

THE PROBLEMS OF TEACHING AGRICULTURE IN OBIO-AKPOR LOCAL GOVERNMENT AREA, RIVERS STATE

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Abstract

This study was conducted to investigate the problems of teaching agriculture in Obio-Akpor Local Government Area, Rivers State. A total of two hundred and fifty (250) teachers consisting of 160 males (60%) and 90 females (40%) were randomly selected from all secondary schools both public and private in Obio-Akpor Local Government Area in Rivers state. The research instrument used for the data collection was questionnaire which was developed by the researcher in two different forms, one for the Agricultural Science students and the other for the Agricultural science teachers. Research findings from the study indicated that the major challenges facing the teaching and learning of Agricultural Science include frequent use of lecture method in teaching, large class size and poor remuneration of teachers. Others include inadequate teaching and learning materials and their availability, difficulty in planning field trips as well as laziness and truancy on the part of teachers. However, it must be emphasized that motivational factors such as one's own interest, having a role model, future ambitions and the supply of adequate textbooks positively affect the teaching and learning of Agricultural Science in Public Senior High Schools in the Metropolis. The study recommends that parents must be educated to understand the important role and prospects the learning of Agricultural Science contributes to the development of a country. Also the Government, Parent Teacher Association (PTA) and other stakeholders must help to improve the service of Agricultural Science Teachers.

Keywords Agricultural science, Teaching method, education, secondary school, Problems of teaching.

INTRODUCTION

Presently performances of students do not predict the hope of fulfilling our agriculture expectation as regards meeting the food need of the population through schools inspite of the effort being made by government to improve standard of teaching agricultural science in our secondary schools. Agricultural science today is regarded as one of the most important aspects of human life. It has greatly increased man's knowledge of his environment together with basic needs of good, shelter and clothing. Nigeria being a developing country and in a great need to meet the food demand of her population requires effective and purposeful agricultural education in her schools. Most times, agricultural students after leaving Senior High Schools (SHSs) often lack the needed practical skills to be able to undertake basic agricultural practices and as such they are often unable to successfully engage themselves in agriculture enterprise (Darkoet al, 2016 and Blackie, et al, 2009) and this reason among others are the causes of hunger and poverty in our country.

Globally, education today is widely recognized as the most effective development investment a country can make. According to World Bank (2007), it is one of the critical pathways to promote social and economic development. It is central to the development of a better life and better world. It raises economic development, reduces fertility rate, lowers infant and maternal

mortality, improves the wellbeing of families, and ensures better prospects of education for children according to Gachukia (1999). Thus, education has an important influence on the quality of life. The development of human resource does not only depend on the level and intensity of formal and informal society but also the building of human capabilities and opening up employment opportunities. Without education development can neither be broad based or sustained (Orodho, 2014; Orodho, Waweru, Ndichu, Nthinguri, 2013; Shery, 2010).

Agricultural Education is a process of imparting knowledge, skills and attitudes in agriculture to a learner at any level. It gives the learner a sound academic knowledge, skills and ample opportunity to apply this knowledge. According to Tibi (1991 as cited in Halima, 2014), Agricultural Education is an education employed in training learner in the basic art of farming combined with the science of teaching agriculture. Olaitan (1989 as cited in Halima, 2014), opined that agricultural education is a vital developmental process which is directly related to the effectiveness of trained man power.

Secondary School is the bridge between the primary and tertiary levels. The importance of secondary education made the Federal Government of Nigeria to state the broad aims of secondary education as preparation for useful living within the society and for higher education (FRN, 2004). The underline principle here is that the secondary schools should be able to provide quality secondary education to all those who can benefit from it. Secondary school curriculum contains subject that is capable of preparing its recipients to live a useful live in the society and also prepares them for higher education. One of the subjects that help to achieve this objective is Agricultural Science.

Agricultural Science is taught in the secondary school as a vocational subject. Vocational agriculture is an aspect of vocational education which emphasizes skills, knowledge and attitude required in all areas of agriculture for proficiency in agricultural production. One of the principles of vocational agriculture is learning by doing. Teaching of agriculture in secondary schools aims at ensuring that the learner is exposed to and taught the basic principles that are important to agricultural production in the country and exposing and involving learners in various practical and projects that will help them develop the necessary skills and abilities required in agricultural production. Practical classes are always organized to ensure that practical skills are imparted to students to enable them become self-reliant, resourceful and useful to the society. However, Sekamwa (2009) pointed out that the real approach to the teaching of agriculture was discouraging. Agricultural Science Subject is taught theoretically and has failed to make an impression on society.

Olaitan (1988) noted that many students from farming homes come to school with farming problems like weed control, which crops to grow and what fertilizers to apply. He advised that such problems can only be solved when students are exposed to these situations practically. This is supported by the National Policy on Education (FRN, 2004) which noted that Nigerian Schools should teach practical skills, knowledge and values which will help school leavers to solve real life problems. Learners learn better when they hear, see and feel or touch, which is the principle of "learning by doing". This principle is best achieved by engaging oneself in practical activities (Osinem, 2008). Practical activities in the school farm promote students'

interest to enter production and marketing of crops and livestock in the society after graduation. According to Awuku, Baiden, Brese and Ofosu (2001), the performance of the students in agricultural science should match student's interest and practice of the subject. He further stated that lack of instructional materials, educational qualification of teachers, poor funding of practical agriculture, intellectual ability of the teachers etc. are some of the factors that influence the outcome of the teaching- learning process.

Coonery (1990) opined that students do not understand agricultural science when it is taught by an ineffective teacher. Izumi and Eves (2002) buttressed this by saying that teacher quality is the most important among other critical factors like quality curricula, funding, small class size and learning situation. George (2004) attributed poor achievement of students in agricultural science to teacher qualification, inadequate instructional materials as well as administrative factors.

Common problems of teaching agricultural practical in developing country like Nigeria include: inadequate facilities, low professional and efficiency levels of teachers, poor attitudes of teachers, poor funding, school administrators and parents towards agricultural education, and political lapses (Amuah, 2009). It is against this background that this study seeks to examine the problems associated with teaching practical agriculture in secondary schools specifically in Obio-Akpor Local government area, Rivers State.

Therefore, in this limelight, the following research questions were derived;

1. To what extent do teachers use teaching and learning resources in teaching agricultural science?
2. What teaching methods are mostly used by teachers in teaching agricultural science?
3. What factors do teachers and students perceive as militating against quality of teaching and learning of agricultural science in public senior high school?
4. To what extent does the qualification of teachers militate against quality of teaching and learning of agricultural science in public senior high school?

METHODOLOGY

Participants

A total of two hundred and fifty (250) teachers consisting of 160 males (60%) and 190 females (40%) were randomly selected from all secondary schools both public and private in Obio-Akpor Local Government Area in Rivers state.

Location of the study

This study was carried out in Obio-Akpo Local Government Area Rivers State.

Obio-Akpor is a local government area in the metropolis of Port Harcourt, one of the major centers of economic activities in Nigeria, and one of the major cities of the Niger Delta, located in Rivers State.

The local government area covers 260 km² and at the 2006 Census held a population of 464,789. Its postal code or ZIP code is 500102. Obio-Akpor has its headquarters at Rumuodomaya. The original indigenous occupants of the area are the Ikwerre people, a subgroup of the Igbo people. Obio-Akpor is bounded by Port Harcourt (local government area) to the south, Oyigbo and Eleme to the east, Ikwerre and Etche to the north, and Emohua to the west. It is located between latitudes 4°45'N and 4°60'N and longitudes 6°50'E and 8°00'E. The

following localities, townships and suburbs, are within Obio-Akpor: Alakahia, Atali, Awalama, Choba, Egbelu, Elemenwo, Eligbam, Elingbu, Elioparanwo, Eliozu, Eneka, Eligbolo, Iriebe, Mgbuesilaru, Mgbuoba, Mgbuosimini, Mpakurche, Nkpa, Nkpelu, Ogbogoro, Oginigba, Oro-Igwe, Oroazi, Ozuoba, Rukpokwu, Rumuadaolu, Rumuaghaolu, Rumualogu, Rumuchiorlu, Rumudara, Rumudogo, Rumuekini, Rumuekwe, Rumueme, Rumuepirikom, Rumuesara, Rumuewhara, Rumuibekwe, Rumuigbo, Rumukalagbor, Rumunduru, Rumuobiokani, Rumuogba, Rumuokparali, rumorukakolisi, Rumuolumeni, Rumuobochi, Rumuodomaya, Rumuoji, Rumuokoro, Rumuokwu, Rumuokwachi, Rumuokwuota, Rumuokwurusu, Rumuola, Rumuolukwu, Rumuomasi, Rumuomoi, Rumuosi, Rumuoto, Rumurolu, Rumuwaji, Rumuwegwu, Trans Amadi an Woji.

Apart from farming people in this locality are basically known to be politicians.

Design

The design used in this study is cross sectional survey design which will help the researcher to analyze data gotten from the population of interest.

Sampling Technique

The researcher adopted a simple random sampling technique. A simple random sample is a subset of a statistical population in which each member of the subset has an equal probability or chance of being chosen. It is meant to be an unbiased representation of a group.

Validity and Reliability of Instrument

The instrument used in this study was a questionnaire which was submitted to the supervisor for thorough screening and vetting. The questionnaire consists of two sections A and B. Section A connotes the demographic variables such as age, gender, ethnic group, religion and marital status and section B connotes the questions which were responded using a 5-point Like rt format (1 = *Strongly disagree* to 5 = *Strongly agree*). Its reliability was done by pre-testing the instrument on a pilot population which share the characteristics of the population. Also, the questionnaire was subjected to thorough checks by experts in the field of communication who added their weight of knowledge to the validity of the instrument.

Method of data collection

This study is a survey which employ questionnaire for data collection. The researcher accorded with two assistants went to the above institution to distribute the questionnaires. The researcher on meeting the participant would explain the purpose of the study before handling the questionnaire to them. For a questionnaire to be given to participants, he/she must be asked if they want to participate in the research. Each participant is given a maximum of 20minutes to complete the questionnaire. Total copies of 270 questionnaires were printed and after the field work a total of 250 questionnaires was retrieved and used for the study. The responses gotten from the participants were analyzed using SPSS specifically model 20.

Statistics Analysis

The study adopted Pearson multiple correlation (R) as a statistics for data analysis. The reason behind this to examine if inadequate teaching tools, teachers and method of teaching pose a problem in teaching agriculture Obio-Akpor Local Government Area.

RESULT

Data collected for the study were analyzed and discussed based on the objectives formulated for the study.

Table 1: Number of Questionnaire and Returned

Institution	Number of questionnaires administered	Number of questionnaires Returned	Percentage of questionnaire returned
Secondary Schools	280	250	89.29

Source: Field Survey, 2020

Table 1 above shows that out of 280 copies of questionnaires that was printed and distributed, 250 were completed and retrieved representing 89.29% of the entire respondents while 30 copies of questionnaires were not returned and some were in completed representing 19.71% of the entire population.

Table 2: Distribution of respondent on to what extent do teachers use teaching and learning resources in teaching agricultural science?

The research questions sought to find out the views of both students and teachers on the adequacy of TLR(s) and whether the use of TLR(s) improves understanding and learning in schools. Table 1 and 2 provide detailed information on the above subjects.

OPTIONS	RESPONDENTS	PERCENTAGE
Strongly agree	----	0%
Agree	-----	0%
Undecided	-----	0%
Disagree	50	20%
Strongly disagree	200	80%
TOTAL	250	100%

Survey: Field survey (2020)

From Table 1, out of the total of 250 respondents, 200 representing 80% of the respondents strongly disagree that there is inadequate of teaching/learning resources while 50 respondents representing 20% of the total respondents disagreed that the school has adequate TLR(s). This means that all the schools do not have adequate TLR(s) and it contributes to the teaching and learning of agriculture in Obio-Akpo local government area.

Table 3: Distribution of respondent on whether teaching methods influence the teaching of agriculture?

OPTION	RESPONDENTS	PERCENTAGE
Strongly agree	175	66%
Agree	40	16%
Undecided	-----	0%
Disagree	10	4%
Strongly disagree	5	2%
TOTAL	250	100%

Survey: Field survey (2020)

From the table above, 175 respondents representing 66% of the entire respondent strongly agreed that teaching method influence the attitude of students towards the study of agriculture, 40 respondents representing 16% of the entire respondent agreed that teaching method influence the attitude of students towards the study of agriculture, 10 respondents representing 4% of the entire respondent disagree that teaching method influence the attitude of students towards the study of agriculture, and 5 respondents representing 2% of the entire

respondent strongly disagree that teaching method influence the attitude of students towards the study of agriculture. When the question of whether lecture method permits rapid cover of topics, 83.4% of the respondents agreed while 16.6% disagreed with this assertion. This implies that teaching method actually have influence on the attitude of students towards the study of agriculture since the number of students who took strongly agree are more than the other responses.

Table 4: Distribution of respondent on whether teacher's qualification militate against quality of teaching and learning of agricultural science in public senior high school?

OPTION	RESPONDENTS	PERCENTAGE
Strongly agree	180	68%
Agree	40	16%
Undecided	-----	0%
Disagree	10	4%
Strongly disagree	-----	0%
TOTAL	250	100%

Survey: Field survey (2020)

From the table above, 180 respondents representing 68% of the entire respondents strongly agreed that teacher's qualification militate against quality of teaching and learning of agricultural science in public senior high school, 40 respondents representing 16% of the entire respondents agreed that teacher's qualification militate against quality of teaching and learning of agricultural science in public senior high school, 10 respondents representing 4% of the entire respondent disagree that teacher's qualification militate against quality of teaching and learning of agricultural science in public senior high school. This implies that teacher's qualification is one of the factors that militate against quality of teaching and learning of agricultural science in public senior high school since the number of students who took strongly agree are more than the other responses.

Table 3: Distribution of respondent on other factors that contributes to the problem of teaching agriculture in Obio-Akpo local government area?

OPTION	RESPONDENTS	PERCENTAGE
Absenteeism from teachers & students	15	6%
Difficulty in planning fieldtrips	40	16%
Lack of practical	160	60%
Poor remuneration and lack of motivation	10	4%
Laziness among students and Teachers	5	2%
TOTAL	250	100%

Survey: Field survey(2020)

From the table above, 160 respondents representing 60% of the entire respondent admitted that lack of practical in agriculture is also one of the problem that exacerbates the problem of teaching agriculture in Obio-Akpo, 40 respondents representing 16% of the entire respondent admitted that difficulty in planning field trips also contributes to exacerbates the problem of teaching agriculture in Obio-Akpo, 15 respondents representing 6% of the entire respondent admitted that absenteeism from the part of teachers and students also contributes to exacerbates the problem of teaching agriculture in Obio-Akpo, 10 respondents representing 4% of the entire respondent admitted that poor remuneration and lack of motivation also

contributes to exacerbates the problem of teaching agriculture in Obio-Akp and 5 respondents representing 2% of the entire respondent admitted that laziness in the parts of students and teachers contributes to exacerbates the problem of teaching agriculture in Obio-Akpo local government area, Rivers state. The result above therefore means that they are a lot of factors that contributes to the problem of teaching agriculture in Obio-Akpo local government area, Rivers state.

DISCUSSION

Result from Table 1 shows that out of the total of 250 respondents, 200 representing 80% of the respondents strongly disagree that there is inadequate of teaching/learning resources while 50 respondents representing 20% of the total respondents disagreed that the school has adequate TLR(s). This means that all the schools do not have adequate TLR(s) and it contributes to the teaching and learning of agriculture in Obio-Akpo local government area.

This finding was supported by Seawell (1990 cited in Darko, Offei-Ansah, Yuan & LIU, 2015) confirms that without adequate pieces of apparatus and thorough preparation on the part of every teacher, Agricultural Science and Science lesson would become rigid, boring, dull and unrealistic. The uniqueness of the subject therefore results from the variety of materials and experiment necessary for its effective teaching and learning. Also, Nacino-Brown, Oke, and Brown (1982 cited in Darko, Offei-Ansah, Yuan & LIU, 2015) also have it that the mere use of these materials however does not guarantee effective teaching and communication. It is their careful selection and skillful handling by the teacher that renders them useful in facilitating learning (Bremner, 1990; Ayandele (2015). It is therefore necessary for teachers to have working knowledge of the criteria to use in selecting and evaluating them and principle underlying their effective use.

Result from this study also revealed that 175 respondents representing 66% of the entire respondent strongly agreed that teaching method influence the attitude of students towards the study of agriculture, 40 respondents representing 16% of the entire respondent agreed that teaching method influence the attitude of students towards the study of agriculture, 10 respondents representing 4% of the entire respondent disagree that teaching method influence the attitude of students towards the study of agriculture, and 5 respondents representing 2% of the entire respondent strongly disagree that teaching method influence the attitude of students towards the study of agriculture. When the question of whether lecture method permits rapid cover of topics, 83.4% of the respondents agreed while 16.6% disagreed with this assertion. This implies that teaching method actually have influence on the attitude of students towards the study of agriculture since the number of students who took strongly agree are more than the other responses.

This finding was supported by Tamakloe, Amedahe, and Atta (2005), Darko, Offei-Ansah, Yuan and LIU, (2015) opine that teaching method is one major problem of teaching agriculture. According to Tamakloe, Amedahe, and Atta (2005), lectures are a straightforward way to impart knowledge to students quickly. Teachers also have a greater control over what is being taught in the classroom because they are the sole source of information. Pullan (1993) confirmed the use of the lecture method as familiar to most teachers because it was typically the way they were taught. However, he emphasized that students can find lectures boring causing them to lose interest. Teachers may not get a real feel for how much students understand because there is no much opportunity for exchanges during lectures.

Also, this confirms the assertion made by Awuku, Baiden, Brese, and Ofosu (2011), that it is not always easy to define good teaching method. Teachers may appear to be well organized and efficient but this in itself will not guarantee that pupils acquire knowledge. Teaching and learning are complex processes that are subject to many social cultural and economic influences. 100% of the respondents agreed that the choice of method used in teaching greatly is dependent on the teacher.

Result from table 3 also revealed that 180 respondents representing 68% of the entire respondents strongly agreed that teacher's qualification militate against quality of teaching and learning of agricultural science in public senior high school, 40 respondents representing 16% of the entire respondents agreed that teacher's qualification militate against quality of teaching and learning of agricultural science in public senior high school, 10 respondents representing 4% of the entire respondent disagree that teacher's qualification militate against quality of teaching and learning of agricultural science in public senior high school. This implies that teacher's qualification is one of the factors that militate against quality of teaching and learning of agricultural science in public senior high school since the number of students who took strongly agree are more than the other responses.

This findings was supported by Abe and Adu (2013) and Wiki (2013) who opined that, a teaching qualification or teacher qualification is one of the academic and professional degrees that enable a person to become a registered teacher in primary or secondary school. Such qualifications include, but are not limited to, the Postgraduate Certificate in Education (PGDE).

Result from table 4 revealed that 160 respondents representing 60% of the entire respondent admitted that lack of practical's in agriculture is also one of the problem that exacerbates the problem of teaching agriculture in Obio-Akpo, 40 respondents representing 16% of the entire respondent admitted that difficulty in planning field trips also contributes to exacerbates the problem of teaching agriculture in Obio-Akpo, 15 respondents representing 6% of the entire respondent admitted that absenteeism from the part of teachers and students also contributes to exacerbates the problem of teaching agriculture in Obio-Akpo, 10 respondents representing 4% of the entire respondent admitted that poor remuneration and lack of motivation also contributes to exacerbates the problem of teaching agriculture in Obio-Akp and 5 respondents representing 2% of the entire respondent admitted that laziness in the parts of students and teachers contributes to exacerbates the problem of teaching agriculture in Obio-Akpo local government area, Rivers state. The result above therefore means that they are a lot of factors that contributes to the problem of teaching agriculture in Obio-Akpo local government area, Rivers state.

These findings were supported by Tatto (2007), who opined that success in teaching and learning has been determined largely by the ability to motivate both students and teachers along productive lines. As part of the motivational devices, they suggested that Agricultural and Science clubs should be provided for a wide range of student capabilities, interests and individual difference. Also, Okoro (1999 as cited in Olajide, Odoma, Okechukwu&Iyare, 2015), pointed out that it is important to mention that there has been no evidence to show that secondary schools have gone into fulltime, on graduation because of the problems of finance, land tenure system, immature agriculture procedures, among others. According to him, the only exception is usually getting employed with ministry of agriculture. This observation, he tended to make some parent to choose for their children to take up agriculture. From the foregoing, one can infer that an exposure to agricultural science at the secondary school level is factor for

Higher studies in agricultural science.

Eze (1990 as cited in Olajide, Odoma, Okechukwu&Iyare, 2015), in his own contribution observed that teaching agricultural science in schools has been greatly lacking in their goals aspiration. Also, According to Mbanuju (2017), teachers of agricultural science make the subject boring. They use the farm as punishment ground for offending students, and this make students feel that the school farm is mainly for punishment. This goes a long way to kill interest of the students especially for practical work.

The findings of the study was supported by Ayandele (2015), who confirms that non-availability of school equipment, inadequate instructional supervision, socio-economic background of students, etc. hinder the effective performance of students in teaching and learning.

Finally, Uchegbu (2009), also confirmed the findings of this study by rightly observing that poor remuneration situation of agricultural teachers with irregular payment of salaries as well as fringe benefits and lack of teachers motivation, attributed to their low moral. This point was further highlighted by Ayandele (2011), Babalola and Ezenwa (2011) who asserted that of the mentioned reasons for teacher's ineffectiveness in schools arise out of the frustration due to non-participation in the organization's decision-making process similarly, students poor performance and lack of interests are attributed to so many factors.

CONCLUSION

This study was conducted to investigate the problem of teaching agriculture in Nigeria. A total of two hundred and fifty (250) teachers consisting of 160 males (60%) and 190 females (40%) were randomly selected from all secondary schools both public and private in Obio-Akpor Local Government Area in Rivers state.

A questionnaire was developed by the researcher mainly for the purpose of this study and after rigorous screening was used to collect information from participants. Three hypotheses were tested; the first which stated that the level of inadequacy of teaching material will pose a problem in studying agriculture in Obio-Akpo local government area was confirmed. The second hypothesis which stated that inadequacy of competence teachers will pose a problem in studying agriculture in Obio-Akpo local government area was confirmed. The third hypothesis which stated that method of teachings will pose a problem in studying agriculture in Obio-Akpo local government area was also confirmed.

It was therefore concluded that lack of teaching tools/materials, method of teaching and incompetent teachers among others are the factors that contributes to the problem of teaching agriculture in Obio-Akpor local government area in Rivers state.

IMPLICATIONS AND RECOMMENDATION

The findings of this study had very crucial implications to educational psychologist, school management, the government of Rivers state as a whole.

Firstly, the finding of the study showed that in many schools in Obio-Akpor, there were no teaching aid/tools that ease teaching and learning of agriculture. This implies that though students may be taught, they may not have a complete knowledge of the subject since there is no point of reference.

Secondly, the findings of the study showed that the level of qualifications of those teachers who

taught agriculture were minimal thereby posing a threat to the study and learning of agriculture. This implies that being level of education of the teachers who teach agriculture can be a serious problem of teaching the subject.

Finally, the finding of the study also revealed that the way in which the subject are taught is also one of the factors that militate against the teaching of agriculture in Obio-Akpor. This implies that being the methods used in teaching agriculture can be a serious problem of teaching the subject.

Thus, the following recommendations are made based on the findings of the study;

1. Agricultural education's curriculum and methodology should be refocused in Nigeria. This involves reformation and restructuring of agricultural education in line with the ethics of production and training for self-reliance.
2. Agricultural Science teaching should be adjusted to employment needs and entrepreneurship. This entails relationship with the employment market, local needs, community participation and development objectives.
3. Agricultural Educators should be sponsored for seminars, conferences and agricultural exhibitions at the appropriate times. This will motivate them. There should be a relatively strong institutional framework for promoting agricultural development. This will stimulate Agricultural Education by clearly bringing theoretical ideals to practical realities.
4. Government should increase funding for the agricultural sector. Various agencies should donate laboratory facilities, farm tools and equipment to both secondary schools and tertiary institutions offering agriculture.
5. Agricultural education should be perceived as a global issue. This can be achieved by restructuring and reforming government policies, international cooperation and agricultural education institutions i.e. principles for developing strategy in support of agricultural education as well as training in secondary, intermediate and higher agricultural education level.
6. Motivational factors such as one's own interest, having a role model, future ambitions and the supply of adequate textbooks positively affect the learning of Agricultural Science.
7. Also, for an effective and efficient delivery of Agricultural Science lessons, the background of the teacher is necessary. The teacher should be professionally trained and his/her area of expertise must be Agricultural Science.

LIMITATIONS OF THE STUDY

It is not unusual for a systematic research at this level to be associated with some limitations. Therefore, the following limitations were encountered;

A study of this nature and importance should have been carried out on a vast population but due to limited resources and other logistics considerations, the study had to make use of smaller sample size.

More so, some participants were reluctant to participate in the study because they feel the research has nothing to do with their economic status and also with the reason that they cannot read nor write. This study did not cover all the secondary schools in Rivers state making the results of the study limited. All these limitations however, did not affect the importance and validity of the findings of the study.

SUGGESTIONS FOR FURTHER RESEARCH

The researcher wishes to suggest the following areas for further research on this topic; A replication of the study should try to examine socio-demographic variables alongside with the variables of this to study. A replication of this study should use more population.

A replication of the study should use another area with different setting; for example, other universities in Nigeria and outside the country.

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