

COLLABORATION BETWEEN AGRICULTURAL SCIENCE TEACHERS AND EXTENSION AGENTS IN MANAGEMENT OF IN-SCHOOL YOUTH ORGANISATIONS IN EKITI STATE SECONDARY SCHOOLS

by

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Abstract

This study assessed the extent of collaboration between Agricultural Science teachers and extension agents in the management process of In-School Youth Organisation programmes in Ekiti State secondary schools. The study adopted a descriptive research design of the survey type. The population consisted of 772 respondents comprising of all the 697 teachers of Agricultural Science in all the 207 secondary schools in Ekiti State and 75 extension agents from the Ministry of Agriculture in Ado-Ekiti, Ekiti State. The sample for the study comprised of 252 Agricultural Science teachers and all the 75 extension agents. Data collected was analyzed using descriptive statistics to answer the research questions raised. Inferential statistics such as Students t-test and ANOVA were used to test the formulated hypotheses. All the hypotheses were tested at 0.05 level of significance. The finding of study revealed among others, that there is a significant difference in the mean response of extension agents and Agricultural Science teachers on the need for in-school youth clubs in agriculture in Ekiti State secondary schools. It was further indicated that there is a significant relationship between the roles performed by Agricultural Science teachers and agricultural extension agents and the management of in-school youth club in Ekiti State secondary schools. Based on the findings of this study, it was concluded that the most of the available in-school youth organization in secondary schools in Ekiti State are not functioning as expected. This is due to the series of challenges faced by the stakeholders in managing the clubs. Based on the findings of this study, it was recommended, functional in-school youth organization should be established in each secondary schools in Ekiti State.

Keywords: *Management, In-school youth organizations, Agricultural Science Teachers, Extension Agents and collaboration.*

Introduction

Agricultural science was introduced into secondary school curriculum to stimulate students' interest in agriculture at the junior

secondary school level and to further sustain their interest in agriculture at the senior secondary school level. Agricultural science in secondary schools consists of five integral

components or phases which include: classroom instructions, supervised agricultural experience programmes or students' practical, field trips, farm mechanisation and In-school youth organisation activities and clubs. The in-school youth organisation and clubs are supposed to serve as extra curricula activities to complement classroom instructions and stimulates students' interest in agriculture.

In-school youth organisations in Agriculture is an educational association or professional club with the aim of encouraging students of agricultural science to learn by doing, utilising problem solving approach and experimental learning situations to develop productive skills in agriculture and farming (Owolabi, 2021). The objective of the in-school youth organisation are to motivate students through activities that will stimulate their interest in agriculture, prepare students for further training in agriculture and provide students with agricultural information on new technological input which youths can transfer to their parents and utilise for self fulfilment and self reliance in Agriculture (Famiwole, Olaitan & Okorie, 2019). The emphasis is to encourage learning by doing, doing to earn and earning to live.

One of the prominent youth clubs in agriculture in secondary school used to be the Young Farmers' Club. Young Farmers' club is an organisation in which young people of about age nine to twenty-one years are given informal training and encouraged to learn about better farming and home making under the guidance of the agricultural extension personnel and local volunteer leaders. Members of the club carryout worthwhile projects and activities in farming, home making and community development (Ajayi, 2017). Young Farmers' Club is an informal voluntary

organisation meant for out of school youths. The members of the club are out of school youths who are aiming to become established farmers, old enough to form good habits, ideas, and appreciation related to farming by attending informal classes.

It was observed that only little has been achieved in the development of students' interest and entry level skills in agriculture through the one time existing Young Farmers' Club in secondary schools. Several reasons could be adduced for the little achievement in the development of students' interest and entry level skills acquired by secondary school youths' through the existence of the Young Farmers' Club. The Young Farmers' Club appears not to stimulate the interest of secondary school youths in Agricultural Science because the activities are not necessary complementary to classroom instruction in agricultural science and the planning is independent of Agricultural Science teachers (Famiwole, Olaitan & Okorie, 2020).

The Young Farmers' Club seems not to be surviving in schools due to absence of in-school youth organisations and activities in agriculture, ineffective policy and criteria to determine the club's framework, objectives, guiding principles, sharing authority and evaluation of performance of both the club and students' achievements. Also, there appears to be distinct communication gaps and no relationship between the extension agents in charge of the programmes of Young Farmers' Club and agricultural science teachers in secondary schools, and there seems to be no relationship between the programmes of Young Farmers' Club and agricultural science curriculum in secondary schools. The Clubs' activities also appears not to complement classroom instruction in

agricultural science in secondary schools, which is observed to have glaringly caused the partial non-involvement of teachers at the implementing and evaluation stages of the club. As a result of these, many students in secondary schools seem to have a poor approach towards agriculture as the consequences of the futility of the activities of Young Farmers' Club in the schools.

Protagonist of Vocational Agriculture have stressed that agricultural science curriculum in secondary schools should contain two essential agricultural education components which include classroom instructions and school based youth organizations in agriculture, (NUC, 2022). School based youth organisation is a professional organisation in which students of Agricultural Science in secondary schools are encouraged to learn by doing, utilise problem-solving approach and experimental learning situations to develop productive skills and competencies in agriculture and farming. The organization activities and programmes are to compliment classroom instructions, motivate the students and help them to develop interest and competencies in agriculture through interest stimulating activities and programmes in agriculture in secondary schools in Ekiti State.

It appears that, for an organisation in agricultural science to be functional and production oriented in secondary schools the club should not be organised in isolation of the teachers of agricultural science and the agricultural science curriculum. Agricultural Science teachers are professionals responsible for the implementation and management of in-school youth club in Agricultural Science in secondary schools. They are responsible for planning,

implementation and managing of the curriculum, school programmes and youth clubs in Agricultural Science. Adeyanju (2022) remarked that teachers of Agricultural Science are the best determinant of core content to include in the instructional unit for effective learning outcome than any other individual. This is supported by Famiwole and Kolawole (2013) that vocational education programmes in agriculture are as effective as the teachers of agriculture make them. Hence, a teacher's role as an implementer and manager of Agricultural Science programmes in the secondary schools should not be misunderstood. Other Agricultural stakeholders which include instructors from agro-allied companies and agricultural extension agents are supposed to work in collaboration with Agricultural Science teachers in implementing the programmes or activities of in-school agricultural youth organisation in secondary schools.

Agricultural extension agents are agricultural advisors employed by the government to assist adults in rural areas with methods of farming and home making. The agents help in youth development by assisting in the management of agricultural youth clubs, strengthening and supporting youth organisations. It is observed that both teachers and extension agents possessed related qualities that may aid their cooperation in managing Agricultural Youth Clubs and Societies in Agricultural Science in secondary schools.

The working together of the two major stakeholders could ensure the successful implementation and management of in-school youth clubs in secondary school. Collaboration between Agricultural Science teachers and extension agents seem not to be well defined or appear not to be

complementing each other in the planning, implementation and evaluation of youth clubs secondary schools in Ekiti state. Olaitan (2016) opined that for an organisation to be functional, there is the need for the individual stakeholders to cooperate and operate as a team for the purpose of encouraging team programme planning, evaluation process and develop good management strategies which will ensure a functional organisation that is capable of surviving in secondary schools. The main thrust of the study therefore, is to establish the extent of collaboration between Agricultural science teachers and extension agents in the management of in-school youth organisations in Agricultural Science in Ekiti State secondary schools.

Statement of the Problem

Agricultural science is taught in secondary schools as pre-vocational and vocational at both junior and senior secondary school respectively. The junior secondary school agriculture is to stimulate students' interest in agriculture through exposure to agricultural knowledge and practical skills while the senior secondary school curriculum is to further sustain the interest and orientate the students towards the fulfilling career in Agriculture through a youth organization in Agriculture (Olaitan, Okorie & Famiwole, 2020). It was observed that only little has been achieved in the development of students' interest and entry level skills in agriculture through the one time existing Young Farmers' Club in secondary schools. Several reasons could be adduced for the little achievement in the development of students' interest and entry level skills acquired by secondary school youths' through the existence of the Young Farmers' Club. The Young Farmers'

Club appears not to stimulate the interest of secondary school youths in Agricultural Science because the activities are not necessary complementary to classroom instruction in agricultural science and the planning is independent of Agricultural Science teachers (Famiwole, Olaitan & Okorie, 2020).

Good management makes modern organization perform since the youth club are based in school, it appears they are supposed to play the same key roles to ensure the clubs sustainability and productivity towards the students' independent survival after school. In the light of the highlighted problems, the study provided answers to the research questions with a view to proffering pragmatic measures that have remarkable influence on the collaboration between Agricultural science teachers and extension agents in the management of in-school youth organisations in Agricultural Science in Ekiti State secondary schools.

Purpose of the Study

The study is conducted specifically,

- i. To ascertain the existence of in-school youth clubs in agriculture in secondary schools in Ekiti State.
- ii. To examine the expected collaborative roles of teachers of Agricultural Science and extension agents in the management of in-school youth clubs in agriculture in Ekiti State.
- iii. To examine the collaborative roles of extension agents in the management of in-school youth organisations in agriculture in secondary schools in Ekiti State.
- iv. identify the challenges encountered in the management of in-school youth organisations in agriculture in secondary schools in Ekiti State
- v. identify the management strategies to be put in place to improve in-

school youth organisations in agriculture in secondary schools in Ekiti State.

Research Questions

The following research questions were raised to guide the study:

- i. Does In-School Youth Clubs in agriculture exist in secondary schools in Ekiti State?
- ii. What are the collaborative roles of teachers of Agricultural Science and extension agents in the management of In-School Youth Clubs in agriculture in Ekiti State secondary schools?
- iii. What are the challenges encountered in the management of In-School Youth Clubs in agriculture in Ekiti State secondary schools?
- iv. What are the management strategies to be put in place in the management of In-School youth Clubs in agriculture in Ekiti State secondary schools?

Research Hypotheses

HO1: There is no significant difference in the mean responses of extension agents and Agricultural Science teachers on the need for In-School Youth Clubs in agriculture in Ekiti State secondary schools.

HO2: There is no significant relationship among the roles performed by Agricultural Science teachers, Agricultural extension agents and the management of In-School Youth Clubs in Ekiti State secondary schools.

Research Methodology

The descriptive design of the survey type was adopted for this study. Survey design is suitable for the study because it has a wide range of scope and coverage, hence, generalisation is possible. Therefore, the design would

enable the researcher to collect data from sample and generalise its findings on the whole population.

The total population for this study consisted of 772 respondents comprising of all the 697 teachers of Agricultural Science in all the 207 secondary schools in Ekiti State and 75 extension agents in the Ministry of Agriculture in Ado-Ekiti, Ekiti State (Ekiti State Ministry of Education, 2022, Ekiti State Ministry of Agriculture, 2022). The sample size consisted of the 75 extension workers but 252 Agricultural Science teachers were selected using multi stage sampling procedure. Firstly, three (3) LGAs were sampled from each of the three Senatorial Districts in the state using random sampling method, thereby making a total of nine (9) LGAs. Secondly, seven public secondary schools were selected from each of the nine (9) LGAs making 63 schools using stratified random sampling technique. Thirdly, purposive sampling technique was used to sample four (4) Agricultural Science teachers in all the 63 schools, making a total of 252 Agricultural Science teachers. Finally, the total population sampling technique was used to sample 75 extension agents from the Ministry of Agriculture, Ado-Ekiti. In essence, the study consisted of 327 respondents.

The instrument used for collection of data was self-constructed questionnaire titled Level of Collaboration between Agricultural Science Teachers and Extension Agents Questionnaire (LOCASTEAQ). The questionnaire items were face validated to ascertain its suitability for use in data collection by an expert in this field. The reliability of the instrument was established using split-half reliability method. The instrument was administered on 20 Agricultural Science teachers and 10 extension

agents outside the sample and their scores was split into two equal parts. Cronbach's Alpha reliability test was used to determine its reliability coefficient which was 0.89 co-efficient. This means that the instrument was reliable for the study.

The research instrument was personally administered by hand to the sampled Agricultural science Teachers and Extension Agents in Ekiti State after obtaining permission to administer the instrument from the management of prospective sampled senior secondary schools and extension offices in Ekiti State. The complete filled collected questionnaires were decoded into statistical data package and analysed

Table 1: Percentage Response of Respondents on the existence of In-school Youth Clubs in Agricultural Science in Secondary Schools in Ekiti State

S/N		Yes		No		Rmks
		Frq.	%	Frq.	%	
1	Does in-school youth organizations/clubs exist your schools?	139	58.1	100	42.9	Existing

n=239

Data contained in Table 1 revealed that In-school youth organizations/clubs in Agricultural Science exist (58.1%) in secondary schools in Ekiti State. However, 42.9% of the respondents indicated that, it does not exist in their schools.

Table 2: The expected collaborative roles of teachers of Agricultural Science and extension agents in the management of in-school youth clubs in agriculture in Ekiti State secondary schools

S/N	Agricultural Science teachers should:	$\bar{x}$	SD	Remarks
1	Collaborate with the extension agents to set clubs' goals and objective	3.03	0.57	Agreed
2	Establish agricultural clubs in secondary schools.	2.27	0.72	Disagreed
3	Take students on field trip.	2.08	0.84	Disagreed
4	Plan club's programmes and activities.	2.21	0.77	Disagreed
5	Agricultural science teachers are expected to organize extracurricular activities for members.	2.29	0.73	Disagreed
6	Carry out practical agricultural science on school farms	2.98	0.61	Agreed
7	Evaluates students' activities regularly.	3.39	0.52	Agreed
8	Share opinions and ideas on how to effectively manage in-school youth clubs.	2.19	0.85	Disagreed
9	Agricultural Science teachers and extension agents should collaborate in implementing in-school youth clubs activities.	2.28	0.75	Disagreed
10	Extension agent should serve as resource person only	3.67	0.48	Agreed
	GRAND MEAN	2.47		

using descriptive statistics of frequency counts, percentage, mean and standard deviation and inferential statistics of t-test and ANOVA at 0.05 level of significance

Data Presentation, Analysis and Findings

Research Question 1: Does in-school youth clubs in agriculture exist in secondary schools in Ekiti State?

In answering this question, frequency and percentage of respondents on the exiting in-school youth clubs in agriculture in secondary schools in Ekiti State were computed and compared. The result is presented in Table 1.

Research Question 2: What are the expected collaborative roles of teachers of Agricultural Science and extension agents in the management of in-school youth clubs in agriculture in Ekiti State secondary schools?

n=312

Table 2 indicates that the mean ($\bar{x}$) scores ranges from 2.19 – 3.67 above the parameter mean scores of 2.50, showing that the respondents agreed with three (3) items and disagreed with seven (7) items. Respondents agreed ($\bar{x}$ = 3.67, SD= .48) that, extension agent should serve as resource person only. They disagreed ($\bar{x}$ = 2.08, SD= 0.84) that, Agricultural

Science teachers should collaborate with the extension agent to take student on field trip.

Research Question 3: What are the challenges encountered in the management of school youth clubs in agriculture in Ekiti State secondary schools?

Table 3: Challenges encountered in the management of school youth clubs in agriculture in Ekiti State secondary schools

S/N	Items	$\bar{x}$	SD	Remarks
1	Poor collaboration between agricultural science teachers and extension agents	3.27	.73	Agree
2	Lack of relationship between Young Farmer's Club programmes and agricultural science curriculum.	2.69	.58	Agree
3	Inadequate numbers of agricultural science teachers for practical agriculture	3.69	.71	Agree
4	Inadequate tools to work on the school farm	3.63	.65	Agree
5	Poor motivation of agricultural science teachers	2.29	.55	Disagree
6	Inadequate space within the school premises to carry out agricultural practices	3.56	.69	Agree
7	Problem of long vacation on club's projects	3.67	.63	Agree
8	No definite policy or guiding principles for operation of youth organizations.	3.27	.73	Agree
9	Inadequate remuneration for agricultural science teachers	3.03	.55	Agree
10	Poor funding and finance of youth organization projects in Agricultural Science in Secondary Schools	3.71	.65	Agree
11	Inadequate follow up of students after graduation	3.27	.73	Agree
12	Communication gap between agricultural science teachers and the extension agents	3.08	.59	Agree
13	Clash of interest between stakeholders in the management of In-school Youth Organizations/Clubs in Secondary Schools	3.93	.48	Agree
14	Inadequate time for agricultural science practicals on the school timetable.	2.19	.51	Disagree
15	Poor supervision of farm work.	2.32	.57	Disagree
16	Inadequate in-service training for teachers or agricultural science	3.63	.65	Agree
GRAND MEAN		3.55		

n=312

Table 3 shows that the mean scores ($\bar{x}$) ranged from 2.19-3.93. The parameter mean score was 2.50, indicating that the respondents agreed with eleven (11) items and disagreed with five (5) items. Respondent agreed that ($\bar{x}$ = 3.97, SD= .67) there was clash of interest between the stakeholders in the management of In-school Youth Organizations/Clubs in Secondary

Schools. They disagreed ($\bar{x}$ = 2.19, SD= 0.51) that there was inadequate numbers of agricultural science teachers for practical agriculture in secondary schools in Ekiti State.

Research Question 4: What are the activities involved in the management of in-school youth clubs in agriculture in Ekiti State secondary schools?

Table 4: The strategies to be put in place in the management of in-school youth organizations in agriculture in Ekiti State secondary schools

<i>S/N</i>	<i>Items</i>	$\bar{x}$	<i>SD</i>	<i>Remarks</i>
1	There should be effective policy statement on management of In-school youth organization in Secondary School.	3.69	.75	Agreed
2	Regular training and retraining of agricultural science teachers on youth clubs in agriculture.	3.26	.69	Agreed
3	Establishment of functional Agriculture clubs and organizations	3.03	.42	Agreed
4	Attracting students interest with agricultural exhibitions or shows.	3.67	.63	Agreed
5	Allocating enough time for youth clubs and programmes on the school calendar.	3.39	.50	Agreed
6	Regular evaluation of youth clubs programmes in secondary schools	3.01	.41	Agreed
7	Allowing students to benefit from the returns of the farm projects	2.13	.52	Disagreed
8	Provision of administrative support for agricultural science activities and programmes in secondary schools.	2.78	.63	Agreed
9	Provision of logistic and financial support for club programmes	2.74	.62	Agreed
10	Adequate supervision of farm work	2.98	.58	Agreed
11	Complementary of club programs with agricultural science curriculum.	3.56	.67	Agreed
12	Allowing competition on projects between youth clubs at local, state and national level.	3.13	.69	Agreed
13	A better working relationship should be worked out between the roles of the ministry of education and Agriculture.	2.59	.40	Agreed
GRAND MEAN		3.16		

n=312

Table 4 shows that the mean ($\bar{x}$) scores ranged from 2.13-3.69 of which the parameter mean score was 2.50, showing that respondents agreed with (12) twelve items and disagreed with (1) one. The most agreed strategy ($\bar{x}$ = 3.69, SD= .75) was that, there should be an effective policy statement on management of In-school youth organization in Secondary School in Ekiti State. They disagreed ($\bar{x}$ = 2.13,

SD= 0.52) that schools should allow students to benefit from the returns of the farm projects.

Test of Hypotheses

Hypothesis 1: There is no significant difference in the mean response of extension agents and Agricultural Science teachers opinion on the need for in-school youth clubs in agriculture in Ekiti State secondary schools.

Table 5: t-test Analysis of the extension agents and agricultural science teachers opinion on the need for in-school youth clubs in agriculture in Ekiti State secondary schools

	<i>N</i>	$\bar{x}$	<i>SD</i>	<i>df</i>	<i>T</i>	<i>P-Value</i>	<i>Remark</i>
Extension Agents	75	3.63	1.276				
Agricultural Science Teachers	252	2.87	0.382	325	1.354*	0.0024	Significant
P<0.05							

Table 5 shows that the *df* is 325, *t-cal* is 1.354 and *p* value is 0.0024 at 0.05 alpha level of significance. Since the *p*-value is less than 0.05 alpha level, ($= < 0.05$), therefore, the null hypothesis is rejected and the alternative accepted. This implies that, there was a significant difference in the mean response of extension agents and Agricultural Science teachers on the

need for in-school youth clubs in agriculture in Ekiti State secondary schools.

Hypothesis 2: There is no significant relationship between the roles performed by Agricultural Science teachers, agricultural extension agents in the management of in-school youth club in Ekiti State secondary schools.

Table 6: ANOVA analysis showing the relationship between the roles performed by agricultural science teachers, agricultural extension agents in the management of in-school youth club in Ekiti State secondary schools

Source of Variations	SS	Df	MS	R-Cal	Sig.	Decision
Between Groups	21.3754	125	7.2894			
Within Groups	109.2847	300	5.8261	1.6384	0.059	Accept Ho

Source: Output of Data Analysis (2023)

Table 6 reveals the relationship between the roles performed by agricultural science teachers and agricultural extension agents in the management of in-school youth club in Ekiti State secondary schools. The table revealed that *r-cal* = 1.6384 and *P* value = 0.059 at 0.05 alpha level of significance. Since the *P* value > 0.05 , the null hypothesis was therefore accepted. This implies that there was no significant relationship between the roles performed by agricultural science teachers and agricultural extension agents in the management of in-school youth club in Ekiti State secondary schools.

Discussion of findings

The findings of the study showed that In-School Youth

Organizations in agriculture exist in secondary schools in Ekiti State. This is in line with the findings of Osundare (2018) who concluded in his study that In-school Youth Clubs in Agriculture are still in existence in secondary schools. On the contrary, Ajayi in Afolabi (2023) observed that the existing in-school youth organizations/ clubs in Agricultural Science are seemingly not well managed or operated in most secondary schools in Ekiti State.

Table 2 indicates that, Agricultural Science teachers and extension agents should Collaborate to set clubs' goals and objectives for effective management of in-school youth clubs in Agricultural Science in secondary schools in Ekiti State. This outcome agrees with the findings of Asogwa in Afolabi (2023) that extension agents collaborate with the agricultural

science teachers in impacting skills and knowledge requires to achieve the millennium goals in agriculture.

Table 3 indicates that, there is clash of interest between the stakeholders in the management of In-school Youth Organizations/Clubs in Secondary Schools in Ekiti State, however, inadequate time for agricultural science practical on the school timetable is not a general problem applicable to all secondary schools in Ekiti State. Oyesusi (2019) posited that the most challenging constraint affecting the sustainability of in-school youth club is non-availability of some farm tools and equipment. Also, Famiwole in Oyesusi (2019) concluded that inadequate availability of farm tools and funds affect the efficiency of both the Agricultural Science teachers and extension agents. Corroborating this, Afolabi (2023) concluded in his study that several measures such as availability of adequate and standard working tools and implementation for agricultural activities are to be put in place to improve productivity by the teachers of Agricultural Science.

Result in table 4 reveals that, there should be effective policy statement on management of In-school youth organizations in Secondary Schools in Ekiti State. Effective policy statement should be made by the ministry of Education and Agriculture in Ekiti State towards stimulating adequate contribution of Agricultural Science Teachers and Extension Agents towards effective management of in-school youth organizations in secondary schools in Ekiti State.

The findings in Table 5 revealed that there was a significant difference in the mean response of extension agents and Agricultural Science teachers on the need for in-school youth clubs in agriculture in

Ekiti State secondary schools. This outcome agreed with the conclusion of Oyesusi (2018) that there is a significant difference in the view of both Agricultural Science teachers and extension agents due to their different specialties. The result in Table 6 also indicated that there was no significant relationship between the roles performed by agricultural science teachers and agricultural extension agents in the management of in-school youth club in Ekiti State secondary schools. This finding is supported by Ajilosun (2016) that significant relationship failed to exist between the roles carried out by the Agricultural Science teachers and extension agents on the sustainability of in-school youth clubs. Though, Abayomi (2017) criticised this conclusion that the independent role of Agricultural Science teachers and extension agents significantly influence the sustainability of in-school youth clubs in Ogun State. Both Agricultural Science teachers and agricultural extension agents aim at imparting the required skills and knowledge to Agricultural Science students. Thus, this aim stimulates the existence of in-school youth clubs in Ekiti State secondary schools. The significant effect might be due to the constant practical classes that motivate the students to partake in the in-school youth clubs' activities.

Conclusion

School based youth organisation is a professional organisation in which students of Agricultural Science in secondary schools are encouraged to learn by doing, utilise problem-solving approach and experimental learning situations to develop productive skills and competencies in agriculture and farming. Based on the findings of the study, it could be concluded that in-

school youth clubs exist in secondary schools in Ekiti State. Also, it was established that the expected collaborative role of the teachers and extension agents is that agricultural extension agents collaborate with Agricultural Science teachers to take students on field trip. Furthermore, it was established that there is a significant difference in the mean response of extension agents and Agricultural Science teachers on the need for in-school youth clubs in agriculture in Ekiti State secondary schools. A significant relationship exists between the roles performed by Agricultural Science teachers and agricultural extension agents and the management of in-school youth clubs in Ekiti State secondary schools.

Recommendations

Based on the findings of the study, the following recommendations were suggested:

- i. Functional In-school Youth Organisations / Clubs should be established by teachers of Agricultural Science in each Secondary Schools in Ekiti State to stimulate and sustain students interest in Agricultural Science.
- ii. A viable working relationship should be developed between the roles of the ministry of education and ministry of agriculture in the operation of the In-school Youth Organization in Secondary School in Ekiti State.
- iii. There should be policy statement to ensure effective establishment and management of in-school youth organization in secondary school should be put in place by government at state and national level.
- iv. Effective management of in-school youth clubs should be included in the job description of Agricultural science teachers.
- v. The government at all levels should provide adequate funds and material resources needed to manage in-school youth clubs in agriculture in secondary schools.

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