

STUDENTS' ATTITUDE TOWARDS FARMING AS A CAREER

BY

[STUDENT'S FULL NAME]

[MATRIC NUMBER]

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Students' Attitude Towards Farming as a Career" was carried out by [STUDENT'S FULL NAME], and has been read and approved as meeting the regulations governing the award of the degree of Bachelor of Science (B.Sc.) of the University of Lagos.

PROJECT SUPERVISOR

Date

HEAD OF DEPARTMENT

Date

EXTERNAL EXAMINER

Date

DEDICATION

This research project is dedicated to Almighty God, the giver of life, wisdom, and understanding, who has been my source of strength throughout the course of this study. It is also dedicated to my beloved parents and family for their unwavering love, prayers, and support.

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ABSTRACT

This study examined students' attitude towards farming as a career, using undergraduate students of the University of Lagos as a case study. The study was guided by three specific objectives: to examine the extent to which respondents exhibit the key attributes of students; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with students and attitude. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 397 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 375 questionnaires were found valid for analysis. Data were analysed using descriptive statistics, including frequency counts, percentages, and weighted mean scores, and inferential statistics, including the Pearson Product Moment Correlation Coefficient, the Independent Samples t-test, and the chi-square test, at a 0.05 level of significance. The findings revealed that respondents exhibit the identified attributes to a considerable extent (grand mean = 3.2). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.522$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 5.31, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.1$, $p > 0.05$). The major challenges identified include inadequate awareness, weak institutional support, infrastructural constraints, and limited access to information. The study recommends targeted interventions, improved access to resources, and intensified public education on students.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of students' attitude towards farming as a career is situated within a body of scholarship that has grown rapidly in the past two decades. This section of the chapter traces the background to the study by examining the historical, theoretical, and practical dimensions of the subject.

students, when examined in relation to attitude, reveals complex and often paradoxical dynamics. Economic pressures and resource scarcity frequently determine the pace at which students advances in practice. The aggregate picture emerging from Chukwu and Nnamdi (2023) points to a modest but consistent association between students and the outcomes of interest. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Field evidence gathered by Umeh and Adigun (2016) suggested that stakeholder engagement materially improves the results achieved in matters of students. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

Scholars have long recognised students as a critical determinant of outcomes in science education. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of students. An examination by Bello and Oyelaran (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. A notable study by Olawale and Ogbeide (2017) argued that the impact of students is substantially mediated by the quality of institutions. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

students continues to command considerable attention among researchers, policymakers, and practitioners in science education. Within Lagos State, the country's most populous commercial hub, the dynamics of students are observed in their starkest form. Olawale and Ogbeide (2020), in a survey of relevant stakeholders, concluded that the benefits of students are unevenly distributed across groups. Such findings reinforce the argument that students deserves a place of priority on the development agenda. Longitudinal research by Oyelaran and Adeniyi (2016) revealed that sustained attention to students yields appreciable dividends over time. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

The salience of students in national discourse has grown steadily, driven by changing social conditions and technological penetration. Public institutions at the federal, state, and local levels have developed programmes that seek to mainstream students into routine governance. An examination by Eze and Salami (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. The practical