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Research Article

A Social Insecurity as Predictor: Dynamics of Senior Secondary School Students Achievements in Agricultural Science in Ekiti State

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Abstract

This study sought to establish whether perceived insecurity of the school environment can predict the achievement of senior high school students in Agricultural Science in Ekiti State. It also sought to find out whether gender has any influence on perceived insecurity of school environment as a predictor of achievement in senior secondary school students in Agricultural Science Education. There are two research questions and null hypotheses which were formulated to serve as a guide to the study. The findings of this study showed that the Perceived Precariousness of the school surrounding significantly predicts senior secondary school students' achievement in agricultural science education while gender does not significantly influence the achievement of students in agricultural science in a perceived precariousness situation. The conclusion of the study was that secondary school students should be educated on the importance of perceived Precariousness in the school community as a predictor of their achievement in agricultural science education. It was recommended that strong awareness or orientation should be given to students on the significance of perceived Precariousness in the school community as a predictor of achievement in agricultural science.

Keywords: Perceived Precariousness, School Community, Predictor, Agricultural Science

JEL Codes: Q10, Q19, A20, A29

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Araştırma Makalesi

Yordayıcı Olarak Sosyal Güvensizlik: Ortaokul Son Sınıf Öğrencilerinin Ekiti Eyaletinde Tarım Bilimleri Eğitiminde Başarı Dinamikleri

Pius Olanrewaju Ogunjobi¹ & Veronica Ibitola Makinde² & Deborah Bolanle Fabamise³

Öz

Bu çalışma, okul ortamında algılanan güvensizliğin Ekiti Eyaletindeki son sınıf lise öğrencilerinin Ziraat Bilimlerindeki başarısını tahmin edip edemeyeceğini belirlemeye amaçlamıştır. Ayrıca cinsiyetin, Tarım Bilimleri Eğitiminde lise son sınıf öğrencilerinde başarının bir yordayıcısı olarak okul ortamında algılanan güvensizlik üzerinde herhangi bir etkisinin olup olmadığını bulmayı hedeflemiştir. Bu çalışmanın bulguları, okul çevresinin Algılanan Güvensizliğinin, lise son sınıf öğrencilerinin ziraat bilimleri eğitimindeki başarılarını önemli ölçüde yordadığını, cinsiyetin ise, algılanan güvensizlik durumundaki öğrencilerin ziraat bilimlerindeki başarılarını önemli ölçüde etkilemediğini göstermiştir. Çalışmanın sonucu, olarak ortaokul öğrencilerinin, tarım bilimi eğitimindeki başarılarının bir yordayıcısı olarak okul topluluğunda algılanan Güvensizliğin önemi konusunda eğitilmesi gerektiği ortaya çıkmıştır.. Öğrencilere, okul topluluğunda algılanan Güvensizliğin tarım bilimindeki başarının bir göstergesi olarak önemi konusunda güçlü bir farkındalık veya yönlendirme yapılması önerilmektedir.

Anahtar Kelimeler: Algılanan Güvensizlik, Okul Topluluğu, Yordayıcı, Tarım Bilimi

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1. Introduction

Agriculture has been defined as the art and science of cultivating crops and raising animals for food, other human needs for economics gains (Harris and Fuller, 2014). Agriculture was defined by Ogunjobi et al (2020) as the systematic nurturing of useful crops and livestock under the administration of man. Agricultural sciences, therefore, combine science, technology, arts, education, and entrepreneurship and gear them towards the fulfillment of agricultural purposes and needs. From these definitions of agriculture, one can draw an inference that agriculture, which is now modern, is the rearing of animals and the production of crops for the purpose of producing food for man and raw materials for industries.

The importance of agriculture and agricultural science to individuals and national development at large cannot be over-emphasized, to Nigeria, Agriculture gives major employment to its citizenry. It has between sixty and seventy percent (60% & 70%) of the Nigerian labor force (Yushau, Arhyel and Danjuma, 2021). Agriculture provides food for the teeming population of Nigeria. Most of the raw materials used in agro-based industries come from agriculture. It is also an important source of income for most Nigerian farmers especially those from rural areas. Agriculture creates a foreign exchange earnings for the country through the export of agricultural local and finished raw goods. Agriculture gives the enabling environment as market for some industrial products such as fertilizers, tractors, insecticides and pesticides, and so on. Summarily, engagement of agriculture is a means for reducing poverty and attaining the development goals which include a reduction of the percentage of people in extreme poverty by 2055 (Yashau, Arhyel, and Danjuma, 2021; Fabamise and Ogunjobi, 2022).

Despite the importance of agricultural science and the overall economic development of the country, students' academic achievements in agricultural science have been very unsatisfactory. The trend of poor achievement in Agricultural Science Education has been confirmed by the recent analysis of some external examination bodies like West African Examination Council's (WAEC) results from 2017 to 2021 for instance, only 31.11%, 35.17%, 32.58%, 36.33% and 34.63% of the candidates in Ekiti State obtained pass and credit pass in the year 2017, 2018, 2018, 2019, 2020, 2021 respectively. These uninspiring achievements in Senior Secondary Certificate Examination (SSCE) and other internal measure of evaluation are causes of great worries & concern.

The government and researchers in education tried in recent years to devise means to change the attitude and in repositioning and improve the learning outcome in the teaching and learning of agricultural science in secondary school in Ekiti State through the use of Technology Enhanced Instruction in the class (Uduak et al, 2020; Ogunjobi et al, 2021). For instance, Agricultural science has been inducted as one of the vocational curricular subjects in secondary schools which is a compulsory subject in junior secondary schools and an elective subject in Senior Secondary Schools in Nigeria as indicated by National Policy on Education (FRN, 2013), The Agricultural science curriculum emphasizes on learner-centered (student-centered) method of teaching to facilitate students' mastery of the subject and to enable students to utilize learned skills in solving their everyday problem using their own initiatives. Despite these measures, agricultural science taught at the secondary school level has not been able to successfully improve students' academic achievement.

Literature from Western Europe tends to suggest that perceived precariousness in the school surrounding has the potential of predicting students' achievements (Islam and Khan, 2017; Amaechina and Ezeh, 2019). One of the most important pressing needs for every human being is the need for biological and physical survival (Onah and Amamezie, 2022). These needs are primary for dependency, security stability, freedom, and protection of any man.

Innocent, Musa and Jacob, (2021) posited that security is a changing condition that engages the relative ability of a category to counter threats to its core values and interests, for which its primary beneficiaries are the citizens. On the other hand, insecurity is the counter of security. It connotes trouble, instability, inability to provide relative peace, uncertainty, and a signal for danger (Obiechina, Abraham and Nworgu, (2018); Awodun, (2019); Agbongiasede and Ololube, (2021). Agbongiasede and Ololube, (2021) further cited Abraham Maslow by stating that an insecure individual feels that the world is a deadly jungle, dangerous, not safe, sad, jilted, hated, depressed, discouraged, shows signs of unsettled, and misunderstanding, and tends toward crisis. It is on this basis that when a student is being taught in a surrounding characterized by being not safe, she pretends to be disturbed socially, mentally and emotionally. The features of school insecurity by Onah and Amamezie (2022) posited include; dilapidated conditions of physical structures (classrooms, hostels, laboratories, refectories and libraries), poor negative attitude of teachers to condone emotional challenges, undue influences and crisis of host communities, unattained psychological needs of the learner, unnecessary classification in the school along religious, ethnicity and political affiliations, rampant deviant nature of students' behavior so teachers instructions, deliberate damaging of school properties, incessant bullying of students, over-crowded, poorly ventilated and arranged classrooms, students -staff unrests over unmet needs by management, cases of terrorism and insurgencies and poor handling of lesson delivery using outdated methods and instructional materials.

Giving reactions to these situations in a school, Agbaje, and Alake, (2014); Ayala, Samaila, and Aliyu, (2022) stated that insecurity is a factor that threatens the attachment of a student to any teaming environment. According to Agbaje and Alake (2014), attachment is that deep and enduring affectionate bond that connects a child to a specific interest (subject matter .and teacher) in exploring a given world of knowledge. Through the attachment principle in a school, a student feels secure, and motivated socializes harmoniously in the learning environment, develops the skill of coping with academic stress, and enables the student to improve academic performance through personal reading habits. Job and Pantah, (2018) and Igboeli et al (2021) made it clear that when insecurity as a variable sets in at any school environment, it seems to affect the attachment or school bonding of students in the school; the child gets disorganized, disoriented and loses interest about anything concerning the school; becomes deviant and resistant to constituted school authorities/parents and experiences low academic achievement in classroom activities. One wonders the extent perceived precariousness as a variable in school environment can determine academic achievement of students in agricultural science.

Considering perceived insecurity as a forecast of students' learning outcome in Agricultural Science, one other observed factor that is suspected to influence the students' participation in the subject is gender. Gender has been described as the expectation a society has formed about someone simply because the person is a male or female (Awodun, 2019; Agbongiadesade and Ololube, 2021). Some studies tend to indicate that precariousness of the school surrounding influences male students' achievements more than the female because male are mostly kidnaped than their female counterparts (Islam and Khan, 2017; Amaechina and Emeh, 2019), while some other studies show that females are more vulnerable to insecure school environment than their male counterparts (Yushau, Aryel, and Danjuma, 2021). It is hoped that this study will help in resolving the argument on the influence of gender as a factor on perceived precariousness of school surrounding as a predictor to the achievement of students in agricultural science.

The purpose of this study was to ascertain how perceived precariousness in the school surrounding to predicts the achievement of students in agricultural science in Ekiti State.

Specifically, the study sought to:

- Determine the predictive power of perceived precariousness of school surrounding on achievement of students in agricultural science.
- Determine the effect of gender on perceived precariousness of school surrounding as a determinant of achievement of students in agricultural science.

1.1. Research Questions

The study sought answers to the following questions:

- What percentage of the variance in the senior secondary school students' achievement score in agricultural science is accounted for by the perceived precariousness of school surroundings?
- What is the relationship between gender and the perceived precariousness of school surroundings as a determinant of achievement of students in agricultural science?

1.2. Hypotheses

These hypotheses were tested at 0.05 levels of significance:

H₁: Perceived insecurity of school environment does not significantly determine senior secondary school students' achievement score in agricultural science.

H₂: Gender does not significantly influence perceived precariousness of school surrounding as a determinant of achievement of students in agricultural science.

2. Method

The study adopted correlational research design. The sample for the study comprised 2630 (1200 males and 1430 females) drawn through proportionate sampling technique from a total population of 26,303 senior secondary class two students in Ekiti State, (according to Ministry of Education, Science and Technology, Ado Ekiti) A validated instrument titled Perceived Precariousness of School Surrounding and Academic Achievement Questionnaire (PPSSAAQ) was used by the researcher. Cronbach Alpha method was employed to calculate the reliability of the instrument and 0.79 was gotten. Data that was used for this study was collected from respondents face to face and on the spot, after the administration of the questionnaire by the assistance of six instructed research workers. The two research questions were analyzed and answered using Pearson's r , R^2 (coefficient of determination) while inferential statistics of multiple regressions and ANOVA were used to test the null hypotheses at 0.05 levels of significance.

3. Results

The results of the study are presented below:

3.1. Research Question One

What percentage of the variance in the senior secondary school students' achievement score in agricultural science is accounted for by the perceived precariousness of school surroundings?

Table 1

Relationship between Perceived Precariousness of School Surroundings and Achievement of Senior Secondary School Students In Agricultural Science Education

R	R Squared	Adjusted R-squared
642	412	410

Note. Calculated by the author.

Data in Table 1 indicated a positive relationship between the perceived precariousness of school' surroundings and the senior secondary school students' achievement score in agricultural science. This is shown by the calculated Adjusted R of .412 which indicates that 41.2% of the variance observed in the senior secondary school students' achievement score in agricultural science education was accounted for by the perceived precariousness of the school surroundings This further indicates that perceived precariousness of school surroundings to a high extent determines senior secondary school students' achievement score in agricultural science.

- To determine the significance of the contribution of perceived precariousness of school surroundings in predicting senior secondary school students' achievement score in agricultural science, the predictive index is presented as shown on Table 2.

Table 2

Contribution of Perceived Precariousness of School Surrounding in Predicting Senior Secondary School Students' Achievement Score in Agricultural Science

Model	Unstandardized Standardized Coefficients				
Coefficients	B	Std. Error	Beta	T	Sig.
Constant	1.293	.081	.642	16.023	.000
Perceived Precariousness of School Surrounding	.511	.030		16.995	.000

Note. Calculated by the author.

Table 2 showed that the predictive index of perceived Precariousness of school surrounding on senior secondary school students' achievement score in agricultural science is .64. The data suggest that for every 1 SD (standard deviation) increase in perceived insecurity of school environment, there is 0.64 SD increase in senior-secondary school students' achievement score in agricultural science.

Data in Table 2 also revealed that perceived precariousness of the school surrounding is a significant predictor of senior secondary school students' achievement scores in agricultural science education. This is revealed by the *t*-test value of 16.995 which has a P value of .000.

Therefore, the null hypothesis which stated that perceived precariousness in school surroundings does not significantly determine senior secondary school students' achievement score in agricultural science is rejected *at .05* alpha levels.

3.2. Research Question Two

What is the relationship between gender and the perceived precariousness of school surrounding as a determinant of achievement of students in agricultural science?

Table 3

Relationship between Gender and Perceived insecurity of school Environment as a predictor of Achievement of students in Agricultural science

R	R ²	Adjusted R ²
.074	.006	.004

Note. Calculated by the author.

Data in Table 3 indicated a minimal relationship between gender and the perceived precariousness of school surrounding as a determinant of achievement of students in agricultural science. This is shown by the calculated Adjusted R² of .006 which indicates that gender contributed only one percent to the perceived precariousness of school surroundings as a determinant of achievement of students in agricultural science. This further indicates that gender predicted very little on the perceived precariousness of the school surrounding as a determinant of achievement of students in agricultural science.

- To determine the significance of the contribution of the gender to perceived precariousness surroundings as a determinant of achievement of students in agricultural science, the predictive index of the gender the students is presented *as* shown on the beta column of the Table 4,

Table 4

Contribution of Gender on Perceived Precariousness of School Surrounding as a predictor of Achievement of Students In Agricultural Science

Model	unstandardized Coefficients		standardized coefficient		
	B	Std. Error	Beta	T	Sig
Constant	2.871	.63		45.472.000	
Gender of Respondents	-.070	.039	-.074	-1.807	.071

Note. Calculated by the author.

Data Table 4 showed that the predictive index of gender on the perceived precariousness of school surroundings as a determinant of achievement of students in agricultural science is *- .074*. The data suggest that gender had no contribution in predicting the perceived precariousness of school surrounding as a predictor of achievement of students in agricultural science.

Data in Table 4 also showed that gender is not a significant predictor of the perceived precariousness of the school environment as a determinant of achievement of students in agricultural science. The result is shown by the *t*-test value of *-1.807* which has a probability

value of .071. Therefore, the null hypothesis which states that gender does not significantly influence the perceived precariousness of the school surroundings as a determinant of achievement of students in agricultural science is upheld at 0.05 alpha levels.

3.3. Summary of Findings

The major findings of the study were that:

- Perceived precariousness of the school surroundings significantly determines senior secondary school students' achievement in agricultural science. It rather contributed 41.2% of the variation in senior secondary school students' achievement scores in agricultural science.
- Gender does not significantly influence the perceived precariousness of the school surroundings as a determinant of achievement of students in agricultural science. Gender of students had only one percent contribution in determining the extent perceived insecurity of school environment predicts their achievement in agricultural science.

4. Discussion

The discussion section is one of the final parts of a research paper, in which the researcher describes, analyzes, and interprets her findings. The significance of those results as it affects the research question(s) are presented here.

The finding of the study in table 1 showed that the perceived precariousness of school surroundings significantly determines senior secondary school students' academic achievement in agricultural science. It rather contributed 41.2% of the variation in senior secondary school students' achievement scores in agricultural science.

The result of the study as presented in table 2 agrees with the study conducted by Obiechina, Abraham and Nwogu, (2018); Awodun, (2019); Uduak, Aniefiok and Nse, (2020) on Factors that Influence the Interest of Youths in Agricultural Entrepreneurship. The study indicated that attitude and acceptance significantly influence the interest of youths in agriculture entrepreneurship.

Table 2, though its finding also agrees with the finding of the study of Faloye and Adeoluwa, (2020) which was on the correlation between students' academic performance and entrepreneurial ability when taught saponification reaction using kitchen resources. The study showed a positive correlation of $r = 0.81$ and a significant relationship between academic performance and entrepreneurial ability. There are however many issues that can affect student's poor performance. Regardless of the existing security of the school, all stakeholders should be involved actively in the education of their wards at all levels of education to help them maximize their academic potentials.

The finding of this study in table 3 showed that gender does not significantly influence the perceived precariousness of the school surroundings as a determinant of achievement of students in agricultural science. Gender had only one percent contribution in determining the extent perceived precariousness of the school surroundings predicts their achievement in agricultural science.

In table 4, the finding do disagree with Job and Pantah, (2018); Igboeli et al (2021) on the study of the influence of age and gender on students' achievement in mathematics which indicated a significant difference between gender and students' achievement in mathematics. Though ex-post-facto studies, their study nonetheless disagrees with the finding of this work.

Still on table 4, the finding did not agree with the findings of the research conducted by Yashau, Arhyel and Danjuma, (2021); Fabamise and Ogunjobi, (2022) on the correlation between the professional interests and the gender of the young person. The study found a significant correlation between gender and professional interests. Their study concluded that professional interests and the selection of this future job (work) of the eight-graders depend on their gender,

5. Conclusion

The study concluded that the secondary school students may model their parents and teachers which may help to shape the secondary school students' social character and therefore help in their learning outcome.

Gender does not significantly influence the perceived precariousness of the school surroundings as a determinant of achievement of students in agricultural science. Gender of students had only one percent contribution in determining die extent of the perceived precariousness of the school surroundings predicts their achievement in agricultural science. Therefore, knowing that the student is a male or female will not tell us the extent of the student's perception of the precariousness of school surroundings could affect the student's achievement in agricultural science.

6. Recommendations

- The paper recommended that strong awareness should be given to secondary school students on the importance of the perceived precariousness of the school surrounding as a predictor of their academic achievement in agricultural science.
- The study also called for a need to change the narratives in handling gender issues. The issue of institutionalized dichotomies on gender should be avoided.
- All school stakeholders (Ministry of Education and other relevant Government agencies, School Principals, Counsellors, Teachers, Parents, and the community at large) must be involved in giving counseling to the students.

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