FACTORS MOTIVATING YOUNG OKLAHOMANS TO CHOOSE FARMING AS A CAREER, WITH IMPLICATIONS FOR THE CHOICE OF FARMING (ESPECIALLY BY THE YOUNG SCHOOL LEAVERS) AS A CAREER IN NIGERIA

By

EZEKIEL ADENIYI OJO

Bachelor of Arts

Oklahoma Baptist University

Shawnee, Oklahoma

1972

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
MASTER OF SCIENCE
July, 1973

FACTORS MOTIVATING YOUNG OKLAHOMANS TO CHOOSE FARMING AS A CAREER, WITH IMPLICATIONS FOR THE CHOICE OF FARMING (ESPECIALLY BY THE YOUNG SCHOOL LEAVERS) AS A CAREER IN NIGERIA

Thesis Approved:

James P. Key
Thesis Adviser

Robert Terry

Robert L. Price

Jack Pritchard

N. N. Durham
Dean of the Graduate College

ACKNOWLEDGMENTS

The author wishes to express his deep appreciation to the following faculty members of the Department of Agricultural Education for the valuable assistance and guidance received from them in planning and developing this thesis:

Dr. James P. Key, the author's major adviser, for his understanding, efficient advice, and encouragement throughout the preparation of this work; Dr. Jack W. Pritchard, whose deep knowledge of the area of study greatly provided a wonderful assistance for the study.

A special thanks goes to Dr. Robert R. Price, Head of the Department of Agricultural Education, for his advice and warm counselling on matters directly and indirectly relating to this thesis. The author also recognizes the contributions of Dr. H. Robert Terry in making some materials available for the writing as well as reading and correcting the manuscript.

The various assistance of a number of graduate students is also thankfully recognized by the author. Grateful appreciation is also given to Mrs. Mary Rhoads for her assistance and efficiency in typing the manuscript.

The author also recognizes the various contributions, including encouragement and assistance in compiling the data, by his wife, Felicia Ola. Ojo, who happened to be in the United States at the time this study was being conducted.

TABLE OF CONTENTS

LIST OF TABLES

"So long as freedom from hunger is only half achieved--so long as two-thirds of the nations of the world have food deficits--no citizen, no nation can afford to feel satisfied or secure. We have the ability, we have the means, and we have the capacity to eliminate hunger from the face of the earth. We need only the will."

--John F. Kennedy
President of the United States

"Unless the student, right from the moment he is admitted into the . . . school, is taught to use not only his head but also his hands and is encouraged not to despise manual labour, the present craze for white-collar jobs by our young people would lead to disaster sooner or later."

--Chief A. Y. Eke

CHAPTER I

INTRODUCTION

If the United States must consume:

45 billion quarts of milk,
5 billion dozen eggs,
35 billion pounds of meat, and
97 billion pounds of fruits and vegetables

annually, who is to be the provider? It must be the farmer, and yet the cost of running a farm today is extremely high. It is hard to enter the Kingdom of God (Mark, 10:24); yet those who would, do enter. In like manner, entering the farm business is difficult, but those who are determined to be farmers go to and remain on the farm.

The capital requirement is high--averaging about $24,000 per farm worker, who generally depends heavily on production credit associations, banks, and other lending institutions for short term and long term financing. To qualify for such loans, the farmer must be recommended by such bodies as the Farm Loan Adviser, insurance salesmen, and real estate dealers.

Also, automation, mechanization, and the results of agricultural research have led to the demand for only a few farmers to be needed for the country's farm production (3).

The author would like to investigate the reasons why the farmers--knowing these problems, including the difficulties associated with farming--have decided to be farmers.

Statement of the Problem

It appears that the reduction in the size of the United States farm land (brought about by urban sprawl), the annual increase in the non-farm employment (providing an alternative for the physical labor involved in farming), and the high capital cost (which is a bottleneck for new entrants to farming as a profession) are factors which could deter young men from becoming farmers.

The author, therefore, would like to investigate the factors which, despite these impediments, influence some young Oklahomans to become farmers. The author feels, too, that the reasons why these Oklahomans--with formal education--return to the farm could be utilized for encouraging the young educated Nigerian to return to the farm.

Unemployment

Because a great majority of young men with considerable formal education in Nigeria do not consider farming as their occupation and because some of these are being magnetized away from the farm by the more lucrative and "dignified" non-farm occupations, unemployment exists in Nigerian big cities. And because more opportunity for labor (farming) exists in rural areas, it appears desirable that young school leavers should be encouraged to stay in the rural areas and farm.

More Agricultural Production

Increased agricultural production increases income and capital for further agricultural development. The growth of population and income increases the demand for food and thereby provides a favorable environment for increased agricultural production. It appears, therefore, that

the young school leavers (the farm boys) are needed on the farm to produce more farm products for the rapidly growing country of Nigeria, and they should be so encouraged.

Mechanization

It is hoped that farm machinery, such as tractors, harvestors, manure spreaders, and sprayers, will eventually be made available (along with adequate repair shops) to the farmers in Nigeria. This would simplify their labor and then fewer hands might be needed for farm production. Since the author believes that the implementation of this will take several years, he suggests that at the present time young men should be encouraged to develop an interest in farming.

Purpose of the Study

The purpose of this study is to determine the specific reasons why some young educated men in Oklahoma have chosen farming and not other occupations as their life careers. It is hoped that the findings from the study will be useful in inducing some young educated Nigerians to become farmers.

Objectives of the Study

The investigation was based on the following specific items:

1. Personal and family data of the respondents.
2. Kinds and degree of farm problems the respondents encountered by being farmers.
3. Kinds and amount of family contribution to the success of the farmer.

4. Influential persons and organizations and the degree of their contribution to the establishment of the farmer.
5. Educational experiences of the participants and the values of these to the establishment of the farmer.
6. Other employment by the farmer and labor he employed.
7. Civic duties which could possibly hinder the farmer from doing his work successfully and thereby causing him to quit either farming or the civic duties.
8. The attitude of the participant to farming.

Scope of the Study

This study is limited to a representative sample of individual farmers or a two-man partnership in Oklahoma with at least a high school certificate. There is no age limit. The study is not directly concerned with what type of crops and livestock the farmer raises but why he has chosen to be a farmer. The author is also interested in the operational problems the farmer might face.

Limitations

The author is aware of the fact that agricultural methods imported from other regions cannot be rigidly transplanted in another environment. However, he believes that the basic principles governing the choice of farming as a career could be the same, or nearly the same, in two different geographical locations--such as Nigeria and the United States.

Definition of Terms

The term "educated farmer" as used in this study refers to a farmer with at least a high school diploma.

Farming refers to that branch of the agricultural industry dealing with the growing of crops and raising of livestock.

A "farm boy" here is a student whose father owns or manages a farm, regardless of its size.

The group of people the researcher conducts his research on is referred to as subjects.

A student who has completed grade school or primary school is referred to as a school leaver.

Background of the Problem

It is imperative for man to fight against hunger and malnutrition today when, according to the Food and Agriculture Organization (11):

> For most of the world's people abundance is only a dream, . . . a dream that becomes more insistent and more impelling every day. Today, one man's freedom from hunger and want is neither a true nor a secure freedom until all men are free from hunger and want.

According to Johnson (17), in 1985 the Nigerian population (now about 60 million) may be approaching 100 million people. Then, as now, it will be impossible to provide urban employment for such large numbers of people. Thus, Nigeria cannot develop without a vigorous agriculture to provide jobs and food for the people.

Nigerian National Education Objective

Today, the Nigerian government is awakening to the task of developing a great interest in a united, progressive country through a sound

beginning at school.

The country aims at a minimum of 50 percent primary school enrollment and a national average of 25 percent secondary school enrollment by 1975 and at having the student educated at this stage such that he is able to depend on himself for getting facts, analyzing them, making decisions, and thereby developing his own intellect. The country also aims at making vocational training an essential feature of the educational system.

According to Chief Eke (8), "The present attitude whereby practically all students aspire only to certain occupations cannot do the country any good." And he suggests that if dignity is accorded every profession and the remunerations therefrom in cash or in kind were adequate the present unemployment would be highly reduced.

If the young man must go to school in a country where about 75 percent of the population is engaged in farming and farm-related occupations and if the secondary school student is encouraged to pursue his academic work jointly with a training in a vocational career (according to Chief Eke), then it appears that agriculture occupational careers should be one way (among others) to encourage the young student to enter, since up to now the dignity and remunerations accorded farming in Nigeria have been so low that the young "educated" man tends to seek occupations other than farming.

The Federal Commissioner for Education brought out clearly the importance of vocational education and the dignity in manual labor along with intellectual development in the following statement (8).

> Unless the student, right from the moment he is admitted into the . . . school, is taught to use not only his head but also his hands and is encouraged not to despise manual labour, the present craze for white-collar jobs by our young people would lead to disaster sooner or later.

CHAPTER II

A REVIEW OF RELATED LITERATURE

Farming Situation in Nigeria With Regards to the Young Educated Man

In this chapter the author first explores the farming situation in Nigeria--its problems and the future--in relation to the educated boy with a farm background in order to give the reader an insight into the problem prompting the author to conduct this research.

Due to rapid population increase, it will be necessary by 1980, according to the Food and Agriculture Organization (10), for agriculture to provide full-time employment for over 17 million people in Nigeria, as compared with about 11 million people so engaged in 1966. Otherwise, the increase in production will be seriously off-set by the population growth, assumed to increase by about 2.5 percent in 1965-1968, 2.75 percent in 1969-1973, and 3.0 percent in 1974-1980.

Though Johnson (17), who anticipated that Nigeria might have a population of 100 million by 1985, suggested effective family planning as an answer to the problem of the country's increasing population growth, he feared that it would be several years before its impact was felt among the adult working class. Should the young men coming out of school, therefore, refuse to farm, Nigeria's capacity to feed the population will be much lower and that would increase the problem.

Mechanization of Nigerian Farming

Whenever agriculture becomes fully mechanized in Nigeria, few people may be needed on the farm; but until then, the small farm holder, working under strain, should be encouraged. The hardship of the farmer is explained by Oyenuga (31):

> Of the main afflictions that befall the West African farmer, that of using his own unaided energy to produce the nation's food is the worst and most devastating. He depends on his cutlass and hoe for practically all farm operation.

And Oyenuga (31) struck the nail on the head by pointing out one of the reasons young educated men refuse to go back to the farm:

> So long as agriculture in Nigeria and other parts of West Africa continues to offer no other equipment than a cutlass, a hoe, and an axe and for no other reward than merely to keep body and soul together, so long will it continue to offer no attraction to the primary or medium school-leaver, or even to an illiterate young African as a means of livelihood; and so long will the army of the unemployed continue to mount in the towns and cities.

Oyenuga (31), however, goes on to say that the use of large machinery and tractors should be encouraged, but there should be a definite program of making simple farm implements for "soil preparation, seeding, manuring, weed control, plowing in green manure, harvesting, and processing of the harvested crops" available to the farmer until full mechanization is achieved.

No record of the number of tractors in Nigeria or in Africa was available to the author, but Table I shows the estimated number of tractors to be available for the continent in the near future according to Giles and Raleigh (13).

It is necessary for a developing country to keep her farmers as well as increase their number in proportion to the rate of population growth until such a country has fully developed her industrialization.

Mosher (26) stated that although industrialization and mechanization normally reduce the number of farmers a country needs, the reduction is gradual in a developing country since the establishment of machinery and equipment costs a lot of money and it takes time to get workers trained; yet population grows rapidly.

TABLE I

ESTIMATED NUMBER OF TRACTORS TO BE MANUFACTURED FOR AFRICAN COUNTRIES

Period	Number of Tractors
1966-1970	119,000
1970-1976	239,000
1976-1986	641,000
1986-1998	1,468,000

Source: G. W. Giles and N. C. Raleigh, "Estimate of Needs," The World Food Problem: A Report of the President's Science Advisory Committee, Volume III, Washington, D.C.: The White House, September, 1967, p. 193.

Reducing the number of farmers in a country's population, therefore, comes relatively late in the process of development. Even Japan, noted for her industrial development, did not reduce the number of her farmers from 1870 to 1940; and the percentage in reduction between 1940 and 1960 was only 2.1 percent, whereas the increase in non-agricultural employment

was 500 percent (from 3,000,000 to 18,000,000). A country becoming industrialized also needs increased earnings from agricultural exports, for example, to offset the cost of industrialization.

The Food and Agriculture Organization (10) stated along with Oyenuga that farming is a drudgery and hard and unremitting work in Nigeria but felt that a number of practical problems relating to mechanization should be solved before tractors and other powerful machines are acceptable as normal tools for farm work. And the following are listed as problems to solve first:

1. Improvement (including the sharpening) of the simple available hand tools; the use of draft animals to save the farmer his muscle; a strong campaign for improvement of tools.
2. The establishment of a factory to manufacture simple tools and animal-drawn implements.
3. Organizational problem--the work of different agricultural engineers should be correlated and assessed and their products should be made available to the farmer.
4. The Ahmadu Bello University should have a course in agricultural engineering.
5. The Food and Agriculture Organization sees "the attitude of the minds of agricultural extension workers" as an "obstacle to progress in mechanization" and concludes: "Little progress will be achieved until every agriculturalist knows the aims of the mechanization programme and accepts his responsibility for extension."

The Importance of the Private Farmer

Olatubosun (30) discusses the importance of the private farmer as follows:

> The main source of growth in Nigeria's economic development . . . came from Nigerian private farmers who expanded export and food crops primarily through additional labor and land inputs with little assistance from an agricultural extension service, foreign aid, or government land settlement scheme.

The Farm Settlement Scheme

The farm settlement scheme was set up in 1959 by the Western Regional Government. A School Leaver's Farm was also established by the Community Development Division of the Midwestern Nigerian Ministry of Economic Planning. According to Olatubosun, the objectives of the two settlements were the same:

1. To increase agricultural productivity and opportunity for employment.
2. To bring about rural progress.
3. To make farming so "lucrative and attractive to hundreds of thousands of primary six school leavers who shun the type of village life they know and drift to the cities in search of amusements and white-collar jobs."
4. To demonstrate that . . . farms can be established and operated by young, educated farmers with reasonable assistance in the form of advice and loans from the government or other sources, which will provide a comfortable standard of living for the owners comparable to or higher than that gained by persons of their status in other forms of employment.
5. To partially solve the problem of unemployment of the school leavers whom industries and institutions of higher learning cannot absorb. The Economist, quoted by Olatubosun (30),

estimated unemployed school leavers in Western Nigeria alone to be up to 700,000 in 1967.

6. To act "as a model for others to copy."

Olatubosun (30) also quotes Western Nigerian Government policy statements illustrating the value the government attached to the objectives as follow:

> Demonstrations on government farms rarely appeal to the farmer; the results being often attributed to some special factor provided by government which is beyond the reach of the ordinary farmer. Under the proposed scheme, the farmer himself will, under direction, be applying new techniques to his own plot of land. All aspects of the experiment will be known and open to him. He will thus be trying out and verifying for himself the effects of new techniques. He will no longer attribute the success to hidden factors or to causes beyond his means. As a result. . . interest and enthusiasm regarding these new techniques that have yielded so much success will spread from the cooperative farm settlements to neighboring private farms.

Now, however, comes the dilemma! As sound as this government objective statement appears to be, Olatubosun (30) reported that it has failed in both regions. He stated as his first recommendation: "Discontinue new investment in the farm settlement scheme as presently organized . . . in view of the unprofitability of investment in the farm settlements in Western and Midwestern Nigeria . . ."

However, he recommended the continuing of the "school leavers' farm" project set up in small compact rural communities of a few villages which give land free. The project is overseen by a "Block Council" of the village representatives. He recommended that the Rural Development Organizers in charge of the school leavers' farms be retrained and the "Block Councils" doing a good job be encouraged.

Summary

In order to provide employment for the young school leavers in Nigeria, to increase the economy of the country, and to feed the growing population adequately, it is necessary that the small farm holder, who provides a great portion of the economy of the country by working under strain, and the young school leaver be encouraged to farm--at least until farming in the country becomes fully mechanized. And that will take years.

Simple improved farm tools should be made available to replace or supplement the cutlass, hoe, and axe.

Olatubosun (30) recommends that the school leavers' farm project be encouraged while the rural development organizers of the project are being retrained.

Why Agriculture and Food?

Findings from such research as the World Food Budget and World Food Situation, according to West (36), indicate that about two-thirds of the world population are nutritionally deficient. "The diet-deficient areas include all of Asia except Japan and Israel, all but the southern tip of Africa, and most of South and Central America," whose calorie deficiency is 150 to 200 of the minimum standard of 2,400, while the daily consumption of protein is about one-third short of the level in the developed nations.

The per capita consumption in these countries is also lowered by a high rate of population growth. The annual per capita increase has been just about .003 percent, while food consumption has been increasing at a rate of approximately 0.15 percent per capita.

Because it is necessary that hunger, the world problem, be "dealt with by the world," today's world agricultural revolution is making a tremendous accomplishment. The revolution, a new hope for developing countries, is a hope growing from the awareness of the necessity for agricultural improvement.

Food has ever been a prime necessity for man since he was created. People have for thousands of years gone hungry and even today, "more than half of the world's population is underfed." (23) McMillan (23) attributed the fact that "Americans have long been the best-fed people in history" to the freedom the American farmers have to do their work diligently and hopefully and thereby providing the citizens with food in abundance. Oklahoma, one of the leading wheat states, has a total of some 84,000 farms, with an average size of 450 acres. Her other major farm products include cattle, cotton, soy beans, pecans, sorghum, grains, barley, corn, and oats.

Lent (21) considers agriculture the largest and most basic of all industries in America, since some 40 percent of all jobs, occupations, and careers have something to do with this industry offering various opportunities to thousands of young men and women. Agriculture involves more than just growing food and other farm commodities. It includes the professions of agricultural science and research, manufacturing industry, agricultural business, agricultural education, and communications.

This generation, therefore, needs men to "find new ways to feed 300 million Americans, . . . to export agricultural skills to end world hunger, /and/ . . . to create new foods and new uses for fibers." (21)

Advances in farming, such as improvement of many and varied types of mechanized farm equipment leading to increased output per farmer, has

resulted in fewer Americans being needed on the farm today; but the need is still there for able and interested young farmers.

Gardner (12) lists reasons why many farmers have moved away from the farm in the last 300 years as follows:

1. The cost-price squeeze of farm expenses. Wages in non-farm occupations have risen above productivity.
2. Fluctuation of income and labor scarcity.
3. Those not "cut out" to be farmers drift away in the face of problems or because they are not good at the work or do not like it.
4. Inadequate quantity and quality of farm land to support the standard of living today.
5. Enticement from "city life" and more stable income level, as well as undesirable risk created by weather on crops or disaster created by pests and diseases among crops and livestock drive the farmers off the farm.
6. Urban sprawl, resulting in increased price of land, leads some farmers to sell out their land and move to the city.
7. Aging farmers without heirs or with heirs not interested in farming sell their land.

In his conclusion, Gardner (12) justified the drift away from the farm in these words: "Automation, mechanization, and agricultural research, in general, have made it possible for fewer farmers to feed our populace."

In the face of difficulties and adverse conditions, however, some people still remain farmers. It is the reasons why they remain farmers that the author would like to investigate. And the following have been cited as the reasons:

Interest

It has been reported that the farmer continues farming because he has an interest in the occupation. Kinnear (20) stated that Schlecht (and his wife) who, starting farming on a cash-rent basis and losing $3,000 the following year due to severe drought, had the "way" because he had the "will." Schlecht, the "natural-born cattleman" of North Dakota said, "I love cows." Though he cultivates a wasteland, he "gets fast tonnage" from it.

Along with interest, the cooperation of the wife and the children (if any) are important to the success of the farmer. This Alvardo (2) expressed thusly: "Lesson in cooperation: When the banana leaves the bunch, it gets skinned."

Mosher (26) stated that satisfaction is what the farmer wants on the farm. He expressed that "some of them genuinely 'love the land,'" they want food, fiber, and money; family security; feeling of pride; and satisfaction for doing their work well, especially if their achievements are recognized by others in the locality.

Parental Influence

The attitude of the parent to farming and to the son contributes greatly to the son's remaining on or leaving the farm. Lanny and Terry Remmers returned to work with their father on the farm after graduating from college. Terry tried a "city job" but because he missed the "quiet country life so much" he was soon back on the farm. The following are the ideas the Remmers suggested could "help keep sons on the farm" (15):

The father should:

1. Have right attitude to farming and to the sons. Their father

showed them that farming could be a good life providing good income.

2. Set a good example and provide the sons a challenge. Remmers has several trophies and plaques proving his success.
3. Instill in the sons the value of taking care of the soil. All of Remmer's "rolling land" is terraced or cropped with grasses to control erosion.
4. Listen to the sons; give them a voice in decision-making as well as "a fair share of the income."

Judge (18) in his study of the environmental factors contributing to the success and influencing the future plans of 50 FFA members in a central Oklahoma high school reported that a "good home farm situation" along with financial assistance, interest, gift of livestock, provision of land and/or machinery, and encouragement from the parents were significant contributing factors. And Crowford (4) reported that fathers and mothers greatly contribute to the establishment of young farmers in the state of Iowa. Eighty-five and two-tenths percent of the fathers of his subjects were still farmers when their sons became established on the farm, and about 50 percent of the young men had lived with their fathers before beginning to farm. Also, 80 percent of the wives of the young farmers "had positive attitudes towards farming and liked living on a farm." The wives assisted in farm labor.

The attitude of the wife towards farming and farm life can contribute a great deal to the success of the farmer. Mrs. Wiggins (37), who operates a 120-acre plus farm with her husband in east-central Mississippi, loves farm life a great deal; and she has this to say about it:

> There is no place like the farm. . . . I love to read farm papers and learn the progress other people are making

> from their farms. It helps me in many ways. I've lived on the farm all my life. I love it. I don't mind hard work. It's a free life to me. I'm my own boss. . . . It's not how much you have that counts, it's how well you manage what you do have. . . . My husband is a natural-born good farmer. . . . Somehow a person just can't help but feel close to 'God' and 'Nature." . . . Now it's green grass and cows. . . . It's been a clean, God-fearing life.

Financial Resources

A farmer must have a good capital to begin his business. Judge (18) reported that financial assistance from parents is among the major factors contributing to the establishment of the farm. However, 66 percent of the farmers studied by Crowford (4) had $1,000 or more before starting to farm, while 37.7 percent had more than $2,000. Three major sources of finance for the first year's farming operation were the young farmer himself, his father, and a lending agent. One-third of the young farmers provided 75 to 100 percent of the finances. Also, 60 percent of the men in Crowford's (4) study had some type of livestock prior to farming.

Availability of loans is another important factor. Dotson (7) found that some of the "farmers borrowed money with which to start farming."

The value of 4-H club projects was studied by Judge (18). Seventeen of the 50 boys studied by Judge indicated that they considered the resources they had developed through their vocational agriculture project programs were sufficient for them to start farming independently. Eleven of these would start farming immediately.

Vocational Agriculture Education and Its Objectives

The objectives of vocational agriculture education emphasize the development of all phases of the student's personal and social life and thereby develop good citizens and "good human beings" as well as make agriculture an efficient industry.

The following are the specific objectives, according to Stevens (34):

1. To develop agricultural competencies needed by individuals engaged in or preparing to engage in agricultural production.
2. To develop agricultural competencies needed by individuals engaged in or preparing to engage in (off-farm) agricultural occupations other than agricultural production.
3. To develop an understanding of and appreciation for career opportunities in agriculture and the preparation needed to enter and progress in agricultural occupations.
4. To develop the ability to secure satisfactory placement and to advance in an agricultural occupation through a program of continuing education.
5. To develop those abilities in human relations which are essential in agricultural occupations.
6. To develop the abilities needed to exercise and follow effective leadership in fulfilling occupational, social, and civic responsibilities.

Vocational agriculture education prepares the individual for farm work. Davis (5) states that as the farmers of today are getting old and needing replacement, the Agricultural Education Department of Oklahoma

State University organizes excursions with a view of igniting a new enthusiasm in and "directing young men into farming and encouraging those young men trying to get established . . ." Also, 55.2 percent of the farmers in Crowford's (4) study attended a four-year college or university, while 88.7 percent of these were trained in vocational agriculture in the high school. In indirectly challenging the vocational agriculture teacher, Lu and Tweeten (22) remarked that although schooling is important for successful operation of the modern farm, it appears that farm boys are inadequately informed about schooling in relation to job opportunities--since they seem to have low educational aspiration.

Other findings from the study by Lu and Tweeten, however, seem to suggest that inadequate information and low educational aspiration are not a problem to the farmers who feel they do not need a great deal of higher education for their occupation. About a fourth of the boys from the study on jobs Oklahoma farm boys hope to take after high school indicated their desire to be farmers. But it was found from the study that the farm boys planning to farm believed they did not need further education to be successful as farmers, and this was the reason they would not borrow money for further education. Also, the educational level of the farm youths directly correlated with the educational level of their parents. Lu and Tweeten found, too, that parents of boys planning to become farmers encouraged them less to go to college than do the parents of boys planning to take white- or blue-collar occupations.

Judge (18), Dotson (7), and Alvardo (2), however, stated clearly that vocational agricultural education is important for the establishment of young farmers. The conclusions Judge (18) drew from his study

include the following: A good vocational agriculture department with a good teacher and a good home farm situation with parental financial assistance are factors contributing to a boy's success in FFA work. Ninety-six percent of the boys completed four years of vocational agriculture in high school.

Dotson (7) found out that one of the major problems facing rural educators today is how to guide "rural boys either into or away from farming as an occupation." From his study of rural farm population in Oklahoma for 1930, 1940, and 1950 he found a "continuous decrease in rural farm population in practically every minor civil division of the state's 77 counties."

Dotson (7) therefore encourages vocational agriculture instructors to guide young farmers in establishing themselves. He said, "Vocational agriculture instructors are in the best position . . . to guide rural boys to desirable solutions of their farm establishment problems." Dotson recommends that rural educators "work more closely with fathers in guiding sons" and that "more training should be given to teachers of vocational agriculture" in guidance and that "the non-directive approach to counseling" be used, since "it prepares young men for life by teaching them to solve their own problems and make their own decisions."

It is interesting to note here that the Oklahoma Plant Food Educational Society sponsoring crop fertilizer demonstration contests for FFA members encourages the "outstanding Vo-Ag" instructing the student by awarding the teacher $150 cash.

Teacher's Influence

Vocational agriculture teachers do influence students to become

farmers. After a professor's lecture on what a family can do to support themselves on an acre, Alvardo (2) got interested in facing the problem of farming and started with an acre (costing $2,650), which he paid for by delivering newspapers while a college student. Alvardo believed the "sacrifice" the farmer makes pays him in the long run.

The Importance of the Use of Fertilizer

Efficient use of fertilizer greatly increases the productivity of crops. Table II illustrates this. Mosher (26) showed in this table how fertilizer had helped increase yields of crops in some developing countries.

TABLE II

FERTILIZER TRIAL RESULTS

Country	Crop	Percentage of Yield Increase	Increase in $ Spent on Fertilizer
Turkey	Wheat	52	$ 2.60
Ghana	Groundnut	57	3.90
Guatamala	Cabbage	140	63.90

Source: Arthur T. Mosher, Getting Agriculture Moving: Essentials for Development and Modernization, New York: Frederick A. Praeger, 1966.

Effect of Demonstration on Boys' Farm Clubs

Any farmers' organization concerned with helping people develop more interest in farm production can place before the family, and the community in general, examples of crops produced under modern scientific methods and prove to the farmer that "there is more in the soil than the farmer has ever gotten out of it."

Emphasizing the importance of demonstration, Martin (24) quoted Dr. Knapp thus: "The demonstration method of reaching and influencing the men on the farms is destined ultimately to be adopted by most civilized nations as a part of a great system of rural education."

The Oklahoma Plant Food Educational Society sponsoring crop fertilizer demonstration contests for FFA members encourages the members by providing an award of over $300 to the contestants.

The Influence of the FFA

The FFA, a nation-wide organization of high school students (age 14-21) of vocational agriculture organized in November, 1928, primarily provides "a laboratory for practical training in agriculture, leadership, cooperation, and citizenship" as well as "encourage members to learn through active participation how to conduct and take part in public meetings, to speak in public, to buy and sell cooperatively, and to solve their own problems" according to the Official FFA Manual (29).

From the very beginning of the establishment, the boys enrolled in vocational agriculture had a desire for farming as a vocation, since they had a background of country life. The following specific aims of the FFA, listed in the Official FFA Manual (29), seem to influence the members in choosing farming and farm-related occupations as careers:

1. To develop competent, aggressive, rural, and agricultural leadership.
2. To create and nurture a love for country life.
3. To strengthen the confidence of students of vocational agriculture in themselves and their work.
4. To create more interest in the intelligent choice of agricultural occupations.
5. To encourage members in the development of individual farming programs and establishment in agricultural careers.
6. To encourage members to improve the farm home and its surroundings.
7. To participate in worthy undertakings for the improvement of agriculture.
8. To develop character, train for useful citizenship, and foster patriotism.
9. To participate in cooperative effort.
10. To encourage and practice thrift.
11. To encourage improvement in scholarship.
12. To provide and encourage the development of organized rural recreational activities.

Competitive Work

Prizes offered for competitive work often arouse interest and enthusiasm on the part of participants. Martin (24) stated that "a boy takes pride in ownership and will learn more agriculture and more business on his own acre of corn than elsewhere."

The various number of awards which the members of an agricultural organization can compete for seem significant in encouraging them to turn out good quality projects as they "learn by doing."

Hoar (14) found out that extensive participation in shows and fairs through the FFA program and encouragement from the vocational

agriculture teacher are two factors greatly influencing the FFA member in establishing and maintaining a pure-bred herd or a herd of dairy cattle, developing his interest and leadership in agriculture, and "his establishment in farming."

The FFA Foundation Awards for Oklahoma, sponsored by the National FFA Foundation, the state and national organizations, and businesses encourage the members of the organization. FFA Awards (9) list the awards as follow:

Star Farmer	
Star State Farmer	$200
Four Star District Farmers Each	$ 50
Agricultural Mechanics	
Cash Awards (1st, 2nd, 3rd)	$100-$50-$25
Farm Safety (Chapter Award)	
Cash Awards	$100-$50-$25
Soil and Water Management	
Cash Awards	$100-$50-$25
Dairy Production	
Cash Awards	$100-$50-$25
Crop Production	
Cash Awards	$100-$50-$25
Livestock Production	
Cash Awards	$100-$50-$25
Forest Management	
Cash Awards	$50-$35-$25
Poultry Production	
Cash Awards	$50-$35-$25
Agricultural Electrification	
Cash Awards	$100-$50-$25
FFA Public Speaking	
Cash Awards	$100-$50-$25
Placement in Sales and/or Service	
Cash Awards	$100-$50-$25

Fish and Wildlife Management	
Cash Awards	$100-$50-$25
Placement in Agricultural Production	
Cash Awards	$100-$50-$25
Chapter Meeting	
Cash Awards	$100-$75-$50-$25-$15
Home Improvement	
Cash Awards	$100-$50-$25
Ornamental Horticulture	
Cash Awards	$100-$50-$25
Beef Production	
Cash Awards	$50-$35-$20
Swine Production	
Cash Awards	$50-$35-$20
Sheep Production	
Cash Awards	$50-$35-$20
FFA Secretarial Contest	
Cash Awards	$50-$35-$20
FFA Reporters Contest	
Cash Awards	$50-$35-$20
Outdoor Recreation	
Cash Awards	$50-$35-$25
Placement in Processing	
Cash Awards	$50-$35-$25

New development also contributes greatly to the success of the farmer. Kinnear (19) reported that "New agricultural developments helped Jan K. Turner and his wife, Fran, become one of three winning couples in the 1971 recognition program sponsored by the American Farm Bureau Federation's Young Farmers and Ranchers Advisory Committee." Jan Turner, whose goal "is to build one of the highest milk production herds in the nation," cites the Genetic Mating Service (a method of improving dairy herds) as a helpful agricultural development for dairy farmers.

Membership in or Leadership in Agricultural Organizations

Various studies show that membership in or leadership in organizations contributes to the establishment of young farmers. Crowford (4) reported that over 50 percent of the successful young farmers he studied were members of 4-H clubs, and 58.2 percent of these were officers in the club. Jacobs (16) stated that over 90 percent of the young farmers he studied had formal education--graduating from high school--while about 45 percent of these had college degrees; and most of them had leadership training including participation in FFA and 4-H clubs. Ninety percent of the boys studied by Judge (18) had been members of the 4-H club for one to six years, and most of them had worked towards the degree of Junior Master Farmer--which they earned.

The various state offices to which an FFA member can be elected in the state of Oklahoma include:

State President
State Secretary
State Reporter
Central Vice-President
Executive Secretary
Northeast Vice-President
Northwest Vice-President
Southeast Vice-President
Southwest Vice-President

From his study of the history of the 4-H club work in Oklahoma from 1900 to 1945, Adams (1) found that the organization aimed at achieving the following objectives:

1. The greatest emphasis was placed on the economic aspect of farming. Attention was focussed on producing large yields of crops.
2. The development of leadership and good citizenship.
3. The establishment of excellent herds of pure-bred cattle and hogs, flocks of sheep and poultry.

4. The development of better health among boys and girls.
5. Providing boys and girls with strong incentives for ownership--and the development of property rights of others.
6. He stated that "the 4-H club movement has made a most significant contribution to better agricultural and homemaking practices in Oklahoma since it was established in 1909."

Over 81 percent of the respondents in the study conducted by Sestak (33) concerning the value of competitive 4-H activities in central Oklahoma as seen by the members and adults working with them expressed that the activities provide a challenge for a 4-H member to do a better job with related projects, education value in leadership, and citizenship for the members. All the parents agreed that competitive activities promote general interest in agriculture, home economics, and applied sciences, as well as experience, that the activities do not retard the student in his work.

In encouraging adult guidance for the young students, Sestak (33) said:

> Adult leaders have an important influence in furnishing the leadership in developing a well-planned 4-H program designed to meet the learning needs and interests of youth. Controversy or friction among members within a club can usually be eliminated through (efficient) adult leadership.

He recommended that extension workers consider training more adult leaders and parents in activities relating to the 4-H programs.

Characteristics of the Individual

According to Dotson (7), the characteristics and qualifications of individuals that would likely choose farming include the following:

a. A love and appreciation for growing things.
b. A desire for independence.

c. Managerial ability sufficient to profitably run the farm business.
d. Technical skill with which to solve production problems.
e. Good health for long hours of hard work.
f. Progressiveness in the use of agricultural innovations.
g. A belief that farming as a way of life is superior to any other.

Educational experiences such as the Future Farmers of America, fairs, shows and contests, 4-H club activities, and national farm organizations influence rural boys in their occupational choice.

Availability of Labor to the Farmer

Because migration from farms was high and unemployment was low in the 1960's, some concern was expressed as to where the farmer was acquiring his labor inputs.

Sellers (32) studied farms of all sizes and came up with the following findings: Hired labor supplied about a fifth of the labor input on all farm types, but certain types of farms, regardless of size, used more labor than other types of farms of the same size. Family workers were the major source of farm manpower, as over half of the farms with sales below $2,500 used only family labor, while only 6 percent of the large-scale farms used family labor. Operators of small farms mostly used seasonal labor, and this mainly in the Pacific and southern regions and much more on vegetable and fruit and nut farms than on livestock farms. The total hours of labor hired depended upon the type of farm. According to the findings, a tobacco farmer, for example, used 3,625 hours of labor but hired only 18 percent of this, while a vegetable grower hired 63 percent of the 7,000 hours. The study showed that labor was always available to the farmer when he needed it.

An Interview

A livestock farmer with a farm of about 20,000 acres in partnership with his brother was interviewed by the author. He reported he enjoys the partnership, for two heads are better than one in solving problems; also, when one travels or passes away the other can continue the farm operation. He became a farmer in the beginning because he lacked the skill for other jobs. He had been a ditch digger before.

Three main problems he saw in farming are that the income is lower than city people receive, land is not easily available, and there is often a lack of labor supply.

For the advantages he said, "Healthy climate, no serious population problems, . . . work is always available for growing children, . . .best place to raise a family, . . . it provides very broad training in many fields, . . . life is nearer to the Lord, . . . more stable, less people get fired."

His brother was not available for an interview, but the son of the interviewed man said,

> Children learn things from animals - as birth of animals. Children work with adults and have a better relationship with adults. Children learn work habits. Feeding is the biggest expense.

Summary

About two-thirds of the world is underfed and findings from research studies indicate that hunger--a world problem--must be "dealt with by the world" through world agricultural revolution, as this generation needs men to "find new ways to feed" the world.

However, some Americans are drifting away from the farm today.

Gardner (12) listed seven reasons why they do so which justifies the movement, since improvement in agriculture has made it possible for fewer farmers to feed a growing American population.

Reasons found from literature why some Americans remain farmers although under some difficulties include interest in the occupation; encouragement from parents, wife, and other relatives; and availability of funds through gifts, loans, and personal ownership. Vocational agricultural education and the teachers contribute greatly to the success of agriculture.

Demonstration of and rewards for production of good healthy products under modern, scientific methods encourage farmers. Competition, encouragement through awards, and working together with others, as well as learning to do one's own things in such organizations as the 4-H club and the FFA, prepare young men for several problems involved in farming.

It is found that an individual with a desire for independent living, some technical skill, and love for the farm can always remain a farmer as he solves his problems. The study by Sellers (32) shows that labor is always available for the farmer.

A farmer interviewed saw farming not bringing returns as other work; land and labor may not be available; yet he loves working in partnership with his brother and enjoys the independent life and the "healthy climate" in farming.

CHAPTER III

DESIGN AND METHODOLOGY

Introduction

The purpose of this study was to determine the specific reasons why some young Oklahomans have chosen farming as a career despite the fact that farming--compared with other occupations in the United States today--seemingly involves a lot of problems.

It was also hoped that the findings from the study would be useful in advising some young educated Nigerians on choosing farming as a career.

Objectives

The specific objectives of the study guided the researcher in designing the questionnaire. The objectives were as follow:

1. To identify the specific factors motivating the subjects to choose farming rather than other occupations as their life careers.
2. To determine the significance of these factors.
3. To identify the specific problems confronting the farmers--if it is not all "rosy" for them.
4. To suggest ways of solving these problems.
5. To determine an overall value of the study to Nigerian agricultural practices.

Area of Study

With the assistance of a staff member of the Department of Agricultural Education, four vocational agriculture supervisory districts were chosen as farming areas. These were the Northwest, Southwest, Southeast, and Central Districts. The representative counties in each district were as follow:

Northwest: Grant, Blaine, Kay, Dewey, Garfield

Southwest: Custer, Grady

Southeast: Choctaw

Central: Payne, Garvin, Stephens, Love

Appendix A shows the area of the study.

Development of the Instrument

The researcher developed a set of questionnaires which were corrected by the Department of Agricultural Education and some graduate students. A copy of this questionnaire is exhibited in Appendix B. The following were the specific items the researcher listed for investigation in the questionnaire:

1. Personal and family data of the respondents.
2. Kinds and degree of farm problems the respondents encountered by being farmers.
3. Kinds and amount of family contribution to the success of the farmer.
4. Influential persons and organizations and the degree of their contribution to the establishment of the farmer.
5. Educational experiences of the participants and the values of these to the establishment of the farmer.

6. Other employment by the farmer and labor he employed.
7. Civic duties which could possibly hinder the farmer from doing his work successfully and thereby cause him to quit either farming or the civic duties.
8. The attitude of the participant to farming.

Collection of the Data

A staff member of the Department of Agricultural Education assisted the researcher in selecting 14 "outstanding" vocational agriculture teachers from the four supervisory districts. The member of the staff and the author jointly wrote a letter of request for assistance to these teachers, to whom a minimum of five and a maximum of eight questionnaires were mailed. The teachers were to select outstanding farmers they knew in their own areas and submit a questionnaire to each of them. These farmers were to return the completed questionnaires to the teachers, who were to mail them back to the researcher in the Agricultural Education Department. Some of the respondents, however, mailed their questionnaires directly back to the researcher. Altogether, 100 questionnaires were mailed out, and 38 were finally returned.

After three weeks had passed, the author mailed a reminder letter to the vocational agriculture teachers who had not returned the questionnaires in their possession. A copy of this letter appears in Appendix B. He followed this with a phone call as a reminder. The staff member and the researcher later made a visit to some of the teachers, who promised to return the questionnaires. Altogether, 38 percent of the questionnaires were returned.

Analysis of the Data

The data was compiled and tabulated in a manner as to fulfill the purpose and objectives of the study. This research being descriptive in nature, the author considered simple statistics such as arithmetic percentage and rankings from an overall mean of the items as adequately providing the sought-for information.

Chapter IV shows the analysis of the data and the presentation of the findings.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

The objective of this chapter is to present and analyze the data accruing from the set of questionnaires returned by the participating young farmers. This analysis was to fulfill the general purpose of the study, which was to determine the specific factors motivating some young Oklahomans to choose farming as a career. Findings relative to the objectives of the study are presented in this chapter.

The data presented in this chapter were gathered between March 19 and May 10, 1972, from 38 young farmers from four vocational agriculture supervisory districts in Oklahoma; a total of 12 counties were represented in these farm district areas.

The development of the instrument and the method of data collection were explained in Chapter III, where the specific items investigated by the researcher through the data were listed.

Personal and Family Data

The following were the personal data of the participants.

Ages: Of the 38 farmers responding to the questionnaire, 9 were between the ages of 20 and 30, 17 fell between the ages of 30 and 40, 9 were between 40 and 50 years of age, 2 were over 50, and one did not respond. The largest group of participants was between the ages of 30 and 40.

Marital Status and Number of Children: Three respondents were single; the remainder were married. Of the married, one had no children, while four had one child each; 12 had two children each; 9 had three children each; six had four children each; and three had five children each.

The 37 who responded to the question of having brothers and sisters had a total of 50 brothers and 43 sisters. Table III shows the number of respondents possessing 1, 2, 3, and 4 brothers or sisters each, respectively.

TABLE III

NUMBER OF BROTHERS AND SISTERS EACH RESPONDENT HAD

Brothers	Number	Sisters	Number
One each	11	One each	17
Two each	9	Two each	5
Three each	3	Three each	4
Four each	3	Four each	1
None	11	None	10
Total Responding	37	Total Responding	37
Total No. of Brothers	50	Total No. of Sisters	43

This specific investigation of number of brothers and sisters the participants possessed was in relation to the degree of influence by others and external contribution to the success of the farmer. This appears later in this chapter.

Eighteen of the 35 who were married reported that they married farm girls, while 15 reported "no" to this question and two did not respond.

The author assumed that environment and the occupation of the father while the respondent was growing up would significantly influence the farmer's choice of occupation. Table IV and the response to the question, "Was your father a farmer," confirmed this assumption, since 84.21 percent of the respondents reported that they were raised on the farm, while only 15.79 percent said they were not raised on the farm. Also, 89.45 percent stated that their fathers were farmers. Of the 34 fathers who had been farmers before their sons started farming, 18, or 53 percent, personally owned their farms and 28, or 82.4 percent, of them managed a general type of farm, while 5, or 14.7 percent, had livestock only. None had cash grain exclusively.

TABLE IV

WERE YOU RAISED ON THE FARM?

Raised on the Farm?	Number	Percentage
Yes	32	84.21
No	6	15.79
Total	38	100.00

Findings from Tables V and VI suggest that the farmers had an interest in farming. Table V confirms this because over 44 percent of those responding to this question had lived between 10 and 20 years as farmers. Table VI supports it in showing that over 70 percent of them were now living on the farm, while 31.58 percent of the total 38 participants had lived their whole lives on the farm!

TABLE V

LENGTH OF TIME EACH FARMER HAD BEEN FARMING

Years on a Farm	Number	Percentage
1-10	11	32.36
10-20	15	44.12
20-30	4	11.76
30-40	4	11.76
Total	34	100.00

The author observed, contrary to his expectation, that the younger farmers had lived more years on the farm than the older ones. Table VI reveals this. Some of the farmers had lived some years in town before moving to the farm.

TABLE VI

RESIDENCE OF THE RESPONDING FARMERS

Where Living Now--Farm or Town			Years Lived on Farm and Town			
Place	Number	Percentage	Years	Place	Number	Percentage
Farm	17	70.84	1-10	Farm	4	17.40
				Town	10	43.48
Town	7	29.16				
			10-20	Farm	5	21.74
Total	24	100.00		Town	7	30.43
			20-30	Farm	7	30.43
				Town	5	21.74
			30-40	Farm	5	21.74
				Town	-	---
			40 +	Farm	2	8.69
				Town	1	4.35

Note: Of the total 38, 31.58 percent lived their whole lives on the farm.

Table VII shows that the farmers acquired their farms through various methods of land acquisition, the chief of which were rent and purchase; purchase only; rent and inheritance; and rent, purchase, and partnership.

Table VIII shows that 16 farmers managed an average of 911.25 acres of native pasture each, 7 had an average of 117.14 acres of cultivated pasture each, and 14 of the 34 farmers answering this question had an average of 987.79 acres of cropland each. The biggest farm area studied was 7,100 acres, while the least reported was 15 acres. The author

suspected that the farmer with 15 acres only supplemented some other occupation with farming; that is, he was not a full-time farmer.

TABLE VII

METHOD OF LAND ACQUISITION

	Method Used	Number	Percentage
1.	Rented and purchased	1	38.88
2.	Purchased	11	30.56
3.	Rented and inherited	3	8.34
4.	Rented, purchased, and partnership	3	8.34
5.	Rented	2	5.56
6.	Rented and family sharing	1	2.78
7.	Rented, purchased, and inherited	1	2.78
8.	Rented, purchased, and family sharing	1	2.78
9.	Rented, purchased, inherited, partnership, and family sharing	1	2.78
	TOTAL	37	100.00

TABLE VIII

NUMBER OF ACRES FARMED BY A FARMER

Farmer	Native Pasture	Cultivated Pasture	Cropland
1	15	30	150
2	20	50	150
3	120	80	160
4	150	80	205
5	200	100	230
6	250	150	250
7	250	330	350
8	300		400
9	400		400
10	470		450
11	640		500
12	700		700
13	1,000		2,800
14	1,065		7,000
15	1,900		
16	7,100		
TOTAL	14,580	820	13,745
AVERAGE	911.25	117.14	981.79

Problems in Farming

Table IX summarizes the responses of the respondents concerning reasons they thought Americans are drifting away from the farm today. The system of ranking the author used here was as follows: "1" and "8" were listed by the respondents as the most important reason and the least important reason, respectively, why Americans drift away from the farm. By determining the mean of each item, 1-8, the writer was able to arrive at a relative importance of each individual item. From this, the author was able to rank the most important listed reason as "1" and the

least as "8," as shown in Table IX. These items can be identified as trends affecting other facets of American economy.

TABLE IX

REASONS WHY AMERICANS ARE DRIFTING AWAY FROM THE FARM TODAY

Suggested Reasons	Ranking 1	2	3	4	5	6	7	No. of Resp	$\bar{X}$	Rank
1. Lack of financial help	5	5	9	10	4	1	-	33	3.27	1
2. Increasing cost of land	7	9	10	2	2	2	-	32	2.66	2
3. Increasing cost of production	14	8	3	8	-	1	1	35	2.40	3
4. Inavailability of land	4	5	8	7	5	1	1	31	3.35	4
5. Others	0	0	1	-	-	1	-	3	5.00	5
6. Lack of social prestige in farming	1	2	1	2	2	17	5	30	5.43	6
7. Desire for city life	1	2	-	-	4	6	21	34	6.12	7
8. Too much labor in farming	2	1	3	2	15	1	6	23	6.26	8

Table X summarizes the various kinds and degrees of encounters of the problems the farmers faced while establishing themselves as farmers

and after establishment. The following were the ranks, in descending order, before and after establishment:

Rank Before Establishment	Rank After Establishment
1. Obtaining good land	1. Obtaining good land
2. Obtaining adequate finance	2. Combating disease, pests, and parasites
3. Obtaining machinery and equipment	3. Obtaining machinery and equipment
4. Obtaining adequate feed	4. Obtaining adequate finance
5. Combating diseases, pests, and parasites	5. General management problem
6. General management problem	6. Distance from farm
7. Obtaining livestock	7. Other problems
8. Distance from farm	8. Personal health failure
9. Other problems	9. Obtaining livestock
10. Locating market	10. Obtaining adequate feed
11. Personal health failure	11. Locating market

This data definitely showed that obtaining good land was a serious problem facing the farmer before he was established on the farm. However, the author would not expect this to continue being a problem after the farmer was established; but it was, according to the findings! Obtaining adequate finance and machinery and equipment plagued the farmers highly before and after establishment, but locating market and health failure appeared not to be serious problems for farmers in Oklahoma. Livestock farmers in the study indicated that Oklahomans have difficulty in obtaining livestock and adequate feed while they were establishing, but once established these problems were greatly reduced.

It was not clear to the author why the farmers would have more problem of distance from the farm after establishment than before, since he would expect them to move closer to the farm than away from it.

General management appeared to be a moderate problem before and after establishment.

As would be expected of any occupation, most of the farmers had considered quitting the farm industry at one time or another. But the

TABLE X

DEGREE OF PROBLEMS ENCOUNTERED BY FARMERS

Problems Encountered	Before Establishment						After Establishment					
	Major	Minor	None	Total	$\bar{X}$	Rank	Major	Minor	None	Total	$\bar{X}$	Rank
1. Obtaining good land	27	7	2	36	1.31	1	13	16	4	33	1.73	1
2. Obtaining adequate finance	23	10	3	36	1.44	2	4	22	7	33	2.10	4
3. Obtaining machinery and equipment	16	15	3	34	1.62	3	9	14	8	31	1.97	3
4. Obtaining adeq. feed	12	18	6	36	1.83	4	8	18	7	25	2.60	10
5. Combating disease, pests, & parasites	6	26	4	36	1.94	5	6	23	4	33	1.94	2
6. General management problem	5	24	4	33	1.97	6	2	23	7	32	2.16	5
7. Obtaining livestock	3	17	10	33	2.00	7	2	12	15	27	2.56	9
8. Distance of farm	5	19	12	36	2.20	8	3	18	12	33	2.27	6
9. Other problems	1	11	10	22	2.41	9	1	12	10	23	2.39	7
10. Locating market	3	11	21	36	2.44	10	1	10	21	32	2.63	11
11. Personal health failure	1	11	24	35	2.69	11	2	9	22	33	2.48	8

author is unaware of the various reasons why they wanted to quit; however, it is significant that only one (2.63 percent) of the farmers considered quitting several times, while over one third had never thought of leaving the farm. Table XI illustrates this.

TABLE XI

THOUGHT OF QUITTING FARMING

Frequency	Number	Percentage
Quite often	1	2.85
Only occasionally	21	60.00
Never	31	37.15
Total	35	100.00

Family Contribution to Establishment in Farming

Table XII is a summary of the investigation on what the family contributed to the establishment of the farm. It is interesting to note that advice was the greatest contribution the farmer received from his family, as the following list, in descending order of contributory value, shows:

1. Advice
2. Machinery and equipment
3. Financial aid
4. Land
5. Labor: loan or exchange
6. Livestock
7. Feed or seed
8. Others

TABLE XII

FAMILY CONTRIBUTION TO ESTABLISHMENT IN FARMING

Item Contributed	Degree of Contribution					Total Resp.	$\bar{X}$	Rank
	Major	Minor	Little	Very Little	None			
1. Advice	12	2	4	15	2	35	2.80	3
2. Machinery/ equipment	10	7	5	10	4	36	2.75	2
3. Financial Aid	12	2	4	15	2	35	2.80	3
4. Land	10	6	4	12	4	36	2.83	4
5. Labor Loan or Exchange	10	4	6	11	4	35	2.85	5
6. Livestock	7	8	4	12	5	36	3.00	6
7. Feed or seed	2	6	3	20	5	36	3.55	7
8. Others	3	3	2	10	18	36	4.02	8

The study showed, too, that the family contributed various other things the farmers did not specify but listed as "others," as shown in Table XII.

Individuals and Organizations Influencing Establishment in Farming

The study showed that several individuals and organizations tremendously influenced the farmers in deciding upon farming as a career. Table XIII summarizes this information.

TABLE XIII

INFLUENTIAL PERSONS AND ORGANIZATIONS

Influence	Degree of Influence					Total Responses	$\bar{X}$	Rank
	5	4	3	2	None			
Father	17	8	4	4	1	34	4.059	3
Mother	9	7	10	4	4	34	7.35	2
Sister	2	1	5	17	9	34	2.12	9
Brother	1	5	2	14	12	34	2.09	10
Wife	11	4	6	5	7	33	3.21	5
Vocational agriculture teacher(s)	12	5	4	4	10	35	8.29	1
Other teachers	1	4	4	10	15	34	2.00	12
Friends	10	5	4	5	11	35	2.94	6
Government agencies & organizations								
FFA	16	5	3	6	5	35	3.69	4
4-H club	6	3	4	10	11	34	2.50	7
Farm Bureau	-	-	6	13	15	34	1.74	13
Farmer's Union	2	2	5	12	13	34	2.06	11
Other	3	1	1	6	9	20	2.15	8

Note: One responded that he isn't a farmer by profession.

The system of ranking the author used here was as follows: Individuals and organizations suspected of having influenced them were listed. The farmers were to name those they considered influenced them, as well as the degree of influenced them, as well as the degree of influence, with "4" corresponding to the highest influence and "1" corresponding to the lowest. Where the respondent did not mark any of the degrees 1 - 4, the author assumed that that person or organization had no influence on the farmer. By determining the mean of each item, the writer was able to arrive at a relative, influential importance of each individual or organization listed.

According to the findings, the descending order of the influence from these individuals and organizations were as follows:

1. Vocational agriculture teachers
2. Mother
3. Father
4. The FFA
5. Wife
6. Friends
7. The 4-H club
8. Other unspecified items
9. Sister
10. Brother
11. Farmer's Union
12. Other teachers
13. Farm Bureau

The writer believed that every vocational agriculture teacher would be happy to know that he has a great influence on the choice of career of the farmers going through him as a teacher.

It is not surprising to the author, too, that the study indicated that mothers greatly influence their sons in becoming farmers. Two reasons which the author thought might be responsible for this were that it appears most mothers generally like their children to live close to them. Also, it appears that mothers, more than fathers, tend to have a higher aspiration for their children to advance than they in several aspects of life.

In general, the study showed that several individuals and organiza-

tions have an opportunity of influencing young people on the choice of a career.

Educational Influence

The author investigated a number of educational experiences suspected to contribute to the establishment of the farmer. These are discussed individually below, along with the findings from each.

Table XIV summarizes a comparison of the educational attainment of the responding farmers with the education of their parents. The data showed that every parent of the farmers and the farmers themselves had attained at least the third-grade level in school. The data showed that the sons had more formal education than their parents, since, for example, 11 and 4 out of 37 sons had first degrees and higher degrees, respectively, as compared with only two fathers with a first degree and three mothers with a first degree. None of the parents had a higher degree, but in general the mothers had more education than the fathers.

Many of the farmers had participated in one or more of the following: the Future Farmers of America, the 4-H club, fairs, shows, and contests, along with their school education. They were requested to rank these according to the influence of these experiences on their establishment as farmers. Table XV shows that 32 of them had experience in the FFA; 24, in the 4-H club; 20 had attended a college; 28 had participated in fairs, shows, and contests; and 8 had educational experiences in other fields not listed specifically.

Table XV shows the descending order of influence of these items as listed by the participants: FFA, 4-H club; fairs, shows, and contests; others; and college. It appears from this that college attendance did not influence the farmers as much as did the other experiences listed.

TABLE XIV

LEVEL OF FORMAL EDUCATION ATTAINED BY FATHER, MOTHER, AND THE SON

	Father		Mother		Son	
Grade	Number	Percent	Number	Percent	Number	Percent
3 - 6	3	8.83	3	8.57	--	---
7 - 9	15	44.12	6	17.15	2	5.41
10 - 12	12	35.30	20	57.14	15	40.54
College	2	5.89	3	8.57	5	13.52
Bachelor's degree	2	5.89	3	8.57	11	29.73
Higher degree(s)	--	---	--	---	4	10.80
Totals	34	100.00	35	100.00	37	100.00

TABLE XV

SCHOOLING AND OTHER ACTIVITIES INFLUENCING THE FARMER IN CHOOSING THE CAREER

Experience	Degree of Influence on Farming			Total Responses	$\bar{X}$	Rank
	Major	Minor	None			
Future farmers	27	3	2	32	1.22	1
Other	6	2	-	8	1.25	2
Fairs, shows, contests	15	9	4	28	1.61	3
4-H Club	13	7	4	24	1.63	4
College	9	4	7	20	1.90	5

Leadership and Recognition Awards

One participant responded that he had not won any leadership or recognition awards; 17 did not respond to this question; one person had won the outstanding citizen award; and three were presidents of such organizations as the FFA. One had won the Teacher of the Year Award; another, the "I Dare You Award." Other leadership positions held included Junior Master Farmer, Outstanding Young Farmer, All State Football, State Farmer, and several others.

Employment

Four of the participants reported that they had never engaged in any other job than farming. Four did not respond to this question. Thirty of the 38 participants responded that they had engaged in various other jobs than farming. These jobs included mechanics, meat grading for the U.S.D.A., truck driving, grain elevator management, store keeping, railroad work, service in the U.S. Army, soil conservation service, banking, teaching, extension agent, carpentry, school bus driving, gas station management, post office work, well digging, principalship of high school, and various "odd jobs."

Labor

The survey showed that labor is always available to the farmers. Sixteen reported that they do their farm work themselves, while 19 reported that they employ the members of their family--such as wives, children, brothers, and sisters. Thirteen of the 19 also employ other laborers.

Civic Duties

Of the 27 members of the group that responded to the question of civic club membership, 7 stated that they were not in any club, while 21 reported that they belonged to various clubs. Nine members were members of the Young Farmers club. Other clubs or organizations to which they belonged included round-up club, 32nd Degree Mason, service club, Masonic Lodge, Rotary, Lion's Club, Booster Club, Alumni FFA, and others.

Religious Organizations

Only two, or 5.26 percent, of the group stated that they belonged to no religious organization. Four did not answer the question. One hundred percent of the 32, or 84.21 percent who professed to be religious, belong to the Christian religion. The largest two groups, 18 and 9, respectively, belong to the Baptist and Methodist denominations. Other denominations represented included the Church of Christ, the Catholic Church, and the Christian Church.

Twenty, or 62.5 percent, of the Christians reported that they were active in the church. Nine reported being inactive. A respondent gave what the author thought was a most sincere response. He said he was both active and inactive. The author interprets this to be that the respondent was really active but thought he could be more active. The responses to other inquiries in the questionnaire by the same farmer showed that he was a very active individual. Three persons expressed doubt in their activity in the organization. The author gathered from the study that civic duties did not hinder the farmers from their farm work, since 20 belonged to various clubs, and 20 out of 32 Christians reported being active in the organization.

Attitude Towards Farming

The responses of the participants as seen in Tables XVI and XVII show that the two strongest factors keeping them on the farm were love for the farm, which includes love for country life in general, and love for the land, animals, and "rural way of life." One respondent said, "I like to watch things grow." The other reason was independent living; 23.68 percent of the group expressed this to be the strongest motivating factor keeping them on the farm.

TABLE XVI

STRONGEST MOTIVATING FACTORS KEEPING THE FARMER ON THE FARM

Items	Number	Percent
Love for Farm	17	58.62
Independent Living	9	31.03
Other (general) reasons	3	10.35
Total	29	100.00

The responses on independent living included the following: "I like being self-employed and doing what I enjoy most." "I like to be my own boss." "Working for yourself at something you really enjoy" keeps one on the farm. One stated individualism as his reason, and one

stated he enjoyed "doing my own thing."

TABLE XVII

DEGREE OF LOVE FOR COUNTRY LIFE

Items	Number	Percent
Very strong	32	84.21
Moderate	3	7.90
Strong	2	5.26
Weak	1	2.63
Total	38	100.00

This attitude towards continuing farming was brought out clearly in the answers to the question, "If you have the opportunity for a 'better' job, would you like to quit farming?" In response to this question, 98.5 percent answered no, while only 1.5 percent said yes. Of course, two expressed clearly that they continue farming only because they "don't have an education for anything else."

The study showed that most of the participants had chosen farming as a career for other reasons than lack of adequate formal education. This is shown by the high percentage (91.4 percent) of those who responded "No" to the question, "If you have the opportunity for further school education, would you come back to the farm after such schooling?"

But 8.6 percent said they would come back. The fact that most of the participating farmers had more formal education than their parents and that over a dozen of them had college education also proves that lack of education was NOT what was keeping them on the farm.

Table XVIII shows that the farmers were willing for their sons to become farmers. Approximately 90 percent of the farmers answered yes to the question, "Would you encourage you son(s) to become a farmer(s) if he wants to?"

TABLE XVIII

WOULD YOU ENCOURAGE YOUR SON(S) TO BE A FARMER(S) IF HE WANTS TO?

Items	Number	Percentage
Yes	34	89.58
No	2	5.16
Doubt	1	2.63
Neutral	1	2.63
Total	38	100.00

The study also revealed that a diligent and hard working farmer may be able to make as much money by farming as by being in other occupations. Table XIX shows that over 50 percent of the farmers felt they could make as much money in farming as in other occupations.

TABLE XIX

WOULD YOU MOST LIKELY MAKE MORE FINANCIAL GAIN IN OTHER OCCUPATIONS THAN FARMING?

Items	Number	Percentage
No	20	53.63
Yes	15	39.47
Doubt	3	6.90
Total	38	100.00

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Purpose and Objective

The purpose of this study was to determine the specific factors influencing young Oklahomans in choosing farming as a career. The author also hoped findings from the study would be useful in advising some young educated Nigerians in choosing a career.

Procedure

Data was collected through the use of a set of mailed questionnaires to 100 farmers selected from 12 counties in four vocational agricultural supervisory districts of Oklahoma.

The investigation was based on the following specific items:

1. Personal and family data of the respondents.
2. Kinds and degree of farm problems the respondents encountered by being farmers.
3. Kinds and amount of family contribution to the success of the farmer.
4. Influential persons and organizations and the degree of their contribution to the establishment of the farmer.

5. Educational experiences of the participants and the values of these to the establishment of the farmer.
6. Other employment by the farmer and labor he employed.
7. Civic duties which could possibly hinder the farmer from doing his work successfully and thereby causing him to quit either farming or the civic duties.
8. The attitude of the participant to farming.

Findings

Personal and Family Data of Respondents. The study showed that family background and parental influence contributed to the choice of farming as an occupation by the respondents. Many of them were raised on the farm and the parents had previously lived several years on the farm. The father, mother, brother, sister, and wife were found influential to the farmer.

Problems in Farming. The following were found to be reasons why some Oklahomans were drifting away from the farm:

1. Lack of financial help.
2. Increasing cost of land.
3. Increasing cost of production.
4. Unavailability of land.
5. Other unspecified reasons.
6. Lack of social prestige in farming.
7. Desire for city life.
8. Too much labor in farming.

These were arranged in the descending order of ranking. It was interesting to note that Oklahomans generally see social prestige in farming and desire for city life as a weak reason for moving away from the farm; they considered farming not too laborious, since these items were ranked low. The author would expect these to rank high in Nigeria

where labor is chiefly physical.

The farmers related that all was not rosy for them. Of the problems they encountered in farming before and after establishment, obtaining good land ranked highest. This suggested to the author that the farmers were not satisfied with the quality of land they used. This might be that good land was too costly, and they could not afford to pay for that which they would like to own.

The study showed that market for the farm products was not a problem in Oklahoma. Also, livestock farmers reported that they had very little problem in obtaining the animals and the feed.

The farmers had, according to the findings, more problem in obtaining adequate finance at the beginning; but once established, this problem became reduced. It was difficult to obtain and maintain machinery and equipment all along. The study indicated that the health of the farmers grew weaker after establishment more than before. This was probably due to increasing age.

Family Contribution. Advice, machinery and equipment, financial aid, land, labor, livestock, and feed or seed were the major contributions the farmers had from their families.

Influential Persons and Organizations. The vocational agriculture teacher was found to have influenced the farmer the most. This was followed by the mother, the father, the FFA, the wife, friends, the 4-H club, other unspecified items, the sister, the brother, the Farmer's Union, other teachers, and the Farm Bureau.

Educational Experience. The study showed that all the farmers and their parents attained at least the third grade level in school; the

sons had more formal education that the parents. The farmers were influenced by the following: the FFA, other educational influences, fairs, shows, contests, the 4-H club, and the college--in descending order of influence.

Employment. Before taking farming as an occupation, the farmers had engaged in one or more of the following jobs: meat grading, mechanics, truck driving, grain elevator management, railroad work, service in the U.S. Army, teaching, and various "odd jobs."

Labor was always provided by the members of the farmer's family.

Civic Duties. The study showed that about 80 percent of those who responded to the question of civic club membership belonged to various clubs which included the Rotary Club, the Lion's Club, and the Booster Club.

About 85 percent of those who professed to be religious were Christians, and 63 percent of the Christians reported being active in the church.

Attitude Towards Farming. The two greatest factors found keeping the farmers on the farm were love for the farm and the desire for independent living. To the question, "If you have an opportunity for a 'better' job, would you like to quit farming?" about 99 percent responded "No."

Conclusions

The following were found to have contributed both to the choice of farming as a career by the farmers and to their stability:

1. Personal and Family Data of the Respondents. Most of the respondents lived in areas where land was available for farming. They were raised on the farm, and they lived around parents, brothers, sisters, and wives who influenced them in choosing farming as a career.

The fact that about 71 percent of them were living on the farm by the time this study was done, 31 percent having lived their whole lives on the farm, and the individual comments such as "I like to watch things grow," "I have love for country life," "I just like the rural way of life," and "love for the farm" revealed that they definitely had an interest in farming. This agreed with the findings by Mosher (26), which stated that what the farmer wanted from the farm was satisfaction, for "some of them genuinely love the land."

2. Farm Problems Encountered by the Respondents. Tables X and XI list the problems encountered by the farmers. The major ones were inavailability of good land and inadequate financial help while the cost of land, machinery, and production continue to rise. While the researcher did not specifically investigate how the farmers solved their problems, the following findings listed 3 through 8 seem to have provided some solution to some of the problems of the farmers. Table XI also indicated that the farmers were able to adjust to their problems since, though most of them thought of quitting the farm industry, none of them actually did.

The study also showed that a diligent farmer could make as much financial gain from farming as in other occupations. About 53 percent of the respondents reported "no" to the question, "Would you most likely make more financial gain in other occupations than farming?" About 7 percent were in doubt on this question, while 40 percent answered "yes."

3. Family Contributions to Establishment. The study showed that because the members of the family were interested in the respondents' getting established in life they offered the farmers such items as advice, land, financial help, and machinery and/or equipment. These were found to be in line with the findings of Judge (18), who did an extensive study on environmental factors contributing to the success and influencing the future plans of FFA members. He listed "good home situation," financial assistance, interest, gifts, encouragement, provision of land, and machinery as the factors.

Crowford (4) also found that fathers and mothers contributed greatly to the establishment of young farmers. It was interesting to note that approximately 90 percent of the fathers of the respondents in this study were farmers, while 86 percent were farmers in Crowford's study.

4. Influential Persons and Organizations. The findings in this study were basically in agreement with those found in the review of literature. The strong aims and objectives of the vocational agriculture education listed on page 19 of this study could be cited as a chief reason why vocational agriculture teachers were found (from this study) to top the list of individuals influencing the farmers. Judge (18), Dotson (7), and Alvardo (2) stated clearly that vocational agriculture education was important for the establishment of young farmers.

It was found that such organizations as the FFA, the 4-H club, fairs, shows, and contests contributed to the establishment in farming. Findings from the study agreed with those stated in the review of literature that membership or leadership in organizations contributes to the establishment of young farmers. While over 70 percent of those studied

by the author were found influenced by these organizations listed, Crowford (4), Jacobs (16), and Sestak (33) stated that 50 percent, over 90 percent, 90 percent, and 81 percent, respectively, of their subjects were influenced by the organizations.

5. Educational Influence. Higher education was found to contribute to the establishment of the farmer. Although Lu and Tweeten (22) found that the educational level of the farm youths they studied correlated directly with the educational level of their parents, the educational level of the farmers in this study was much higher than that of the parents. Here, none of the parents had a higher degree; but four of the sons had. Only five parents had a bachelor's degree, whereas 11 of the sons had theirs. Since the sons decided to continue farming with their higher education, it must have influenced them.

6. Other Employment by the Farmer and Labor Employed. The study showed that the farmers had tried other occupations before their establishment in farming. About 80 percent of them had engaged in other work before.

It was found that labor was always available to the farmer from the members of his family.

7. Civic Duties That Could Hinder the Farmer. Because a great majority of those reporting indicated that they belonged to organizations and that they were active in them, the author concluded that participation in civic duties did not deter the farmers from performing their farm duties. These organizations included the church and such clubs as Masonic Lodge, Round-Up Club, Service Club, and the FFA.

8. Attitude Towards Farming. As found in the review of literature the study showed that the respondents chose farming as a career because they love the land and farming. They had a great love for country life. The fact that about 90 percent of the farmers reported that they would encourage their sons to become farmers also showed their genuine attitude toward farming. The characteristics of the individuals, as listed by Dotson (7) on pages 28 and 29 of this study, were found to be contributing factors.

The Low Percentage of Return of the Questionnaire

The author was grateful to the farmers who kindly returned the questionnaire. The author thought the nature and length of the questionnaire contributed to the low percentage of return. The two full pages of questions were rather thought-provoking and required some considerable time to fill out. Some of the farmers apparently did not have the time to fill them out. Yet, the author felt the kind and type of the questions were necessary in order to obtain the information needed to accomplish the objectives of the study. Also, two of the vocational agriculture teachers reported that they did not get the questionnaire into the hands of the farmers. Altogether, 38 percent of the 100 questionnaires sent out were returned. The writer felt that the respondents gave sincere answers and the consistency in the answers showed that the response was valid.

Recommendations

The author would like to offer the following recommendations for future research:

1. That a general survey be made across the nation of factors motivating young Americans in general to choose farming as a career.
2. That a study of operational problem solving, including the maintenance of machinery and climatic control, be conducted to reveal how the farmers solve their maintenance problems.
3. This study revealed that about 63 percent of the farmers at one time or another thought of quitting farming. But the reasons for this were not investigated by the author. A research into reasons why these farmers had thought of quitting farming might reveal some further problems needing a solution.
4. The author would like to recommend that all individuals, such as the vocational agriculture teacher, the members of the family, and organizations such as the FFA, the 4-H Club, and the Farm Bureau, that were influential to the farmer be made aware of their opportunity for contribution. This might encourage these to be of further help to young men and women seeking to choose a career.

Implications and Recommendations for the Improvement of Farming in Nigeria

After receiving higher education, boys from villages often have to move to urban areas in search of employment and city type of life, with the consequence that "most educated people in low-income countries have relatively little intuitive feel for rural conditions and problems." (25) The author recommends that the government, parents, teachers, organizations, friends and neighbors, and all concerned with molding the

lives of young people encourage young school leavers with a background in farming to become interested in farming and the related occupations. This would reduce unemployment as well as boost the economy of the country.

Encouragement Through Awareness

The author recommends that Nigerian students be made aware that individual characteristics; personal interest; family and environmental influence; encouragement from teachers, the government, and friends; encouragement and reward from competitions; new developments in agriculture through research, machinery, and equipment; loans; availability of land; positive attitude to work; and love for country life are some of the factors influencing an Oklahoman to establish and stay established as a farmer. Tables VIII through X revealed some of the problems the farmer faces, showing that it is not all rosy for the Oklahoma farmer.

It is hoped that the awareness of the opportunities would encourage some Nigerian young men with a background in farming to want to become farmers after their education.

Some other problems the farmer had to face which the author did not investigate were facing climatic problems and the maintenance of equipment. The Nigerian should be aware that people in other lands face some farming problems, too. This would encourage them when they face farming problems.

The Responsibility of the Federal Government

The Food and Agriculture Organization (10) and Oyenuga (31) emphasized that farming is a drudgery and hard and unremitting work in

Nigeria. (See page 8 of this study.)

To mitigate this drudgery and hardness and make farming in Nigeria more remitting, the Federal Government will have to be alert to her responsibility. The recommendations (10) listed on page 10 of this study should be carefully researched into and necessary implementations made.

The government's plan to use a higher proportion of her revenue "to improve Nigeria's most permanent asset, agriculture," should be implemented. This would also reduce the "unemployment which now appears to be the unenviable lot of a high proportion both of school leavers and of those who leave the countryside for the towns." (27)

The government should continue to develop the mechanization program so that machines and tools could be available to the farmer. Along with this, provision should be made for an efficient maintenance and repair of the instruments. Too much labor in farming was listed least in this study among reasons why Americans are drifting away from the farm today. (See Table IX.) This was because of the availability of farm tools and machines which made the work easier. If the number of tractors shown in Table I, estimated for African use by the World Food Organization (13), were available and Nigeria had her share of these, the author feels that the country would have gone a long way in improving her agricultural production.

The author believes Nigerian agricultural development would take a big stride if General Gowon, the Military Governor, implements his efforts "to reduce the cost of living by improving agriculture . . . (and) to plough back into modernization of agriculture . . ." (28)

Encouragement Through the Building of Good Roads

Nigeria should strive and continue to improve upon her provision of good transportation for the people through the construction and maintenance of an efficient road system. Because the United States' road system is superb, the farmers studied were found to have no transportation problems. Nigeria should borrow a leaf from the philosophy of Professor A. W. Ashby, an eminent British agricultural economist, concerning the importance of good roads. Ashby, according to Mosher (26), said, "If I could do only one thing in a region to spur agricultural development, I would build roads. If to this I could add a second, I would build more roads. And if to these I could add a third, I would build still more roads."

Awareness of the Value of Fertilizers

The extension worker should be an "encouraging companion" to the farmer, who might face several problems in the adoption process. The extension officer should endeavor to make the farmer aware through home visits, method demonstrations, result demonstrations, group meetings, farm tours, exhibits, and fairs the alternatives or the different methods existing for carrying on his farm operations. He should let him know that fertilizers do raise agricultural productivity substantially. The farmer could be encouraged if he knew that fertilizer trials used by the Food and Agriculture Organization gave the results shown in Table II (13).

Encouragement Through Leadership Opportunities in Organizations and Awards Through Competitions

Such organizations as the FFA and the 4-H club should be efficiently developed so that young men could grow in creative activities, learn to solve some of their problems by themselves, become helpful to others as they work in partnership, and/or in teams in their various organizational projects. Table XV showed the influence of these organizations on a young man trying to choose a career. The FFA had, in this study, the greatest organizational influence on the young farmer.

Encouragement of Creativity

Creative ability and ingenuity should be encouraged in the individuals, The invention of simple farm tools that the ordinary farmer could use should be encouraged, since this would ease the work of the farmer. The example of agronomist Rea of Texas was a case in point. Rea, who "invented a machine for hoeing cotton at 18 miles per hour--three times the previous speed possible for machine hoeing" said, "Over 95 percent of the cotton hoed with the two-row trailer type rotary hoe suffered no damage." (35)

General Conclusion

In order for young Nigerians to show interest and become attracted to farming as a career, the reward from it should be made nearly compatible to that from other occupations; the school should teach love for the rural area as well as the dignity in working with one's own hands. Financial opportunity for establishment should be available and the

arduous physical labor in farming should be greatly reduced through the availability of tractors and other farm machinery.

The author would like to emphasize the statement of Oyenuga (31):

> So long as agriculture in Nigeria and other parts of West Africa continues to offer no other equipment than a cutlass, a hoe, and an axe and for no other reward than merely to keep body and soul together, so long will it continue to offer no attraction to the primary or medium school-leaver, or even to an illiterate young African as a means of livelihood; and so long will the army of the unemployed continue to mount in the towns and cities.

Agriculture must be kept progressively productive anywhere. What, then, does it take to keep it moving? Mosher (26) listed them thus: "Enthusiasm and determination are the engines; skills and knowledge are the tools; occupation and citizenship are the opportunities."

A SELECTED BIBLIOGRAPHY

(1) Adams, Paul Grundy. "History of 4-H Work in Oklahoma." (Unpub. M. S. thesis, Oklahoma State University, 1954.)

(2) Alvardo, Bill Sledge. "How Do You Start Farming?" Farmer's Digest, Vol. 36, No. 10 (April, 1973), 33-37.

(3) American Association of Teacher Educators in Agriculture et al. "Agriculture Is More Than Farming: A Look at Opportunities and Educational Needs." Alexandria, Virginia: The Future Farmers' Supply Service, 1967.

(4) Crowford, Harold R. "Factors Affecting the Establishment of Young Farm Operators in Iowa and Implications for Agricultural Education." Ames, Iowa: Department of Agricultural Education, Iowa State University of Science and Technology, 1969. ERIC ED 031 585.

(5) Davis, Glen. "The Effects of a Young Farmer Tour." Agricultural Education Magazine, Vol. 43, No. 11 (May, 1971), 286.

(6) Devore, Royle Arthur, Jr. "Selected Benefits of Young-Adult Farmer Programs in the Northwest Supervisory District of Oklahoma as Perceived by Members." (Unpub. M. S. thesis, Oklahoma State University, 1972.)

(7) Dotson, Robert Scott. "Factors Contributing to the Establishment of Rural Boys in Farming in Two Types of Farming Areas in Oklahoma." (Unpub. M. S. thesis, Oklahoma State University, 1954.)

(8) Eke, Chief A. Y. "A New Policy on Education in Nigeria." Lagos, Nigeria: Federal Ministry of Information, 1971.

(9) FFA 1973 Awards. Stillwater, Oklahoma: Oklahoma Association of the Future Farmers of America, Vocational Agriculture Division, 1973.

(10) Food and Agriculture Organization. Agricultural Development in Nigeria, 1965-1980. Rome: Food and Agriculture Organization, 1966.

(11) Food and Agriculture Organization. Freedom from Hunger Campaign News, Vol. 4, No. 24 (June, 1963), 1, 36, 46.

(12) Gardner, Karl E. "Why We Have Fewer Farmers." Farmer's Digest, Vol. 36, No. 5 (November, 1972), 87-89.

(13) Giles, G. W., and N. C. Raleigh. "Estimate of Needs." The World Food Problem: A Report of the President's Science Advisory Committee Volume III. Washington, D.C.: The White House, September, 1967, 193.

(14) Hoar, Keith C. "A Study of the Influence That Participation in Shows and Fairs Has Had on the Establishment of Purebred Herds of Livestock and Dairy Cattle Among Former Members of the F.F.A." (Unpub. M. S. thesis, Oklahoma State University, 1952.)

(15) "Ideas to Help Keep Sons on the Farm." The American Farmer, Vol. 47, No. 8 (October, 1972), 16.

(16) Jacobs, Floyd R. "A Study of the Characteristics of Offices in Young Farmer Organizations Chartered in Oklahoma." (Unpub. M. S. report, Oklahoma State University, 1970.)

(17) Johnson, Glenn L., et al. Strategies and Recommendations for Nigerian Rural Development, 1969-1985, CSNRD (July, 1969), 1-18.

(18) Judge, Homer Virtes. "Selected Environmental Factors Which Appear to Have Contributed to the Success and Future Plans of Future Farmers of America Who Have Attained the State Farmer Degree." (Unpub. M. S. thesis, Oklahoma State University, 1958.)

(19) Kinnear, Herb. "New Developments Help Turners Do a Better Job of Farming." The American Farmer, Vol. 47, No. 7 (September, 1972), 8.

(20) Kinnear, Herb. "This Couple Proves That Where There's a Will There's a Way." The American Farmer, Vol. 47, No. 8 (October, 1972), 7.

(21) Lent, Henry B. Agriculture U.S.A.: America's Most Basic Industry. New York: Dutton and Co., Inc., 1968.

(22) Lu, Yao-Chi, and Luther Tweeten. "Oklahoma Farm Boys' Plans for Education and Jobs After High School." Oklahoma Current Farm Economics. Stillwater, Oklahoma: Oklahoma State University College of Agriculture, 1969.

(23) McMillan, Wheeler. Land of Plenty: The American Farm Story. New York: Holt, Rinehart, and Winston, 1961.

(24) Martin, O. B. The Demonstration Work: Dr. Seaman A. Knapp's Contribution to Civilization. Texas: The Naylor Co., 1941.

(25) Mellor, John W. The Economics of Agricultural Development. Ithaca, New York: Cornell University Press, 1966.

(26) Mosher, Arthur T. Getting Agriculture Moving: Essentials for Development and Modernization. New York: Frederick A. Praeger, 1966.

(27) "New Deal for Nigeria's Farmers." West Africa, No. 2913 (April 9, 1973), 1-2.

(28) "Nigeria's Buoyant Budget." West Africa, No. 2913 (April 9, 1973), 459.

(29) Official F.F.A. Manual. Alexandria, Virginia: National F.F.A. Service, 1972.

(30) Olatubosun, Dupe. "Nigerian Farm Settlements and School Leavers Farm--Profitability, Resource Use and Social-Psychological Considerations." (Unpub. Ph.D. dissertation, Michigan State University, 1967.)

(31) Oyenuga, V. A. Agriculture in Nigeria: An Introduction. Rome: Food and Agriculture Organization, 1967.

(32) Sellers, Walter E., Jr. "Family and Hired Labor Use on U.S. Farms in 1966." U.S. Department of Agriculture Economic Research Service, Statistical Bulletin No. 459. Washington, D.C.: U.S. Department of Agriculture Economic Research Service, 1970.

(33) Sestak, Richard Ernest. "A Study of Opinions of 4-H Club Members, Adult Leaders and Parents Concerning Competitive 4-H Activities in Six Central Oklahoma Counties." (Unpub. M. S. thesis, Oklahoma State University, 1965.)

(34) Stevens, Glenn Z. Agricultural Education. New York: The Center for Applied Research in Education, Inc., 1967.

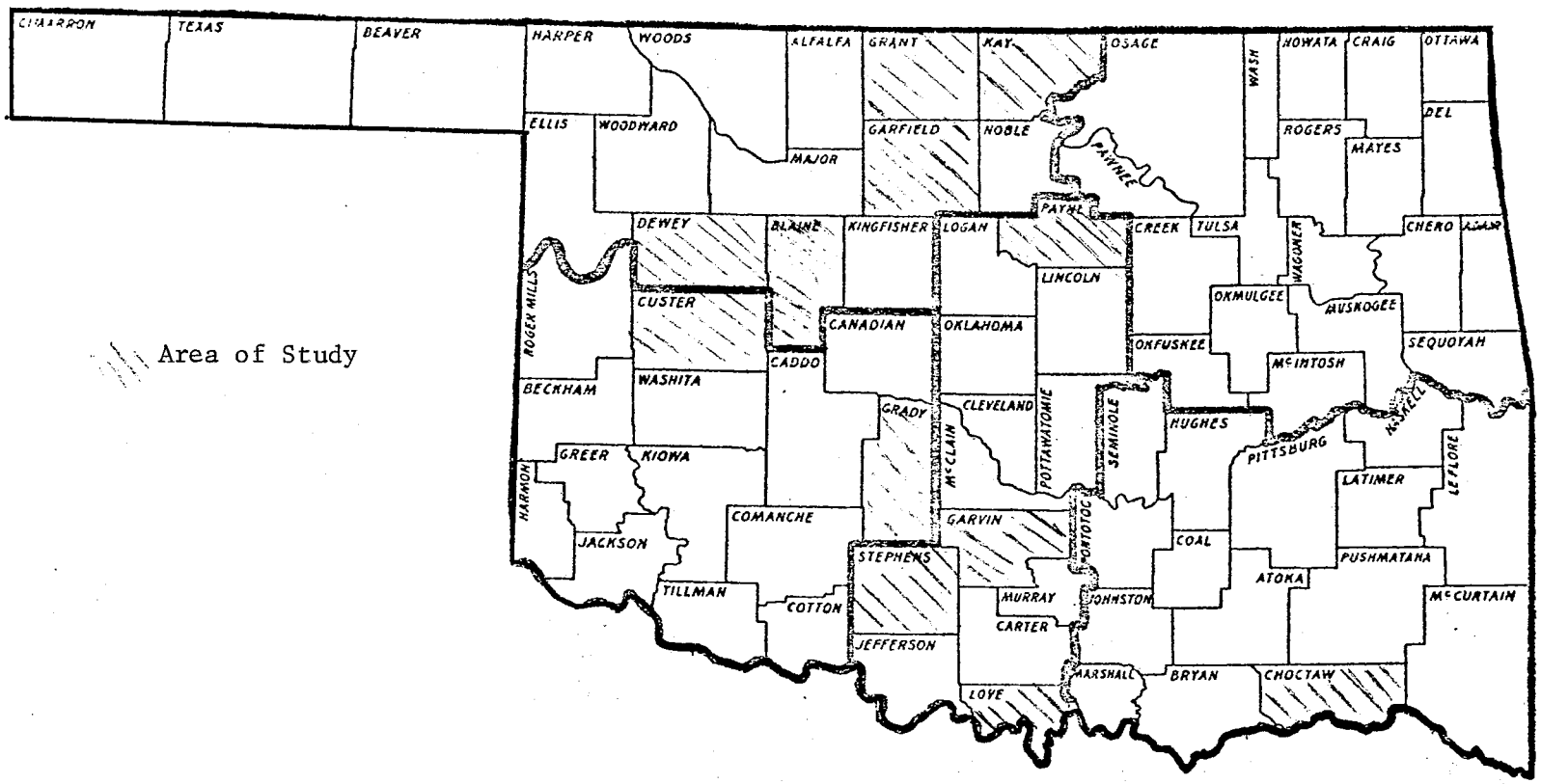
(35) "They Can Hoe Cotton Patch at 18 MPH." Stillwater News-Press (July 13, 1954), 1

(36) West, Quinton M. "The Revolution in Agriculture: New Hope for Many Nations." Food for Us All. Washington, D.C.: U.S. Government Printing Office, 1969, 83.

(37) Wiggins, Mrs. Curtis F. "There's No Place Like the Farm." The American Farmer, Vol. 47, No. 7 (September, 1972), 16.

APPENDIXES

APPENDIX A



OKLAHOMA VOCATIONAL AGRICULTURE SUPERVISORY DISTRICTS

APPENDIX B

OKLAHOMA STATE UNIVERSITY • STILLWATER

Department of Agricultural Education
(405) 372-6211, Ext. 444

74074

Dear Fellow Farmer

Are you aware that the U.S. is the best-fed country in the world; that thousands of people go hungry daily in some other parts of the world?!

As a citizen of the U.S. you help pour billions of dollars into foreign aid programs yearly in order to help developing countries help themselves. That is fantastic and highly appreciated!

Have you heard the expression, "Stay at home and teach abroad"? Here is another specific splendid opportunity for YOU to greatly influence the young educated man in Nigeria as he considers a career for life. This you can do by simply telling him through this questionnaire why you are a farmer. If you would please take the time to fill out the following questionnaire, through the findings therefrom, you will have taught abroad.

Please feel free to include any pertinent information not covered by this questionnaire and be assured that all information given will be treated confidentially.

I am a Nigerian working on a Master's Degree in Agricultural Education at Oklahoma State University with the hope of returning to Nigeria (in Africa) to help reduce underdevelopment.

Thanks.

Sincerely yours,

Ezekiel Ojo

Ezekiel A. Ojo
Agricultural Teacher in Training

mer

Enclosure

OKLAHOMA STATE UNIVERSITY • STILLWATER

Department of Agricultural Education
(405) 372-6211, Ext. 444

74074

Dear

We in the Agricultural Education Department and Ezekiel Ojo (foreign student) are in the process of collecting data concerning Young Farmers in Oklahoma. We are asking for your help in this project.

Enclosed in the large envelope are seven smaller envelopes with questionnaires included. We are not asking for you to fill out any forms, but only to select young farmers in your chapter and distribute the individual envelopes to them.

After two or three days, collect the completed questionnaires and then mail them back to the department. If you have questions, call anyone in the department for additional information (405-372-6211, Ext. 444).

Your help will be greatly appreciated.

Sincerely,

Jack Pritchard
Assistant Professor

Ezekiel Ojo
Graduate Student

mer

Enclosures

1. Why, in your opinion, are Americans drifting away from the farm today? Please rank this with "1" being your most important reason and "7" being your least important reason.

____ Inavailability of land
____ Lack of Adequate financial help
____ Increasing cost of land
____ Increasing cost of production-- tremendous increase in cost of machinery
____ Farming requires too much manual labor
____ Lack of social prestige in farming
____ Desire for city life
____ Others

2. To what degree have you as a farmer encountered the following problems?

Item	Degree of Problem: Becoming Established			Once Established		
	Major	Minor	None	Major	Minor	None
a. Obtaining good land						
b. Obtaining adequate finance						
c. Distance of farm from residence						
d. Obtaining livestock						
e. Obtaining adequate feed						
(1) Pasture						
(2) Ration						
f. Obtaining machinery and equipment						
g. Combatting disease, pests, & parasites						
(1) Plants						
(2) Livestock						
h. Locating market						
i. General management problem						
j. Personal health failure						
k. Other problems						

3. Have you ever seriously considered leaving the farm and entering another occupation? Quite often ____ Only occasionally ____ Never ____

4. Your Name _____ Address: _____

5. Age _____ 6. Marital Status: Married ____ Single ____

7. Number of children: _____ Their ages _____

8. How many brothers ____ and sisters ____ have you? 9. Was your wife a farm girl? _____

10. Were you raised on a farm? _____ 11. For how many years have you:
(a) Lived on the farm? _____
(b) Lived in town? _____
(c) Where do you live now? Town___ Farm___

12. How many years have you been farming? _____

13. Was your father a farmer? Yes___ No___

If yes, what was his tenure before you started farming?
a. Owner ___ b. Partner-owner ___ c. Livestock ___ d. Other ___

14. On what type of farm were you raised? General__ Cash Grain__ Livestock__ Other__

15. How did you acquire your farm land?
____ a. Rented
____ b. Purchased
____ c. Inherited
____ d. Partnership
____ e. Family share (living)
____ f. Share in estate (death)
____ g. Other

16. How many acres are you farming now? Native pasture_____ Tame pasture____ Cropland____

17. Family contribution (if any) to your establishment in farming:

Item Contributed	Degree of Contribution: Major	Minor	Little	Very Little
(a) Financial aid				
(b) Labor loan or exchange				
(c) Machinery and/or equipment				
(d) Land				
(e) Livestock				
(f) Feed or seed				
(g) Advice				
(h) Other				

18. What is the strongest motivating factor keeping you on the farm?

19. Please check the degree of your love for country life:
Very strong____ Moderate____ Strong____ Weak____

20. Education of parents: Highest grade completed--father____; mother____

21. What grade level did you attain? _____ High school graduate____
Months in college____ Degree_____

22. Please check to the left of the following experiences listed those you have had. Then, to the right of the listed experiences, list according to the degree the checked experience was influential to you in creating and maintaining your interest in farming.

Check If Had	Experience Listed	Interest Factors Major	Minor	None
____	(a) Future Farmers	____	____	____
____	(b) 4-H	____	____	____
____	(c) College	____	____	____
____	(d) Fairs, shows, contests	____	____	____
____	(e) Other	____	____	____

23. Which of the following and to what degree have influenced you in choosing farming as a career? (#4 corresponds to very high influence; #1 is very low)

	Degree of Influence 4	3	2	1		Degree of Influence 4	3	2	1
Father	___	___	___	___	Friends	___	___	___	___
Mother	___	___	___	___	Government Agencies & Organizations:				
Sister	___	___	___	___	a. FFA	___	___	___	___
Brother	___	___	___	___	b. 4-H Club	___	___	___	___
Wife	___	___	___	___	c. Farm Bureau	___	___	___	___
Vocational Agriculture Teacher(s)	___	___	___	___	d. Farmer's Union	___	___	___	___
Other Teacher(s)	___	___	___	___	e. Other	___	___	___	___

24. Please list civic club membership(s) (if any).

25. To what religious organization do you belong (if any)? _____
Are you active in it? Yes____ No____

26. Please list leadership, recognition awards you may have received in school and since leaving school.

27. State the kind and number of people you employ on your farm:

Kind	Number
(a) Personal	_____
(b) Members of your family, including your wife's family	_____
(c) Other laborers	_____

28. If you have opportunity for further school education, would you come back to the farm after such schooling? Yes____ No____

29. Would you encourage your son(s) to become a farmer(s) if he wants to? Yes___ No___

30. What other jobs have you engaged in since leaving high school?

31. Would you most likely make more financial gain in other occupations than farming? _____

32. If you have an opportunity for a "better" job, would you like to quit farming? _____

VITA

Ezekiel Adeniyi Ojo

Candidate for the Degree of

Master of Science

Thesis: FACTORS MOTIVATING YOUNG OKLAHOMANS TO CHOOSE FARMING AS A CAREER, WITH IMPLICATIONS FOR THE CHOICE OF FARMING (ESPECIALLY BY THE YOUNG SCHOOL LEAVERS) AS A CAREER IN NIGERIA

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Oge, Shaki, Nigeria, October 13, 1934, to Samuel and Sarah Adedoja Ojo. Married Felicia O. Ajao, Shaki, December 29, 1959; four daughters.

Education: Graduated from Ajegunle Baptist Day School, Shaki, December, 1948; received the Teachers' Grade Two Certificate from the Baptist College, Iwo, in December, 1957; received the London General Certificate of Education (O.L.) in January, 1962; received the Teachers' Grade One Certificate from the Rural Education College, Akure, Nigeria, in December, 1963; received the Associateship Certificate in General Education from the University of Ibadan, Nigeria, in June, 1966; Bachelor of Arts in Sociology from Oklahoma Baptist University, Shawnee, Oklahoma, May, 1972; completed requirements for the Master of Science degree in June, 1973.

Professional Experience: Teacher, Baptist Schools, Shaki, Nigeria, 1957-1958; Headmaster, Baptist Schools, Boriya and Okuta, 1959-1961; Agricultural Teacher, Baptist Modern School, Ogbomosho, 1964-1965, and Baptist High School, Shaki, 1966-69; research graduate assistant, Oklahoma State University, 1973.

Awards: Recipient of: the Pritchard Foundation Scholarship (O.B.U.), 1969-72; the Young Foundation Scholarship, 1972; the Graduate Student Excellence Award, OSU, 1972.

Leadership Activities: Secretary: Shaki Baptist Association, 1968-1969, Shaki Youth Movement, 1968-1969; Dean's Honor Roll, O.B.U., 1971-1972.