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Evolving Policy Measures for Promoting Agricultural Education in Tertiary Institution in North-Eastern Nigeria to Reduce Youth Restiveness

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Abstract

The study was carried out to find out how policies for promoting Agricultural education in tertiary institutions can help in reducing youth restiveness in North-eastern Nigeria. The sample size for the study was 52 directors from the ministry of education and 88 extension agents. A structured questionnaire was used for collecting data from the respondents and the data collected were analyzed using weighted mean to answer the research questions and t-test to test the hypotheses at 0.05 level of significant. It was found out that all the items identified were government policy measures that promote agricultural education towards reducing youth restiveness. It was therefore recommended that the four measures identified in this study be considered by government as guidelines for reducing youth restiveness in tertiary institution in North Eastern Nigeria.

Introduction

Policy is a plan of action undertaking by government, persons or groups to enable them accomplish an objective. It is a principle or rules to guide decision and achieve rational outcome. The term is not normally used to denote what is actually done; this is normally referred to as either procedure or protocol. Policies are generally adopted by the board of or senior governance body within an organization where as procedures or protocols would be developed and adopted by senior executive officers. Policies can assist in both subjective and objective decision making. Policies to assist in subjective decision making must consider the relative merits of a number of factors before making decisions and as a result are often hard to objectively test e.g. work life balance policy. In contrast policies to assist in objective decision making are usually operational in nature and can be objectively tested. Policy as explained by Olaitan (1998) is

sometimes referred to as a government programme of actions; it stands for various degrees of goal articulation and normative relations of government activities, what government intent to do or achieve (goal) and how it tends to implement it. In line with the above, a government without a definite plan of action is like a traveler without a destination. He may cover many kilometers and yet not be able to say where he is going or how far he has gone. Policy in the context of this study can be regarded as measures that are clearly stated and directed to serve as a binding guide from the government in reducing youth restiveness.

Measures in the view of Olaitan (2001) are the abilities to do things according to one's plan without being directed. It could be seen as initial action that ignites an action. Also Rundell in Onu (2006) stated that measures are important new plan or process that has been stated in order to achieve particular aim or solve a particular problem. Measures in the context of this study is new meaningful plan mapped out by the government in the area of finance, training, monitoring/evaluation and risk bearing as a biding guide to promote agricultural education towards reducing youth restiveness among students.

The youths are one of the greatest assets that any community can posses. They constitute the most important investment for a society's sustainable development and future. But where they are misdirected, will mean a serious risk for the future of such a society. In the recent past, youth restiveness has become a phenomenon in Nigeria. Looking at the sporadic exploits of the thirsty Sharia zealots of the North West and North Central, to the incessant display of violence by the angry mafia of the Niger Delta Region, and from the armed bandits that rule the highways of the North East, to the hired assassins that paint the political landscape in the South East with blood, and from the hot headed ethnic militia known as the OPC in the South West and MASSOB in the South East, to the murderous secret cultists in nearly all the universities and polytechnics. In fact youth restiveness is a combination of any action, conduct or act that constitutes unwholesome socially unacceptable and unworthwhile activities engaged in by the youths in any community. Such actions and activities include vandalization, drug abuse, weapon carrying, malpractices, school violence, bullying, cultism, truancy among others. That has been the problem we have with the students in universities within North-Eastern Nigeria. It was observed by the researchers through focus discussion with some of the students in Agric Education unit in some of the North-Eastern State Universities that, they have a lot of free periods while because all their teachings were mainly theoretical; they do not go to farm for practical as expected. They therefore have enough time for their studies and use extra time to engage in vices and crimes outside their school work. What they teach them does not involve skill acquisition of any kind. Agricultural education has failed in producing

graduates with relevant work-skill requirement in contemporary Nigeria. As noted by Olaitan (1997) and Okorie (2000) graduates of agricultural education have often not been able to take up paid jobs at the completion of their degree programmed thus deflating the goal of vocationalization; and unless something is done to roll back the wave of juvenile delinquency, have programme that is more tasking, engaging and productive, the prospect of a better, safer and more prosperous society emerging in Nigeria will remain elusive, hence this study.

Purpose of the Study

The major purpose of this study was to investigate policy measures for promoting agricultural education towards reducing youth restiveness of students in North eastern universities in Nigeria. Specifically the study determined government measures on:

i. Finance for promoting Agricultural activities towards reducing youth restiveness.
ii. Training for promoting Agricultural activities towards reducing youth restiveness.
iii. Monitoring/evaluation for promoting Agricultural activities towards reducing youth restiveness.
iv. Risk bearing for promoting Agricultural activities towards reducing youth restiveness.

Research Questions

i. What are possible government policy measures on finance for promoting Agricultural activities towards reducing youth restiveness?
ii. What are possible government policy measures on training for promoting Agricultural activities towards reducing youth restiveness?
iii. What are possible government policy measures on monitoring/evaluation for promoting Agricultural activities towards reducing youth restiveness?
iv. What are possible government policy measures on risk bearing for promoting Agricultural activities towards reducing youth restiveness?

Hypotheses

1. There is no significant difference in the mean ratings of the responses of Directors in Ministry of Education and Extension Agents on government policy initiative on finance for promoting agricultural education towards reducing youth restiveness among students
2. There is no significant difference in the mean ratings of the responses of the Directors in ministry of education and Extension Agents on government policy initiative on training for promoting agricultural education towards reducing youth restiveness among students.
3. There is no significant difference in the mean ratings of directors in ministry of education and Extension Agents on government policy initiatives on monitoring/evaluation for promoting agricultural education towards reducing youth restiveness among students.
4. There is no significant difference in the mean ratings of the responses of the Directors in ministry of

education and Extension Agents on government policy initiative on Risk Bearing for promoting agricultural education towards reducing youth restiveness among students.

Methodology

***Design of the study*:** The study adopted survey research design. Survey research design in the view of Anyakaoha (2009) uses questionnaire, interview, and observation among others in order to determine the opinions, attitude, preferences and perceptions of persons. The design was considered appropriate since the study obtained data from the Directors of Ministry of Education and extension agents through the use of questionnaire.

***Area of the study*:** The study was conducted in north east of Nigeria consisting of Bauchi, Boronu, Gombe and Yobe state. These states are more of Muslims states. The content scope covered youth restiveness, agricultural activities and policy measures.

***Population of the study*:** The target population for this study is 52 directors from ministry of education in all the four states and 88 extension agents. The population is small therefore the entire population was involved in the study, there was no sampling.

***Instrument for data Collection*:** The instrument for data collection was a structured questionnaire made up of 53 items. The questionnaire items were derived from review of related literature. The questionnaire was made up of four sections which addressed the specific purposes of the study. The instruments was subjected to face validation by three validates, one each from Ministry of Education Anambra State, lecturer from Department of Vocational Teacher Education (Agric.) University of Nigeria, Nsukka and Extension Agent from Enugu State Agricultural Development Programme(ADP). The experts were asked to critically examine the items included in the instrument with specific purpose of the study and make useful suggestions to improve the quality of the instrument. Data collected from a trial testing of the instrument were used to calculate the reliability of the instrument using Cronbach alpha reliability coefficient to establish the internal consistency of the instrument. A reliability coefficient of 0.86 was obtained showing that the instrument was reliable.

***Methods of data collection*:** The one hundred and forty (140) copies of the questionnaire were administered by the researcher with the help of four research assistants in the distribution and retrieval of the questionnaire for data analysis.

***Method of Data Analysis*:** The data collected for the study were analyzed using weighted mean and standard deviation to answer the research questions, while t- test statistic was used to test the null hypotheses at 0.05 level of significant. Mean bench mark of 2.50 and above was selected as accepted mean otherwise rejected. The standard deviation was used to determine the closeness or otherwise of the response from the mean. Any item with a standard deviation of 1.96 and below showed that the respondents were close

to the mean. The probability value of p ≥ 0.05 was used as basis for accepting the null hypotheses and otherwise rejected.

Results

The following results were obtained:

1. Possible policy measures on finance for promoting agric education in tertiary institutions: findings are summarized in table 1.
2. Possible policy measures on training for promoting agric education in tertiary institutions: findings are summarized in table 2.
3. Possible policy measures on monitoring/evaluation for promoting agric education in tertiary institutions: findings are summarized in table 3.
4. Possible policy measures on risk bearing for promoting agric education in tertiary institutions: findings are summarized in table 4.

Table 1: Mean Score ($\bar{x}$) and t-test Analysis of the Response of Directors and Extension Agents on Government Policy Initiatives on Finance for Promoting Agricultural Education Towards Reducing Youth Restiveness

S/N	Finance-Related policy measures for promoting agric education in tertiary institutions	$\bar{x}$	$\bar{x}_1$	$\bar{x}_2$	SD	t-cal.	t-tab	Decision
1	Provision of credits to all of agricultural education unit to enable them enhance their production capacity	2.87*	2.44	3.30	0.87	1.20	1.96	NS
2	Provision of agricultural subsidies such as fertilizers and improved seeds in order to motivate them to get into farming proper.	2.72*	2.68	2.76	0.99	1.09	,,	,,
3	Finance their water source for them to have constant water supply which will encourage agricultural production all year round.	3.00*	2.87	3.13	1.08	0.85	,,	,,
4	Improve the welfare of students by providing basic social amenities.	3.69*	3.45	3.92	1.07	0.93	,,	,,
5	Provision of facilities for extra curriculum activities that will always engage them instead of involving themselves in non-peace activities	3.42*	3.68	3.15	0.84	1.16	,,	,,
6	Sponsoring students to field trip and excursions to industries that are related to their area	3.15*	2.97	3.33	0.79	1.10	,,	,,

7	Provisions of farm machine to schools to enable fortify their agricultural production.	3.31*	3.53	3.08	0.77	1.30	,,	,,

$\bar{x}$=Pull Mean, $\bar{x}_1$=Directors from ministry of Education, $\bar{x}_2$=Extension Agents. Unit, *=Agree, NS=Not Significant t

Table 1 shows that all the seven (7) items had their mean ranged from 2.72-3.69. This showed that the means were above 2.50, indicating that they are agreed government policy initiatives on finance for promoting agricultural education towards reducing non-peace activities of students. The standard deviation of all the seven items ranged from 0.77 to 1.o8. Each of them was bellow 1.96 indicating that the respondents were not too far from the mean and from one another in their responses. This added validity to the value of the means of the items.

Table 1 also revealed that each of the 7 items had a calculated t-values ranging from 0.85-1.20 which are less than the table t-value of 1.96 (two tailed test) at p≤ 0.05 level of significance and 138 degree of freedom. This indicated that there was no significant difference in the mean ratings of the responses of Directors in the Ministry of Education and Extension Agents on government policy initiatives on finance for promoting agricultural education towards reducing youth restiveness of students, with this result, the null hypothesis (H_o) of no significance difference was upheld.

Table 2: Mean Score ($\bar{x}$) and t-test Analysis of the Response of Directors in Ministry of Education and Extension Agents on Government Policy Initiatives on Training for Promoting Agricultural Education Towards Youth Restiveness

S/N	Training-Related policy measures for promoting agric education in tertiary institutions:	$\bar{x}$	$\bar{x}_1$	$\bar{x}_2$	SD	t-cal.	t-tab	Decision
1	Engaging students in effective and meaningful learning by academic staff	3.37*	3.42	3.32	0.88	1.03	1.96	NS
2	Hall mangers/workers to be retrained regularly so as to manage rules in the hostel	2.98*	2.58	3.38	0.96	1.01	,,	,,
3	School authority should foster good student teacher relationship in the college.	2.82*	2.63	3.00	0.81	0.77	,,	,,
4	Agricultural science teachers should be promoted as at when due to enable them put in their best.	3.14*	2.85	3.43	1.00	0.66	,,	,,
5	Encourage competitions for non-	3.29*	3.66	2.92	0.45	0.93	,,	,,

	violence among the residents of halls.							
6	Any hall for violence for 10 years should be recognized for incentive naturally and local by the college.	3.28*	3.44	3.11	0.85	1.33	,,	,,
7	Provision should be made for comfortable working offices for agric teachers.	3.29*	2.96	3.62	0.82	1.10	,,	,,
8	Government should sponsor prizes and reward to the best graduating students	3.22*	3.38	3.06	0.76	1.09	,,	,,
9	Sponsoring of educational fields trips relevant to agricultural activities	3.35*	3.29	3.40	0.81	1.21	,,	,,
10	Government should sponsor trainers in specific agricultural project to train members for skills development	2.79*	2.78	2.80	0.74	0.89	,,	,,,
12	Government to sponsor workshops for agricultural education students	2.80*	2.66	2.93	0.96	1.20	,,	,,
13	Government to sponsor opportunities for agricultural education students to train at skills acquisition center in young farmers club.	3.09*	2.68	3.49	0.70	1.03	,,	,,
14	Government to sponsor agricultural education lectures for international conferences/workshops, for their academic development.	3.18*	2.77	3.59	1.10	1.11	,,	,,
15	Government should sponsor inter-school conferences or workshop among members of agricultural education students	3.48 *	3.45	3.51	0.97	1.07	,,	,,
16	Instructors should be sent for workshop, conferences and further training.	3.39 *	3.47	3.31	0.86	1.12	,,	,,

$\bar{x}$=Pull Mean, $\bar{x}$1=Directors from ministry of Education, $\bar{x}$2=Extension Agents. Unit, *=Agree, NS=Not Significant t

Table 2 revealed that all the items had their mean values ranging from 2.79 to 3.48. This indicated that the means were above the cut-off point of 2.50 showing that the respondents agreed to the items as government policy initiatives on training for promoting agricultural education towards reducing non-peace activities of students. Table 2 also showed that the standard deviation was

less than 1.96 (0.45 to 1.10), indicating that the respondents were not too far from the mean and from the opinion of each other in their responses on the government policy initiatives on training for promoting agricultural education towards reducing non-peace activities of students.

Table 2 further revealed that all the fifteen (15) items had their t-calculated value ranging from 0.66-1.33 which is less than t- table value. This indicated that there was no significant difference in the mean ratings of the responses of the two groups of respondents on government policy initiatives on training for promoting agricultural education towards reducing non-peace activities of students. The null hypothesis of no significant difference was accepted for all the fifteen items.

3. Possible policy measures on monitoring/evaluation for promoting agric education in tertiary institutions: findings are summarized in table 3.

Table 3: Mean scores ($\bar{x}$) and t-test Analysis of the Response of Directors and Extension Agents on Government Policy Initiatives on Monitoring/Evaluation for Promoting Agricultural Education Towards Reducing Youth Restiveness

S/N	Monitoring/Evaluation-Related policy measures for promoting agric education in tertiary institutions	$\bar{x}$	$\bar{x}_1$	$\bar{x}_2$	SD	t-cal.	t-tab
1	Regulating and monitoring of Students time.	3.17*	3.02	3.32	0.85	1.20	1.96
2	Student regulations to be reviewed periodically with inputs from students.	3.51*	3.76	3.26	0.93	1.01	
3	Administration to involve student in dialogue on issues that affect them.	3.24*	2.84	3.64	0.77	1.02	,,
4	Any non-peace activity made by students should be published to the community	2.90*	2.89	2.90	0.81	1.13	,,
5	Lecturers to be encouraged to be more effective and efficient in their teaching.	3.25*	2.86	3.63	1.00	0.66	,,
6	Effective and functional counseling unit should be attached to careers.	3.26*	3.55	2.96	1.02	0.89	,,
7	HOD should know students under his department and be able to guide them properly.	3.31*	3.46	3.15	0.71	1.11	,,
8	Students result to be released as and when due without victimizing the student.	3.08*	2.96	3.20	0.88	1.16	,,
9	Functional college/university PTA where parents can seek their children's result and information should be inaugurated.	3.26*	3.44	3.07	0.93	1.14	,,
10	Government to direct the national security outfit to obtain data information on academic and behavior of each student, making use of modern day technology and	3.12*	3.09	3.15	0.83	1.01	,,

	store them for use in future.						
11	School should create environment that is conducive for academic activities and attractive to students and staff.	2.74*	2.69	2.79	0.89	1.18	,,
12	Facilities and utilities for learning should be adequate and sustainable.	2.74*	2.81	2.66	0.78	0.95	
13	Government should be developing achievable education objectives for agricultural education unit.	2.85*	2.77	2.93	0.94	1.20	,,
14	Student should be engaged with adequate Project and continuous assessment.	2.73*	2.62	3.39	0.71	1.16	,,
15	Curriculum and programmes must be designed to meet the needs of time, thereby producing desired quality and ability in students	2.98*	2.75	3.20	0.84.	1.21	,,
16	Student complaints about the welfare of their staff should be given prompt attention.	3.45*	3.40	3.50	0.92	1.17	,,
17	Students should operate within the land of the university/college.	3.22*	3.14	3.29	0.89	1.22	,,
18	Regulations in the halls of residence should be strictly adhered to especially visitation.	3.39*	3.33	3.45	0.71	0.99	
19	Security operatives in the hall of residence should be made operational and vigorous.	3.39*	3.22	3.56	0.82	0.86	
20	Students should be screened for character before being accommodated in the hall of residence	3.06*	3.67	2.45	0.79	0.96	

$\bar{x}$=Pull Mean, $\bar{x}$1=Directors from ministry of Education, $\bar{x}$2=Extension Agents. Unit, *=Agree, NS=Not Significant t

Table 3 revealed that all the items had their mean values ranging from 2.73 to 3.51. This indicated that the means were above the cut-off point of 2.50 showing that the respondents agreed to the items as government policy initiatives on monitoring/evaluation for promoting agricultural education towards reducing youth restiveness of students. Table 3 also showed that the standard deviation was less than 1.96 (0.71 to 1.02), indicating that the respondents were not too far from the mean and from the opinion of each other in their responses on government policy initiatives on monitoring/evaluation for promoting agricultural education towards reducing youth restiveness in students.

Table 3 further revealed that all the twenty (20) items had their t-calculated values ranging from 0.66 to 1.22 less than t- table value. This indicated that there was no significant difference in the mean ratings of the responses of the two groups of respondents on government

policy measures on monitoring/evaluation for promoting agricultural education towards reducing youth restiveness of students. The null hypothesis of no significant difference was accepted for all the twenty items.

4. Possible policy measures on risk bearing for promoting agric education in tertiary institutions: findings are summarized in table 4.

Table 4: Mean Scores (*x*) and t-test Analysis of the Response of Directors Extension Agents on Government Policy Measures on Risk bearing for Promoting Agricultural Education Towards Reducing Youth Restiveness

S/N	**Risk-Related policy measures for promoting agric education in tertiary institutions**	$\bar{x}$	$\bar{x}_1$	$\bar{x}_2$	SD	t-cal	Decision
1	Fire extinguishers to be made available in farm workshops and hall of resident in case of power outage.	3.66*	3.55	3.76	0.88	0.89	NS
2	Government to construct river banks and dams to supply water for agricultural use so as to avert wastage and other uncertainties.	2.80*	2.69	2.91	0.90	1.12	,,
3	Government should supply agricultural inputs that will promote agricultural activities to increase production and avoid wastage.	3.13*	2.66	3.59	0.81	1.05	,,
4	Mobilization of stakeholders in controlling land degradation	2.90*	2.56	3.24	0.97	1.11	
5	Fire fighters should be made available at the power station.	3.08*	2.76	3.39	1.17	1.01	,,
6	Provision of irrigation facilities to enable students to farm during off season and to avert the risk of drought	3.62*	3.59	3.65	0.82	1.17	,,
7	Provision of drainage facilities to enable channel flood that will tend to destroy the school farm during raining season.	3.39*	3.17	3.61	0.83	1.12	,,
8	Provision of processing and storage facilities to enable student process and store their product during pick period	3.04*	2.55	3.53	0.69	0.78	
9	Government to step up policy that will increase power supply in schools.	2.70*	2.59	2.80	0.68	0.78	
10	Insurance policies against accident and hazard should be provided to all college	3.26*	2.64	3.87	0.77	0.99	

$\bar{x}$=Pull Mean, $\bar{x}$1=Directors from ministry of Education, $\bar{x}$2=Extension Agents. Unit, *=Agree, NS=Not Significant t

Table 4 revealed that the ten (10) government policy initiatives on risk bearing for promoting agricultural education programme towards reducing non-peace activities of student have their mean ranged from 2.70 to 3.66. This indicated that all the items were government policy initiatives measures on risk bearing for promoting agricultural education programme towards reducing non-peace activities of student because their means were above the cut-off point of 2.50. The standard deviation of the items ranged from 0.68 to 1.17. This showed that the respondents were close to one another in their responses and that they were not very far from the mean. This therefore, adds further value to the validity of the means.

Table 4 also revealed that each of the government policy measures on risk bearing items had a calculated t-values ranging from 0.78 to 1.12 which is less than the table t-value of 1.96 (two tailed test) at $p \leq 0.05$ level of significance and 138 degree of freedom. This indicated that there was no significant difference in the mean ratings of the responses of Directors from the Ministry of Education and Extension Agents on government policy initiatives on risk bearing for promoting agricultural education programme towards reducing non-peace activities of student, with this result, the null hypothesis (H_o) of no significance difference was upheld.

Discussion of Findings

The result of this study in Table 1 revealed that all the policy measures on finance could be put in place by the government for a promoting agric education towards reducing youth restiveness. Result of the study in Table 2 also showed that policy initiatives on training/evaluation could be put in place to help promote agric education towards reducing youth restiveness and finally the result in table 3 and 4 revealed that all the policy initiatives on monitoring/evaluation and risk bearing could be put in place to help improve agric education towards reducing youth restiveness in institutions of higher learnings.

These findings are in agreement with the finding of Auta (2009) in a study on policy measures for improving the administration of technical teacher training programme in Nigeria where it was found out that 16 policy initiatives for planning, 7 for coordination, 13 for implementing and 8 for evaluating technical teacher training programme (TTTP) in Nigeria could be put in place to improve the administration of technical teacher training programme in Nigeria. The study is also in conformity with the findings of Olaitn and Alaribe (2011) in a study policy measures for improving teacher effective teaching (TET) on agricultural science in secondary schools in south west Nigeria. The study found out that 10 policy measures could be put in place to enhance teacher effective teaching and sustainability of agric science in schools, 8 policy measures could be put in place to help school administrators and students enhance teacher effective teaching of agricultural science in the schools.

The hypothesis tested by the study revealed that there was no significant difference in the opinion of the two groups of the respondents on government policy initiatives on finance, trainer, monitoring/evaluation and risk bearing for promoting agric education towards reducing youth restiveness of students in higher education.

The findings of this study was also in consonance with the findings of Onu (2006) who in a study on motivational initiatives required from stakeholders for improving enrolment and effective participation of student and staff in young farmers' club activities in secondary schools in Enugu state found out that certain measures could be provide by the stakeholders for improving enrolment and effective participation of students and staff in young farmers club activities by the school principals, fourteen (14) by the PTA members, fourteen (14) measure by the government, thirteen (13) initiatives by the community and fifteen (15) measure by the agro-based companies.

Recommendation

It was therefore recommended that the four measures identified in this study be considered by government as guidelines for reducing youth restiveness in tertiary institution in North West Nigeria.

Conclusion

One of the objectives of Agricultural Science in tertiary institution is to equip students with skilled in agriculture which could help them to impart agricultural principles and method to student in secondary school after graduations. The researcher observed that agricultural science student involved themselves in some of the non-peace activities as a result of the fact that they have enough leisure time since they are not engaged fully in practices activities that could occupy them. The implication of this is that they therefore have enough time to engage in a lot of youth restiveness which could make them not to be useful member of the society. The study therefore attempted to identify Government policy measures on finance, training, monitoring/evaluation and risk bearing which could be put in place by the government for promoting agric education towards reducing youth restiveness of student in higher institutions.

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