes the importance of extension services in bridging the knowledge gap between research findings and on-farm application, stating that "Agricultural extension is essential for promoting the adoption of improved farming practices and technologies."

Moreover, agricultural education contributes to the promotion of sustainable farming practices and natural resource management in Nigeria. Courses on agroecology, soil conservation, and climate-smart agriculture emphasize the importance of preserving soil fertility, conserving water resources, and mitigating the adverse effects of climate change on agricultural productivity. The Nigerian Conservation Foundation (NCF) highlights the role of agricultural education in fostering environmental stewardship among farmers, stating that "Sustainable agriculture practices taught in agricultural education programs are vital for conserving biodiversity and ensuring the long-term viability of farming systems."

Omokri (2019) stated that to enhancing farming practices, agricultural education in Nigeria also plays a crucial role in fostering entrepreneurship and rural development. By equipping aspiring farmers with skills in agribusiness management, value chain analysis, and marketing, agricultural education programs empower them to establish successful farming enterprises and create employment opportunities in rural areas. The Federal Ministry of Agriculture and Rural Development (FMARD) underscores the importance of entrepreneurship education in agricultural training, stating that "Agricultural entrepreneurship is essential for transforming smallholder farming into vibrant agribusiness ventures."

The relationship between agricultural education and farming practices in Edo State is symbiotic, with agricultural education institutions serving as catalysts for

innovation, knowledge transfer, and sustainable development in the agricultural sector. By integrating theoretical learning with practical training and extension services, agricultural education programs contribute to the adoption of improved farming practices, environmental conservation, and rural livelihood improvement. As Nigeria strives to achieve food security, poverty reduction, and economic growth, investing in agricultural education remains essential for unlocking the full potential of the agricultural sector and transforming the lives of millions of smallholder farmers across the country.

Ogbomo (2020) carried out a study on the relationship between Agricultural education and farming practices in Asaba metropolis, Delta state, Nigeria. The researcher sought to examine if there exist any significant relationship between Agricultural education and farming practices. Five research questions were raised by the researcher to guide the study. The descriptive survey research design was used by the research while the simple random sampling technique was used by the researcher to draw out 115 respondents which constituted the sample size for the study. Structured questionnaire was the instrument used for data collection, and the instrument was face validated by two experts. The data were analyzed using percentages. It was found out that there was a significant relationship between Agricultural education and farming practices in Asaba metropolis, Delta state, Nigeria.

## Summary of Literature Reviewed

The literature reviewed examined the concept of agricultural education and the level of availability of facilities for the teaching and learning of Agricultural education. As seen from the reviewed of literature, Agricultural education plays an important role in fostering sustainable farming practices by equipping farmers with the knowledge and skills necessary to navigate the complexities of modern agricultural systems. Through a comprehensive review of the literature, it becomes evident that agricultural education serves as a cornerstone for promoting sustainability in farming. Studies consistently highlight the importance of integrating ecological principles, resource conservation techniques, and innovative technologies into agricultural curricula to empower farmers to adopt sustainable practices.

Research also underscores the transformative potential of experiential learning approaches within agricultural education frameworks. By engaging students in hands-on activities, demonstrations, and field-based experiments, agricultural education fosters a deeper understanding of sustainable farming principles and encourages active participation in implementing them on the ground. This

interactive learning process not only enhances farmers' practical skills but also cultivates a sense of ownership and stewardship towards the environment among agricultural communities.

The literature reviewed underscores the critical role of agricultural education as a catalyst for promoting sustainable farming practices. By providing students with the necessary knowledge, skills, and resources, agricultural education empowers them to adopt environmentally friendly, economically viable, and socially equitable approaches to farming. However, future research should focus on evaluating the long-term impacts of agricultural education programs, exploring innovative pedagogical approaches, and identifying strategies to enhance the scalability and inclusivity of sustainable farming initiatives across diverse agricultural landscapes.

# CHAPTER THREE

# METHODOLOGY

This chapter describes the methodology to be used during the study. It comprises a detailed account of the following;

- Research Design
- Population of the Study
- Sample and Sampling Technique
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

## Research Design

A descriptive survey research design was selected for this study because it investigates by gathering and examining data from a small number of individuals or things thought to be representative of the entire group.

**Population of the Study**

The population of the study consists of all undergraduate students enrolled in agricultural programmes at the department of Vocational and Technical Education, with a population numbers of 113 students comprising 100- to 400-level students.

| STUDENT LEVEL | POLPULATION |
|---|---|
| 100 LEVEL | 46 |
| 200 LEVEL | 9 |
| 300 LEVEL | 25 |
| 400 LEVEL | 33 |
| **TOTAL** | **113** |

**Source: Departmental office**

**Sample and Sampling Technique**

The sample size selected for this study will be one hundred and thirteen (113) students enrolled in agricultural programmes at the University of Benin. The entire

population was used because of the few students enrolled in agricultural programmes at Vocational and Technical Education

**Research Instrument**

The instrument for collecting data for this study is a structured questionnaire. The questionnaire comprises two sections. Section A will be concerned with the background information of the respondents. Section B will be concerned with a series of questions that will be used for the sake of this study. The researcher will use four point rating: strongly agree (SA), agree (A), disagree (D), strongly disagree (SD)

The instrument will be made up of eighteen (18) items constructed to draw answers from the different respondents.

**Validity of the Instruments**

The validity of the instrument will be determined by the researcher's supervisor and two other experts; the instrument will be scrutinized, and feedback will be amalgamated into the instrument.

**Reliability of the Instrument**

To determine the reliability of the instrument, it was administered to eighteen (18) respondents who were not part of the study, retrieved after a two-week interval, and then re-administered again. Their opinions were inputted and correlated using the Product moment correlation.

**Methods of Data Collection**

The researcher will distribute the questionnaire personally and wait to collect it. The purpose of this is to ensure the instrument receives a prompt response from the respondents and to prevent the possibility of data loss. This will be done within the interval of two weeks

**Method of Data Analysis**

The data collected will be properly analyzed using frequency count and simple percentage, while mean and standard deviation will be used in analyzing the research questions. A mean value of 2.50 and above being the criterion level/ benchmark will be interpreted as 'agree' while mean scores below 2.50 were interpreted as 'disagree'. This was arrived at by the foot point modified Likert scale options of Strongly Agree (SA)=4 points, Agree(A)=3 points, Disagree (D)=2 points, and Strongly Disagree (SD)=1 point. The average of this culminated in 4+3+2+1/4 ; 10/4 =2.50.

## CHAPTER FOUR

## PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter deals with analysis of data obtained in the course of the study. The results that emanated from the analysis are interpreted and discussed. Four research questions were raised in the study. This will enable the researcher to offer valuable conclusions on the role of agricultural education in promoting sustainable farming practices in Edo State.

**Table 1: Distribution of Respondents by Sex**

| **Sex** | **Frequency** | **Percentage** |
|---|---|---|
| **Male** | 39 | 34.5% |
| **Female** | 74 | 65.5% |

| | | |
|---|---|---|
| **Total** | **113** | **100%** |

Table 1 shows the distribution of respondents according to sex. As shown in the table above, male respondents are 39 which constitute 34.5% while female respondents are 74 representing 65.5%. This indicates that majority of the respondents were females.

**Table 2: Distribution of Respondents by Level**

| **Level** | **Respondents** | **Percentage** |
|---|---|---|
| 100 | 46 | 40.7% |
| 200 | 9 | 8.0% |
| 300 | 25 | 22.1% |
| 400 | 33 | 29.2% |
| **Total** | **113** | **100%** |

The table above shows the distribution of respondents according to their level. As shown in the table above 100 level respondents are 46 which constitute 40.7%, 200 level respondents are 9 which constitute 8.0%, 300 level responds are 25 which

constitute 22.1% while 400 level respondents are 33 which represent 29.2%. this shows that majority of the respondents where 100 level students.

**Table 2:** Age Distribution of Respondents

| AGE RANGE | RESPONDENTS | PERCENTAGES |
|---|---|---|
| 15-18 | 41 | 36.3% |
| 19-22 | 39 | 34.5% |
| 23-26 | 18 | 16.0% |
| 27 years and above | 15 | 13.3% |
| **Total** | **113** | **100%** |

Age distribution of respondents in the above table shows that 36.3% of the respondents are between the age of 15-18 years, 34.5% are within the age of 19-22 years, 16.0% are within the age of 23-26 years, while 13.3% are within 27 years and above. This indicates majority of the respondents are those within the age range of 15-18 years.

**Research Question 1:** What is the level of availability of facilities for the teaching and learning of Agricultural education in Edo State?

**Table 4:** Distribution of responses on the level of availability of facilities for the teaching and learning of Agricultural education in Edo State

| S/N | Items | N=113 | | |
|---|---|---|---|---|
| | | Mean | SD | Remarks |
| 1 | There are modern Agricultural laboratories for the | 2.09 | 0.93 | Disagreed |

| | | | | |
|---|---|---|---|---|
| | teaching and learning of agricultural education | | | |
| 2 | There are modern classrooms that are convenient enough for the teaching and learning of agricultural education | 2.41 | 1.02 | Disagreed |
| 3 | There are modern day storage facilities that the teaching and learning of agricultural education | 2.16 | 0.97 | Disagreed |
| 4 | The government always provide loan platform to enhance the teaching and learning of agricultural education | 2.10 | 0.95 | Disagreed |
| | **Grand Mean** | **2.19** | | |

Data presented in Table 4 revealed that the respondents agreed on most of the items presented at a mean score of 2.09, 2.41, 2.16, and 2.10 respectively. The grand mean of 2.19 is below the criterion mean score of 2.50 which implies that there is a low level of availability of facilities for the teaching and learning of Agricultural education in Edo State. This is seen as majority of the respondents disagreed that There are modern classrooms that are convenient enough for the teaching and learning of agricultural education.

**Research Question 2:** What is the level of interest on the part of students in Agricultural education in Edo State?

**Table 5:** Distribution of responses on the level of interest on the part of students in Agricultural education in Edo State

**N=113**

| **S/N** | **ITEMS** | **Mean** | **SD** | **Remarks** |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| 1 | Students often see agricultural education as an ancient profession that would lead to poverty | 3.21 | 1.81 | Agreed |
| 2 | Majority of students do not study agriculture with zeal | 3.03 | 1.34 | Agreed |
| 3 | Students often see agriculture as a non-lucrative profession | 3.10 | 1.97 | Agreed |
| 4 | There are misconceptions about the nature of agricultural work, such as it being only manual labor or not intellectually stimulating hence discourages students | 3.01 | 1.89 | Agreed |
| 5 | Agriculture is seen as financially risky or unstable compared to other professions, which deters students from pursuing it. | 3.06 | 1.03 | Agreed |
| | **Grand Mean** | **3.10** | | |

Data presented in Table 5 revealed that respondents agreed on all the items presented at a mean score of 3.21, 3.03, 3.10, 3.01 and 3.06 respectively. The grand mean of 3.10 is above the criterion mean score of 2.50 which implies that there is a very low level of interest of students on the in Agricultural education in Edo State. This is evident as majority of the respondents agreed that Agriculture is seen as financially risky or unstable compared to other professions, which deters students from pursuing it.

**Research Question 3:** To what extent are Agricultural educators and students motivated in Edo State?

**Table 6:** Distribution of responses on the extent to which Agricultural educators and students motivated in Edo State

| S/N | Items | N=113 | | |
|---|---|---|---|---|
| | | Mean | SD | Remarks |
| 1 | Many agricultural educators and students are inherently passionate about the field | 2.77 | 0.99 | Agreed |
| 2 | The diverse career opportunities within the agricultural sector can motivate educators and students | 3.11 | 1.95 | Agreed |
| 3 | The opportunity to engage in practical activities such as fieldwork, experiments, and farm visits can motivate both educators and students by making learning more tangible and relevant | 2.83 | 1.02 | Agreed |
| 4 | Many individuals in agriculture are motivated by the potential to make a positive impact on society, whether it's through sustainable farming practices, food security initiatives, or addressing environmental challenges | 3.15 | 1.33 | Agreed |
| | **Grand Mean** | **3.00** | | |

Data presented in Table 5 revealed that respondents agreed on all the items presented at a mean score of 2.77, 3.11, 2.83, and 3.15 respectively. The grand mean of 3.00 is above the criterion mean score of 2.50 which implies that there is a high extent to which Agricultural educators and students motivated in Edo State. This was evident as majority of the respondents agreed that many individuals in agriculture are motivated by the potential to make a positive impact on society, whether it's through sustainable farming practices, food security initiatives, or addressing environmental challenges.

**Research Question 4:** What is the relationship between Agricultural education and farming practices in Edo State?

**Table 7:** Distribution of responses on the relationship between Agricultural education and farming practices in Edo State

| S/N | ITEMS | N=113 | | |
|---|---|---|---|---|
| | | **Mean** | **SD** | **Remarks** |
| 1 | Agricultural education helps in transferring knowledge from research institutions to farmers, enabling them to adopt the latest farming practices and technologies | 3.17 | 1.72 | Agreed |
| 2 | Agricultural education equips individuals with the necessary skills and techniques required for modern farming practices, such as precision agriculture, organic farming methods, and sustainable land management | 3.19 | 1.45 | Agreed |
| 3 | Agricultural education cultivates problem-solving abilities among farmers, enabling them to address challenges such as soil erosion, water scarcity, and pest infestations | 3.31 | 1.04 | Agreed |
| 4 | Education in agriculture provides farmers with the knowledge and tools to assess and mitigate risks associated with farming practices, including market volatility, climate change impacts, and disease outbreaks | 3.05 | 1.49 | Agreed |
| 5 | Educated farmers are better equipped to engage in policy discussions and advocate for policies that support sustainable agriculture | 3.24 | 1.51 | Agreed |
| | **Grand Mean** | **3.20** | | |

Data presented in Table 7 revealed that respondents agreed on all the items presented at a mean score of 3.17, 3.19, 3.31, 3.05 and 3.24 respectively. The grand mean of 3.20 is above the criterion mean score of 2.50 which implies that there exists a significant relationship between Agricultural education and farming practices in Edo State. This was seen as majority of the respondents agreed that Agricultural education equips individuals with the necessary skills and techniques required for modern farming practices, such as precision agriculture, organic farming methods, and sustainable land management.

**Discussion of Findings**

Findings from the study revealed that there is a low level of availability of facilities for the teaching and learning of Agricultural education in Edo State. This is seen as majority of the respondents disagreed that There are modern classrooms that are convenient enough for the teaching and learning of agricultural education. In support of these findings, Adelekan (2021) found out that there are no modern Agricultural laboratories for the teaching and learning of agricultural education. In support of the findings Orji (2022) also found out that there are significant challenges in terms of infrastructure and resources to provide comprehensive theoretical and practical agricultural education and struggles with insufficient facilities to fully meet its educational objectives and that many schools lack essential teaching tools, and even when facilities are available, they are often

underutilized due to various constraints such as lack of trained personnel or maintenance issues .

Findings also show that there is a very low level of interest of students on the in Agricultural education in Edo State. This is evident as majority of the respondents agreed that Agriculture is seen as financially risky or unstable compared to other professions, which deters students from pursuing it. In line with the findings, Olawale (2023) found out students often see agricultural education as an ancient profession that would lead to poverty. Corroborating this findings Ojakovo (2022) found out that reports and data from educational institutions often show significantly lower enrollment numbers in agricultural courses compared to other disciplines and that agriculture-related programs consistently had fewer students enrolled compared to courses in the arts, medical sciences, and engineering which stems from the limited scholarships, grants, and incentives for students pursuing agricultural studies compared to those in other fields, hence, reducing the attractiveness of agricultural education.

Findings from the study further revealed that there is a high extent to which Agricultural educators and students motivated in Edo State. This was evident as majority of the respondents agreed that many individuals in agriculture are motivated by the potential to make a positive impact on society, whether it's through sustainable farming practices, food security initiatives, or addressing

environmental challenges. Corroborating the findings, Akpabio (2021) found out that Many agricultural educators and students are inherently passionate about the field. Also supporting the findings Okorie (2023) found out that educators with passion agricultural practice often stems from a desire to contribute to food security, improve agricultural practices, and promote sustainable development within their communities while students frequently choose agricultural courses because of a deep-rooted connection to farming, often inherited from their family backgrounds.

Findings from the study also show that there exists a significant relationship between Agricultural education and farming practices in Edo State. This was seen as majority of the respondents agreed that Agricultural education equips individuals with the necessary skills and techniques required for modern farming practices, such as precision agriculture, organic farming methods, and sustainable land management. In line with the findings, Uvo (2018) found out that agricultural education initiatives not only enhance farmers' skills but also foster a culture of continuous learning and adaptation within the agricultural community. In line with the findings Daramola (2021) found out that farmers who receive agricultural education tend to achieve higher crop yields because education provides them with knowledge about modern farming techniques, pest control, and efficient use of fertilizers and that agricultural education also helps farmers adopt modern farming

techniques, such as precision farming, integrated pest management, and sustainable agricultural practices.

# CHAPTER FIVE

# SUMMARY, CONCLUSION, AND RECOMMENDATIONS

This chapter deals with the summary of the study, the conclusions drawn, results obtained and recommendations offered.

## Summary

This study examined the role of agricultural education in promoting sustainable farming practices in Edo State. To achieve the purpose of the study, four research questions were raised and examined. Data was collected from one hundred and thirteen (113) students comprising 100- to 400-level students who enrolled in agricultural programmes at the faculty of education, department of vocational studies in the University Benin. The questionnaire was the instrument for data collection. The descriptive survey research design was selected for this study because it investigates by gathering and examining data from a small number of individuals. An analysis of data was done using mean and standard deviation will be used in analyzing the research questions. A mean value of 2.50 and above

being the criterion level/ benchmark will be interpreted as ‘agree’ while mean scores below 2.50 were interpreted as ‘disagree’.

Findings from the study include:

- That there is a low level of availability of facilities for the teaching and learning of Agricultural education in Edo State.
- That there is a very low level of interest of students on the in Agricultural education in Edo State.
- That there is a high extent to which Agricultural educators and students motivated in Edo State.
- That there exists a significant relationship between Agricultural education and farming practices in Edo State.

**Conclusion**

The study investigated the role of agricultural education in promoting sustainable farming practices in Edo State. Based on the findings of the study, the researcher concluded that there is a low level of availability of facilities for the teaching and learning of Agricultural education, that there is a very low level of interest of students on the in Agricultural education, that there is a high extent to which Agricultural educators and students motivated and that there exists a

significant relationship between Agricultural education and farming practices in Edo State.

## Recommendations

Based on the findings and conclusion drawn, the following recommendations were put forward:

1. The government should develop and integrate comprehensive sustainable farming curriculum into agricultural education programs at all levels, from primary schools to universities.
2. The government should foster collaboration between educational institutions and farming communities to co-create and implement sustainable farming initiatives.
3. The government should encourage research and innovation in sustainable agriculture through partnerships between academic institutions, government agencies, and private sector stakeholders.
4. The Government should build more facilities for the learning of agricultural education
5. The government should enable farmers to have access to loan to enhance farming practices.

## Suggestions for Further Studies

The researcher focused on the role of agricultural education in promoting sustainable farming practices in Edo State. Similar research can be carried out in other States for a better generalization of the study.

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**DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION**

**FACULTY OF EDUCATION**

**UNIVERSITY OF BENIN, BENIN CITY**

# THE ROLE OF AGRICULTURAL EDUCATION IN PROMOTING SUSTAINABLE FARMING PRACTICES IN EDO STATE

Dear Respondent,

I am a final year student of the above named department and institution, carrying out a research on **The Role of Agricultural Education in Promoting Sustainable Farming Practices in Edo State**. This questionnaire consists of a total of 18 items.

Honestly, the research is purely for academic purposes, any information received from you would be treated with utmost confidentiality.

Thanks for your co-operation.

## Section A: Demographic Data

**Sex:** Male ( ) Female ( )

**Level**: 100 level ( ) 200 level ( ) 300 level ( ) 400 level ( )

**Age:** 15-18 ( ) 19-22 ( ) 23-26 ( ) 27 years and above ( )

## Section B: Data on Questionnaire

Indicate the extent to which you agree or disagree with the following statements.

Key: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

| S/N | ITEMS | SA | A | D | SD |
|---|---|---|---|---|---|
| | **Level of availability of facilities for the teaching and Learning of Agricultural Education** | | | | |
| 1. | There are modern Agricultural laboratories for the teaching and learning of agricultural education | | | | |
| 2. | There are modern modern classrooms that are convenient enough for the teaching and learning of agricultural education | | | | |
| 3. | There are modern day storage facilities that the teaching and learning of agricultural education | | | | |
| 4. | the government always provide loan platform to enhance the teaching and learning of agricultural education | | | | |
| | **Level of interest on the part of students in Agricultural Education** | | | | |
| 5. | Students often see agricultural education as an ancient profession that would lead to poverty | | | | |
| 6. | Majority of students do not study agriculture with zeal | | | | |
| 7. | Students often see agriculture as a non-lucrative profession | | | | |
| 8. | There are misconceptions about the nature of agricultural work, such as it being only manual labor or not intellectually stimulating hence discourages students | | | | |
| 9. | Agriculture is seen as financially risky or unstable compared to other professions, which deters students from pursuing it. | | | | |
| | **Extent to which Agricultural Educators and Students are motivated** | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 10. | Many agricultural educators and students are inherently passionate about the field | | | | |
| 11. | The diverse career opportunities within the agricultural sector can motivate educators and students | | | | |
| 12. | The opportunity to engage in practical activities such as fieldwork, experiments, and farm visits can motivate both educators and students by making learning more tangible and relevant | | | | |
| 13. | Many individuals in agriculture are motivated by the potential to make a positive impact on society, whether it's through sustainable farming practices, food security initiatives, or addressing environmental challenges | | | | |
| | **The Relationship Between Agricultural Education and Farming Practices** | | | | |
| 14. | Agricultural education helps in transferring knowledge from research institutions to farmers, enabling them to adopt the latest farming practices and technologies | | | | |
| 15. | Agricultural education equips individuals with the necessary skills and techniques required for modern farming practices, such as precision agriculture, organic farming methods, and sustainable land management | | | | |
| 16. | Agricultural education cultivates problem-solving abilities among farmers, enabling them to address challenges such as soil erosion, water scarcity, and pest infestations | | | | |
| 17. | Education in agriculture provides farmers with the knowledge and tools to assess and mitigate risks associated with farming practices, including market volatility, climate change impacts, and disease outbreaks | | | | |
| 18. | Educated farmers are better equipped to engage in policy discussions and advocate for policies that support sustainable agriculture | | | | |