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Vocational Guidance as Correlate of Secondary School Students' Interest, Achievement and Choice of Agricultural Science in Benue State, Nigeria

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Abstract

Secondary school students are often faced with the difficulty of making realistic choices that can stand the test of time when left alone. Choices made at this level can either mar or lead to realization of one's career aspirations. The main purpose of this study was to investigate vocational guidance as correlate of Senior Secondary School students' interest, achievement and choice of Agricultural Science in Benue State, Nigeria. Three objectives, three research questions and null hypotheses guided the study. The study adopted correlation design. The population for the study was 11,381 which comprised 11,010 upper basic 9 students, 347 teachers of Agricultural Science and 24 Guidance Counsellors with a sample size of 386. The three instruments used for data collection were titled "Vocational Guidance Questionnaire (VGQ), Agriculture Achievement Test (AAT) and Interest Inventory in Agriculture (IIA). Five (5) experts validated the instruments for face and content validities and were trial tested on 30 respondents. Split-half, Cronbach-Alpha and Kuder Richardson 21 methods were used to obtain reliability coefficients of .988, .990 and 0.713 for VGQ, IIA and AAT respectively. The data collected were analyzed using Pearson Product Moment Correlation Coefficient-PPMCC (r) to answer the research questions and null hypotheses tested at 0.05 level of significance. The findings of the study revealed that there was a high positive relationship between vocational guidance and students' interest/ choice of agricultural science. The study recommended creating ingenious activities that will pique students' interest in Agricultural science, making vocational guidance early enough to help students choose relevant subjects.

Key words: Vocational guidance, secondary school, students' interest, achievement, choice, agricultural science

Introduction

The provision of education should be to develop and transform an individual to become a better person to him/herself and society. Without education, the inherent potentials in one cannot be fully harnessed. It is only when people are sufficiently prepared and guided through functional and desirable education that they can fit into different areas of human endeavour in accordance with their interest, talent and abilities (Abah, 2004, Wever & Obiyai, 2019). This perhaps necessitates the provision of education at different levels in Nigeria among which is the secondary education.

Secondary education is an intermediary level of education (Post Primary Education) that bridges primary and tertiary education in Nigeria. It is offered at two distinct stages of Junior Secondary School-JSS (under the revised National Policy on Education it is referred to as Upper Basic) and Senior Secondary School of three years each with objectives as enshrined in the National Policy on Education-NPE (2014). The broad aims of secondary education are aimed at preparing an individual for; useful living within the society and for higher education. Specifically, it provides trained manpower, technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development among others. In order to attain these secondary school objectives, the National Policy on Education (NPE) has adequately made provision for inclusion of different subjects in its curriculum including Agricultural Science.

The inclusion of Agricultural Science into the secondary school curriculum is intended to; stimulate and sustain students interest in agriculture, enable students acquire useful knowledge and practical skills in agriculture, prepare students for further studies in agriculture and to prepare students for occupations in agriculture (Ikeoji, Agwubike & Disi, 2007).
At the Upper basic level, Agriculture is a pre-vocational elective subject. The teaching of agriculture at this level is nonetheless expected to expose the upper basic level. Upon completion of Upper basic, they are expected to either further in agriculture at the Senior Secondary School level or where they fail to continue, should take up an occupation in agriculture to become self-reliant, generate income and possibly create job opportunities which will in turn reduce the unemployment rate. Today, due to changes in educational policies, practical agriculture is now replaced with Pre-Vocational Studies-PVS with the same objectives (NPE, 2014). Pre-Vocational Studies comprised of Home Economics and Agriculture. The implication of replacing practical agriculture at JSS level with PVS has made agriculture less important to learners. Students no longer see agriculture as a subject for further studies at Senior Secondary School level. It is not out of place to argue that the continuous decline in interest by students towards enrolment in agriculture (Onuekwusi & Okorie, 2008) at Senior Secondary School level may not be unconnected with its optional status and the less emphasis place on agriculture as a subject at the junior level.

At the Senior Secondary School level, Agricultural Science is offered as a vocational elective (optional) subject. It is to prepare students for various occupations in agriculture and for West African Examination Council (WAEC), National Examination Council (NECO) and Joint Admission Matriculations Board (JAMB). Students' level of achievement in Agricultural Science has a critical role to play in the lives of those who have chosen Agricultural Science if they are to pursue further education in agriculture. However, empirical evidence revealed low enrolment rate and poor performance in agricultural science (Onuekwusi & Okorie, 2008). This evidence is a pointer to the fact that choice of Agricultural Science and achievement is influenced by a number of factors.

These factors include; student interest, lack of adequate awareness, government policy, the school, parents, the nature of the subject, the usefulness of the subject (marketable/employable or not), socioeconomic status of parents, location and career opportunities available among others (Owoyole & Toyobo, 2008; Berry, 2004). It is therefore expedient to urgently take practical steps that can motivate the students towards agriculture. This effort must have to be targeted at the upper basic students if at all they are to enrol for Agricultural Science at the Senior Secondary School level which can be achieved through the provision of vocational guidance services.

Vocational guidance is a specialist advisory service that carefully matches talent and interest of the school leaver against what he/she knows about jobs (Onyiliofor, 2009; Hayes & Hopson in Agbulu & Wever, 2011). The provision of vocational guidance to students is to assist them to make realistic occupational decisions that are congruent with their values, interest, abilities, skills, talent/aptitude and personal characteristics (Denga, 2001).

The provision of vocational guidance service has the propensity of creating awareness. The awareness students get concerning certain occupational opportunities in the field of agriculture can address the lack of interest and consequently low enrolment rate in Agricultural Science. Vocational guidance can also influence choice of agricultural science by matching students with various agricultural occupations congruent with their talents/ skills, interest and organizing career conferences by inviting experts to deliver talks on career opportunities, benefits to gain, requirement for entry into such careers will exert

a compelling force for students to opt for Agricultural Science. Lack of awareness and poor societal perception about agricultural occupations might be due to inability of the teacher of agriculture to properly guide and provide occupational information to the students (Mallory & Sommer, 1986). The provision of vocational information to students according to Agbulu and Wever (2011) should focus on job requirements (in terms of academic and professional training), the place where the work is done, the financial benefits (salary and allowances) and risk involved. Vocational information can be obtained by the teacher from various sources like employment agencies, training institutions and mass media, through personal visitations, career tours, and occupational or career conferences. The vocational information available to students will in no small measure motivate their interest in the subject.

Student interest connotes his inclination towards a particular subject in which he or she is easily able to connect without a hassle or difficulty (Hornby, 2010). The information available to students about a particular subject and the prospects it holds for them tends to influence their level of connection and commitment. Teachers of agricultural science must endeavour to motivate students so as to develop positive interest in the subject. When students develop positive interest in a subject, they become closely connected with it and in turn influence his choice and academic achievement. Deliberate effort is required to package information on agriculture and inherent benefits to be derived from offering it very appealing or attractive so as to gain and sustain students' interest in the subject. This can be achieved through vocational guidance, embarking on field trips/ excursion and holding of career conferencing (Onu & Ikehi, 2013). The interest students develop in a subject is capable of influencing their choices.

Choice simply has to do with an individual's careful decision or preference in selecting between two or more alternatives available to him (Hornby, 2010). The success students' record in their academic pursuit to some extent is attributed to choice of subjects to offer in line with career aspirations. Wombo and Igbabaka (2019) noted choices made at this point will become part of the student life and if wisely made he/ she can obtain maximum satisfaction otherwise it will lead to future regrets. Choice here connotes students' decision to select Agricultural Science and its related occupations over other subjects. This responsibility must not be left solely in the hands of students as they are prone to making wrong decisions. Effective vocational guidance in agriculture can enhance students' academic achievement.

Academic achievement describes academic outcomes that indicate the extent to which a student has achieved a learning goal and it is usually measured through examinations or continuous assessment. According to Kpolovie *et al.,* (2014) academic achievement is the ability of a student to study and remember facts and being able to communicate his knowledge orally or in written form even in an examination condition. In the view of Top Hat (2021), academic achievement is the extent to which a student or institution has accomplished either short or long tern educational goal which is measured through students grade point average.

It is pertinent to note that students' academic achievement at the upper basic level is very important as it might affect the quality of students at Senior Secondary School level and higher institutions, hence efforts should be directed at improving their academic achievement. Contextually, academic achievement is the ability of agricultural students either at upper basic or Senior Secondary School level to process, store and remember facts taught to them and can satisfactorily apply skills acquired or communicate his knowledge orally or in written form even in continuous assessment or in internal or external

examinations. Students' academic achievement to a very large extent determines students' performance and can be used inter-changeably.

Performance connotes how well or poorly one does something in line with acceptable standard (Hornby, 2010). Students' academic performance is quite often judged from the standpoint of examinations on how well they have passed with good grades especially in external examinations (Garkaz, Banimahd & Esmaili, 2011). These external examinations are Basic Education Certificate Examination- BECE (for Junior Secondary School), West African Examination Council-WEAC, National Examination Council-NECO and National Board for Technical Education-NABTEB among others (Ige, Abiodun & Temitope, 2016). Consideration is given to external examinations as criteria for measuring academic performance because they serve as entry qualification into higher levels of learning. The decline in performance in external examination over the years may in no distant future adversely affect the number of students taking up occupations in agriculture (Mbajiorgu, Oguttu, Maake, Heerala, Ngoepe, Masafu & Kaino, 2014).

In the views of Kpolovie *et al.,* (2014); Mbajiorgu *et al* (2014); Abdullahi *et al.,* (2015) and Abaidoo (2018) students' academic achievement is influenced by several factors including gender, age, father/guardian social economic status, residential area of students, students' attitude towards school, and interest in learning, study habit, self-efficacy, intelligence, and motivation. These factors are broadly attributed to students', home and school factors. Student factors are linked to interest, commitment, attendance to school and study habits while home factors borders on inability of parents to encourage their wards to learn and non provision of subject textbooks.

In the explanation of Oppong-Sekyere *et al.,* (2013) school based factors borders on adequate teaching and learning materials, teachers' qualification and competency. If the problem of students' low achievement is to be surmounted, vocational guidance must be given serious attention. Through vocational guidance, students can be assisted to cultivate positive interest towards agricultural science, by linking educational requirement with careers in agriculture, students who desire to pursue careers in agriculture will be spurred to improve their achievement. Also, by offering opportunity to students to apply knowledge and skills gained from practical lessons to classroom activities will tremendously enhance achievement. Giving the critical role of Vocational guidance to students regarding interest, choices they make and achievement, the researchers are nonetheless motivated to investigation into Vocational guidance and public relations as correlates of secondary school students' interest, achievement and choice of Agricultural Science in Benue State, Nigeria.

Statement of the Problem

The teaching of Agricultural science as a vocational subject is intended to help secondary school students acquire competencies in various occupational areas of agriculture so as to become self-employed. However, empirical evidences have indicated students' negative interest, low enrolment and achievement in Agricultural Science (Onu & Ikehi, 2013; Onifade & Bellow, 2016 and Nyigu, 2017). The non-willingness of students to offer Agricultural Science is attributed to the introduction of Civic Education and many trade subjects, sciences relatedness of Agricultural Science. Even science students tend to develop negative interest in agricultural science because is not a requirement for admission even for agriculture related courses or careers. In as much as Agricultural Science is optional and not required for admission to higher institutions, offering it will equip students with requisite competencies (skills) to be self- reliant, create job

opportunities which will in turn reduce unemployment and tame youth restiveness in the state in particular and Nigeria at large.

The researchers observed that many secondary school students who offered Agricultural Science are either into one type of agricultural occupation (poultry, pig, rabbitary, fish, and vegetable production) or another which help them in supplementing their income. On the contrary, those who did not offer Agricultural Science have no source of income generation and continue to depend on their parents or guardians for their needs. The problems of overdependence, unemployment and lack of job opportunities among secondary school students can be solved when many students offer Agricultural Science. Hence Vocational guidance is essential for creating awareness and sustaining students' interest in Agricultural Science as a vocational subject. Can Vocational guidance influence students' interest, achievement and choice of Agricultural Science? This is the motivation for the study.

Objectives

Specific objectives for the study were to determine the relationship between:

1 Vocational Guidance and students' interest in Agricultural Science;
2 Vocational Guidance and students' achievement in Agricultural Science; and
3 Vocational Guidance and students' choice of Agricultural Science.

Research Questions

The study asked and answered three research question:,

1 What is the relationship between Vocational Guidance and students' interest in Agricultural Science?
2 What is the relationship between Vocational Guidance and students' achievement in Agricultural Science?
3 What is the relationship between Vocational Guidance and students' choice of Agricultural Science?

Hypotheses

Three null hypotheses were formulated and tested at 0.05 level of significance.

1. There is no significant relationship between vocational guidance and students' interest in agricultural science.
2. There is no significant relationship between Vocational Guidance and students' achievement in Agricultural Science.
3. There is no significant relationship between Vocational Guidance and students' choice of Agricultural Science.

Methodology

The study was conducted in Benue state, Nigeria. It adopted correlation design. The population for the study was 11,381 consisting of11,010 Upper Basic 9 students, 347 teachers of Agricultural Science and 24 Guidance Counsellors. The sample size of 386 was drawn from the population using Taro Yamane's formula for sample size determination. The study employed multistage sampling technique. The instruments used for data collection were structured questionnaire titled Vocational Guidance Questionnaire (VGQ), Agriculture Achievement Test (AAT) and Interest Inventory in Agricultural (IIA) adopted from Basic Education Certificate Examination (BECE) Pre-Vocational Studies question paper for 2018, 2019 and 2021 agriculture component. The VGQ had thirty (30) items anchored on 4 point response options of Strongly Agree (SA=4), Agree (A=3), Disagree (D=2) and Strongly Disagree (SD=1). The VGQ was subdivided into two sections. Section A on Vocational Guidance in Agricultural Science and section B on Choice of Agricultural Science were made up of 15 items each. Agriculture Achievement Test (AAT) had fifty (50) multiple choice responses lettered A, B, C and D. The Interest Inventory in Agriculture (IIA) contained seventeen (17) items with response options of High Interest (HI=4), Moderate Interest (MI=3), Low Interest (LI=2) and No Interest (NI=1). The instruments for data collection were subjected to content

and face validity by five (5) experts. One expert in Measurement and Evaluation, Department of Education, University of Mkar, Mkar, one expert each in Agricultural Education and Guidance and Counselling in the Department of Agricultural Education, and Educational Foundations and General Studies accordingly, from Joseph Sarwuan Tarka University, Makurdi and pilot tested on 30 respondents from Government Science Secondary School, Lafia in Nasarawa State after which Split-half, Cronbach- Alpha and Kuder Richardson 21 methods of reliability test were used to establish reliability coefficients of .988, .990 and 0.713 for VGQ, IIA and AAT respectively. A total of 386 copies of the instruments were administered and all retrieved, indicating one hundred percent retrieval rate. The data for the study were analyzed using Pearson Product Moment Correlation Coefficient-PPMCC (r) to answer the research questions and null hypotheses tested at 0.05 level of significance by comparing p-value with alpha-value. The null hypothesis of no significant relationship was not rejected where p-value (Sig.) was greater than the alpha-value (0.05). The alternative hypothesis of significant relationship was however upheld when p-value (Sig.) was less than the alpha-value (0.05).

Results

Research Question 1: What is the relationship between Vocational Guidance and students' interest in Agricultural Science?

Table 1: Correlation analysis for relationship between Vocational Guidance and students' interest in Agricultural Science

Variable	N	Mean	r	Remark
Vocational Guidance	386	3.429		
			.651	HPR
Students' interest	289	3.333		

N = Number of Respondents, r = Pearson Correlation Coefficient, HPR = High Positive Relationship

The result in Table 1 showed a Pearson Product Moment Correlation Coefficient (r) of .651 which falls within the range of 0.61 - 0.80 for a high relationship with the mean value of 3.429 for vocational guidance and 3.333 for students' interest. This result indicated that there was a high positive relationship between Vocational Guidance and students' interest in Agricultural Science.

Research Question 2: What is the relationship between Vocational Guidance and students' achievement in Agricultural Science?

Table 2: Correlation analysis for relationship between Vocational Guidance and students' achievement in Agricultural Science

Variable	N	Mean	r	Remark
Vocational Guidance	386	3.429		
			.053	VLPR
Students' achievement	289	36.163		

N = Number of Respondents, r = Pearson Correlation Coefficient, VLPR = Very Low Positive Relationship

The result in Table 2 revealed a Pearson Product Moment Correlation Coefficient (r) of .053 which falls within the range of 0.10 - 0.20 for a very low relationship with mean value of 3.429 for Vocational Guidance and 36.163 for students' achievement. This result showed that there was a very low positive relationship between vocational guidance and students' achievement in Agricultural Science.

Research Question 3: What is the relationship between Vocational Guidance and students' choice of Agricultural Science?

Table 3: Correlation analysis for relationship between Vocational Guidance and students' choice of Agricultural Science

Variable	N	Mean	r	Remark
Vocational Guidance	386	3.429		
			.747	HPR
Students' choice	289	3.393		

N = Number of Respondents, r = Pearson Correlation Coefficient, HPR = High Positive Relationship

The result in Table 3 revealed a Pearson Product Moment Correlation Coefficient (r) of .747 which falls within the range of 0.61 - 0.80 for a high relationship the mean value of 3.429 for Vocational Guidance and mean value of 3.393 for students' choice. This result indicated that there was a high positive relationship between Vocational Guidance and students' choice of Agricultural Science.

Hypothesis 1: There is no significant relationship between Vocational Guidance and students' interest in Agricultural Science.

Table 4: Test of significant relationship between vocational guidance and students' interest in agricultural science

Paired variables	r	p-value	alpha-value	decision
Vocational Guidance and students' interest	.651	.000	0.05	SR

r = Pearson Correlation Coefficient, SR = Significant Relationship

The result in Table 4 revealed the p-value of .000 is less than the alpha-value of 0.05. This implies that the Pearson correlation coefficient (r) of .651 is statistically significant. Thus the null hypothesis that "there is no significant relationship between Vocational Guidance and students' interest in Agricultural Science" was rejected. In other words the alternative hypothesis that "there is a significant relationship between Vocational Guidance and students' interest in Agricultural Science" was upheld.

Hypothesis 2: There is no significant relationship between Vocational Guidance and students' achievement in Agricultural Science.

Table 5: Test of significant relationship between Vocational Guidance and students' achievement in Agricultural Science

Paired variables	r	p-value	alpha-value	decision
Vocational Guidance and students' achievement	.053	.373	0.05	NSR

r = Pearson Correlation Coefficient, NSR = No Significant Relationship

The result in Table 5 revealed the p-value of .373 is greater than the alpha-value of 0.05. This implies that the Pearson correlation coefficient (r) of .053 is not statistically significant. Thus the null hypothesis that "there is no significant relationship between Vocational Guidance and students' achievement in Agricultural Science" was not rejected.

Hypothesis 3: There is no significant relationship between Vocational Guidance and students' choice of Agricultural Science.

Table 6: Test of significant relationship between Vocational Guidance and students' choice of Agricultural Science

Paired variables	r	p-value	alpha-value	decision
Vocational guidance and students' choice	.747	.000	0.05	SR

r = Pearson Correlation Coefficient, SR = Significant Relationship

The result in Table 6 revealed the p-value of .000 is less than the alpha-value of 0.05. This implies that the Pearson correlation coefficient (r) of .747 is statistically significant. Thus the null hypothesis that "there is no significant relationship between Vocational Guidance and students' choice of Agricultural Science" was not accepted. That is the alternative hypothesis that "there is a significant relationship between Vocational Guidance and students' choice of Agricultural Science" was upheld.

Discussion of Results

The finding on research Question 1 and Hypothesis 1 revealed that there was a high positive relationship between vocational guidance and students' interest in Agricultural Science and a significant relationship between Vocational Guidance and students' interest in Agricultural Science respectively. This confirms the finding of Adebo and Sekumade (2013) that students had interest in agricultural professions. The personal interest the authors opined might be as the result of knowledge already in agriculture and the prospects envisioned for a success career in agriculture. As a hands-on-doing subject, agricultural science provides opportunity for students to display their talent/ skills is appealing to them which may have stimulated their interest in

Agricultural Science (Wardlow *et al.,* 2012). The vocational guidance provided to students seems to be responsible for the interest in agricultural science. This supports Ige *et al* (2016) assertion that when students are provided Vocational Guidance and have become aware of opportunities of agricultural occupations will naturally tend to develop interest in Agricultural Science. On the contrary, students who have no access to Vocational Guidance are bond to develop negative interest in the subject. In the South-South, Nigeria, Onu and Ikehi (2013) found out that youths in the zone have developed negative interest in agriculture due to availability of other paid jobs and petroleum companies. This may be connected with the finding of Harackiewicz *et al* (2016) that students' interest has drastically declined in Science, Technology, Engineering and Mathematics (STEM).

There is a very low positive relationship between Vocational Guidance and students' achievement in Agricultural Science (Question 2 and Hypothesis 2) and further showed that there is no significant relationship between Vocational Guidance and students' achievement in Agricultural Science respectively. This finding is in disagreement with Modo, Sanni and Mogbo (2013); and Mporananayol and Andala (2018) whose studies revealed a positive relationship between Vocational Guidance and students' achievement. Research has shown that students exposed to vocational guidance have always performed better in academics than their counterparts without access to such services. Modo, Sanni and Mogbo (2013) reported a positive relationship between Vocational Guidance and students' achievement.

This finding also contradicts the position of Ochu and Ochu (2006) that guidance services available to students impact positively on their academic achievement. In the submission of Olusola, Taofeek and Olumide (2014) improved academic achievement is attributed to the level of awareness which serve as a motivating factor. Also, Agbulu and Wever (2011) in their submission noted that there is positive relationship between Vocational Guidance and achievement in Agricultural Science especially when students are provided opportunity to apply their experiences or abilities. The guidance services provided to secondary school students among others are expected to not only provide them with occupational information to make choices from but to also assist them to develop positive attitudes towards Agricultural Science. Students who have positive interest in a particular subject are more likely to excel in it. Conversely, students who have negative interest in a subject tend to achieve low in the subject.

The outcome of this finding has indicated that guidance services provided to secondary school students seem not to have taken care of their educational needs which would have translated into improved academic achievement. The low achievement may be attributed to the inability of students to overcome educational problems confronting them such as poor study habit, poor time management and lack of practice. Ndubueze (2010) lamented that students waste a lot of time on less productive and destructive things. The low relationship may also be linked to what Waseka and Simatwa (2016) described as prioritizing entertainment, social media and pleasure at the expense of their books. Or it could be that the low achievement is not as the result of lack of ability but due to lack of adequate study skills or habits (Nsini & Emeya 2015). Low achievement by students in Agricultural Science would continue unabated until Vocational Guidance services given to students address not just occupational needs but also their educational needs with the aim of overcoming challenges confronting them especially in the areas of study habit and time management.

Research Question 3 and Hypothesis 3 revealed that there is a high positive relationship between Vocational Guidance and students' choice of Agricultural Science and there is a significant relationship between Vocational Guidance and students' choice of Agricultural Science respectively. This finding confirms Wever and Obiyai (2019) submission that vocational

guidance has a positive relationship with choices of subject combinations students make. According to the authors when students are properly guided along their identifiable personality, they see a compelling need to offer such a subject to avoid any possible crisis that might arise due to wrong choices.

The result of the finding is a pointer that Vocational Guidance has played a significant role in the choice of Agricultural Science as a subject by secondary school students bearing in mind their career aspirations. Vocational Guidance provided to secondary school students will go a long way in assisting them to making wise and realistic choices devoid of future regret. Schools with functional guidance and counselling services responsive to students' occupational needs will guide them in choosing subjects relative to their career aspiration and abilities. Agbaje and Agbaje (2014) asserted that educational guidance given to students help them to wisely choose their subjects. A robust and sustainable vocational guidance in our secondary schools will continue to influence students' decision and consequently the choices they make. Lack of proper Vocational Guidance to students will entail that many of them will prefer to offer other subjects over Agricultural Science which might not be congruent with their abilities.

Conclusion

The provision of vocational guidance to secondary school students is intended to assist them in making wise and realistic vocational choices that are congruent with their interest and abilities. When secondary school students are not properly guided and left on their own, are prone to making unrealistic career decisions that are regrettable. Vocational guidance services available to students especially in the upper basic level have proven to be of tremendous assistance to them at the senior secondary school level in choice of subjects to offer in line with their career aspirations. Effective vocational guidance is capable of influencing students' interest and choice of a subject. It is expedient that the provision of vocational guidance services to secondary school students be given full attention it deserve so as to assist students to overcome challenges associated with choice of subject to offer for self satisfaction and career realization. Hence, there is a positive relationship has been established between vocation guidance and students' interest and choice of Agricultural Science as a subject.

Recommendations

Based on findings, the study recommended the following:

1. Teachers of Agricultural Science should always create ingenious activities that will pique students' interest in Agricultural Science.
2. Vocational guidance counsellors should always make vocational guidance early enough to students in upper basic level to assist them choose relevant subjects at the senior secondary level.
3. Teachers of Agricultural Science should provide opportunities to students to visit relevant agricultural sites that relate to classroom experience so as to improve their interest and achievement in Agricultural Science.
4. The teacher of agriculture should carefully package and make information to be presented to students and the public very appealing to attract them to Agricultural Science and its related occupations.

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