

# Factors affecting Learner Enrollment Decision in Agriculture- Related Course

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**Abstract:** *This study was conducted to investigate the factors that affect the enrollment decision of high school students of Nueva Ecija University of Science and Technology in agriculture related-course. One hundred nine students were selected for data collection. The questionnaire was divided into three sections. The first part of the questionnaire contains the different factors that affect their decision in enrolling at the agricultural-related course. The second part consists of the factors that motivate the respondent to take the agricultural-related course. The last part focuses on the respondents' beliefs about the agricultural-related course. The results show that respondents imagined that taking an agricultural-related course would benefit a lifetime from physical, emotional, psychological and social development in the pursuit of agricultural education. They also appreciate the importance of agriculture in the nation's future to have sustainable and readily-available and enough food for all. .*

**Keywords:** agriculture-related course, agriculture, enrollment

## 1. Introduction

Education is one of the pillars of development, especially in a country where most people are at school age. Fortunately, the Department of Education has released tons of data that allow us to shed light on the state of the Philippine education system [1].

Agricultural enrollment and related courses continue to decline despite the growing demand for food and other farm products in the country [2]. Today, enrollment in agricultural studies has dropped by an average of 1.5 percent each year, citing the findings of a comprehensive study of styles, prospects and policy guidelines on agricultural and higher education in agriculture [3].

The challenge here in the Philippines is the decline in enrollment due to factors influencing them to decide. Agricultural studies are a significant concern for the agricultural sector, supporting the country's growing demand for food, fuel, and food. PIDS and PCARRD promote agricultural education in the country with a strong focus on creating business opportunities from agriculture and developing students' technical and business skills [4].

The agriculture-related course can play an essential role in keeping students busy in high school and help reduce student drop-outs by incorporating informed learning into their academic work. Much research is available similar to that shared, and this creates a positive impact with the growing attention gained by hiring and retaining students in Agricultural Education over the years [5].

This study aimed to determine the different factors that affect the enrollment of high school students towards the agriculture-related course.

## 2. Objectives of the Study

This study aimed to determine the different factors that

affect the enrollment of high school students towards agriculture-related courses. Specifically, it aimed to determine the different factors affecting the students enrolling in the agriculture-related course. The study also aimed to determine the motivators and their belief towards agriculture.

## 3. Methodology

### Research Design

This study utilized descriptive research to determine the different factors affecting the students enrolling in the agriculture-related course.

### Respondents of the Study

The respondents are the 109 high school students of Nueva Ecija University of Science and Technology, San Isidro Campus.

### Sampling Design

Purposive sampling was employed in selecting the individuals as samples according to the purposes of the researchers as their controls.

### Research Instrument

This study utilized a survey questionnaire as the primary source of data. The researchers prepared the instruments used by reading the questionnaire checklist of other studies to obtain other ideas-the first part focuses on the different factors that affect the enrollment of high school students towards agriculture-related courses. The second part consists of the factors that motivate the respondent to take the agriculture-related course. The last part focuses on the respondents' beliefs about the agriculture-related course.

### Data gathering Procedure

In determining the different factors affecting the students enrolling in the agriculture-related course, the researcher undertook the following steps: First, the researcher constructed a questionnaire for the students to collect the

necessary data. Second, the researcher asks permission from the Campus Director. Third, the questionnaire was distributed to the respondents after securing the permit. Copies of the approved questionnaire were distributed in order to gather the relevant data. The instruments were retrieved after they were finished answering. The data collected were scored, tallied and tabulated.

**Statistical Treatment and Data Analysis**

The weighted mean was used to analyze the different factors affecting the students enrolling in the agriculture-related course.

**4. Results and Discussion**

**Table 1:** Factors that Affects the Enrollment of the Respondents towards Agriculture-related courses

Item Statements	WM	VI
1) My friends suggested I take agricultural education.	2.63	Agree
2) I like the classes offered.	2.75	Agree
3) My parents or guardian suggested I take agricultural education	2.59	Agree
4) A school administrator suggested I take agricultural education	2.78	Agree
5) I was placed in the class by a school administrator.	2.52	Agree
6) Most of my friends are in agricultural education	2.89	Agree
7) I wanted to give agricultural education courses a try.	2.67	Agree
8) The agricultural education program at my school has a good reputation.	2.73	Agree
9) I like the teacher (s).	2.79	Agree
10) I believe agricultural classes help students learn more about agriculture.	3.09	Agree
11) I believe agricultural education will benefit me later in life.	3.87	Agree
12) I believe that agricultural education classes taken in high school will help prepare me for the future.	3.99	Agree
13) I enjoy hands-on learning.	2.74	Agree
14) I heard the agricultural education courses were easy to get good grades in.	2.78	Agree
15) Agricultural education helps me improve my relationships with others.	2.78	Agree
16) Agricultural education helps me become a better citizen.	2.80	Agree
17) Agricultural education helps me prepare for a career in agriculture.	2.71	Agree
18) I believe I can still meet college admissions requirements by enrolling in agricultural education.	2.66	Agree
19) I knew I would feel comfortable with the other students taking the class.	2.89	Agree
<b>Average Weighted Mean</b>	<b>2.73</b>	<b>Agree</b>

The table above shows the factors that affect the enrollment of high school students towards Agriculture-related courses. The result revealed that the respondents agreed about the enrollment factors that impact a students’ decision to enroll in an Agriculture-related course. Most of the respondents believed that agricultural classes’ help students learn more about agriculture, followed by having benefits in life, preparation for the future and the school itself has a good reputation for the agricultural education program.

It is found that agricultural education would help them to improve their health. In this study, farming creates many opportunities for farming and animal husbandry. One would think that many students participate in agricultural education programs out of interest or curiosity in some agricultural regions and not just in preparation for a particular job or agricultural discipline such as farming [6].

**Table 2:** Factors that Motivates the Respondents to Enroll in Agriculture-related courses

Item Statements	WM	VI
1) Agricultural education has helped me work with people.	2.84	Agree
2) Agricultural education has helped me to become a better citizen	2.79	Agree
3) Agricultural education has offered a variety of local activities that add to my education/experience.	2.79	Agree
4) The competitive activities are helpful for job preparation.	2.78	Agree
5) The students have a strong voice in my agricultural education program.	2.60	Agree
6) Being enrolled in agricultural education helps me in my job exploration	2.86	Agree
7) Being enrolled in agricultural education helps me improve my grades.	2.89	Agree
8) Agricultural education develops leadership skills.	2.98	Agree
9) Agricultural education has helped me become a better public speaker.	2.83	Agree
10) Agricultural education has helped me build my self-confidence.	2.70	Agree
11) Agricultural education is a good way to promote agriculture within the community.	2.88	Agree
12) Agricultural education is a good way to promote agriculture within our school.	2.89	Agree
<b>Average Weighted Mean</b>	<b>2.82</b>	<b>Agree</b>

The table above shows that motivates the high school students to enroll in Agriculture-related courses. The result revealed that the respondents agreed about the enrollment factors that impact a students’ decision to enroll in an Agriculture-related course. Most of the respondents knew that agricultural education is a good way to promote agriculture within the community, helped them work with people and the course has offered a variety of local activities that can add to their education/experience.

There is a shift in agricultural education that offers a variety of local jobs within a community. Flexibility is an essential factor in any Agricultural Education program, especially for the benefit of employed students. Adaptation during graduation is required as these programs are open to students of different ages, leading, family involvement, and prior knowledge. Other needs of the field require a variety of subjects and flexibility in choosing [7].

**Table 3:** Beliefs of the Respondents towards Agriculture-related courses

Item Statements	WM	VI
1) Agricultural Education is for all students regardless of whether they have an agricultural background or not.	2.93	Agree
2) Agricultural Education should welcome any student who is interested to participate regardless of ethnicity or race.	2.80	Agree

3) Agricultural Education allows students to have an equal chance to participate in activities.	2.89	Agree
4) Agricultural Education welcomes all students to participate in activities regardless of their gender.	2.71	Agree
5) Agricultural Education teaches me to work well with people who are different from me.	2.90	Agree
6) Agricultural Education allows student to have an equal influence and voice in guiding activities.	2.89	Agree
7) Agricultural Education welcomes all students to participate in activities regardless of their sexual orientation.	2.80	Agree
8) Agricultural Education activities allow students to feel included regardless of their family's income level.	2.96	Agree
<b>Average Weighted Mean</b>	<b>2.86</b>	<b>Agree</b>

The table above shows beliefs of the high school students towards Agriculture-related courses. The result revealed that most of the respondents believed that agricultural education is for all students, whether they have a farming background or not, taught to work well with other people, allowing them to feel included regardless of their family's income level and equal chance of participating in any activities of agricultural education.

The respondents decided to continue their agricultural studies because students believed they could work with other people to improve their social skills and equal rights to participate in any agricultural school activities in terms of age, gender, or economic status [8].

## 5. Conclusion

The results show that respondents imagined that taking an agricultural-related course would benefit a lifetime from physical, emotional, psychological and social development in the pursuit of agricultural education. They also appreciate the importance of agriculture in the nation's future to have sustainable and readily-available and enough food for all.

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## Author Profile



**Jomell Miranda Santiago** graduated Bachelor's Degree of Secondary Education major in General Science at Nueva Ecija University of Science and Technology San Isidro Campus and finished Master's Degree in Biology Education at Central Luzon State University. He worked in General de Jesus College as substitute teacher for one (1) year. He is currently connected with NEUST as Instructor for one (1) year and has been active in the field of research in recent years.