



STUDENTS' ENROLLMENT DECISIONS IN BENIN TECHNICAL AGRICULTURAL SCHOOLS: A NARRATIVE INQUIRY

**Nathalie M. AGBAHIDE,
Benin MTVET Graduate**

**Kathmandu University
School of Education**

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- Benin: an agrarian country: employs 70% of LF & only contributes to 32.6% GDP



<http://lavacheplatte.files.wordpress.com/2012/07/benin1.jpg>

- Proportion of young people aged 10-24: 32%

INTRODUCTION

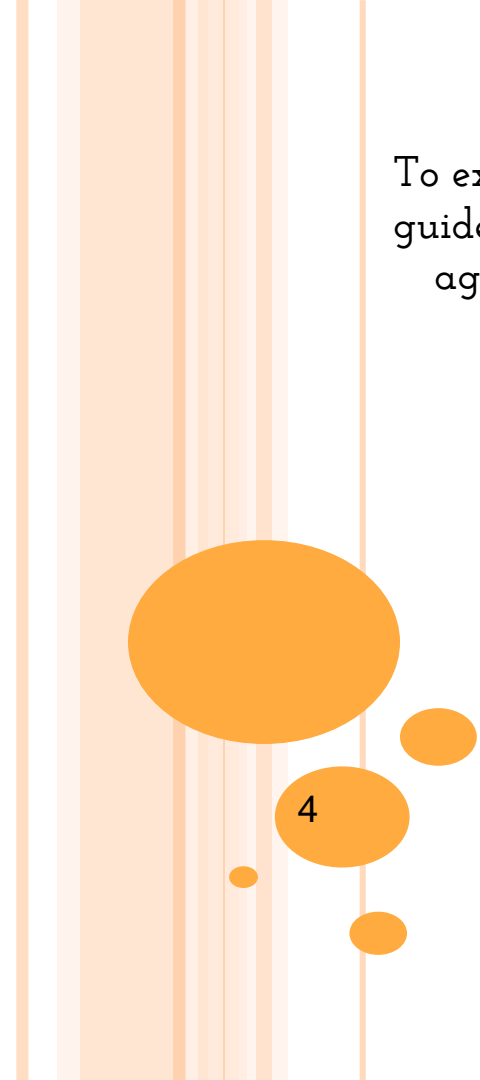
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- Agriculture: Four times more effective than other sectors in poverty reduction
- ✓ Best sector; stable source of employment in an agrarian country (Brooks et al., 2012 & Kararach et al., 2011).
- ✓ Kaki et al. (2019): In Benin Republic, the agricultural sector represents:
 - Most job-providing sector,
 - Offer job opportunities and economic prosperity.

- Youth unemployment (International Labor Organization [ILO], 2020).
- Low enrollment in TVET: Occupation of the final choice when all the different possibilities are depleted (Walker & Hofstetter, 2016)
 - *What strategies can be effectively employed to involve youth more actively in agriculture?*
 - *Increase enrollment by 2030 in Benin*

- Food insecurity: 547,422 Beninese are severely food insecure (in Integrated Food Security Phase Classification phase 3 or 4)." (WFP, 2023)
 - *what strategies can be used to generate agricultural income efficiently, essential for reducing poverty (NPR:38.5 percent)?*
 - *Develop human capital (The World Bank Group, 2018).*

Botelho and Helder (1995) : strong relationship between effort granted to the decision process and decision-maker motivation.



- Purpose

To explore the motivational aspects that guide students' decisions to join technical agricultural schools and their future ambitions for career.

- Research Questions

1- How do students narrate their motivation to join technical agricultural schools?

- *What are the internal and external reasons behind students' enrollment in technical agricultural schools?*

- *What are students' plans after being graduated from technical agricultural schools?*

Qualitative Research

Flexibility to retell participants' stories in significant shape (Denzin & Lincoln, 2005)

Narrative Inquiry

- Not to predict and generalize (Watson, 2014)
- context-driven meaning-making

In-depth Interview

a deep understanding 'of a subject or concept' [Showkat and Parveen (2017)]

Field notes

Phone record and hand-written note taking

Study Area: Technical agricultural schools in south of Benin

Participants: Male (3) and female (2)

- Level II
- From 18 to 26 years old
- Join in 2019 (fourth year)



Eraste (19 years)

- Low-income family
- Parents: farmer and mason; processing of red oil
- Join after grade 11 as a scholarship recipient.



Igor (22)

- Middle-income family
- Parents: freight forwarder ; secretary
- Join after failing two times to Baccalaureate examination at a fee



PARTICIPANTS

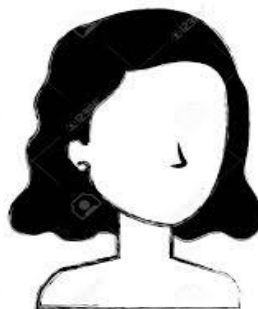
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Gracien (26)

- Polygamous family
- Parents: farmer and launderer; trader
- Join after failing three times to Baccalaureate examination at a fee

Fiona (23)

- Lives with parents: district chief & trader
- Continues studies to grade 13 after Lower Secondary School Certificate
- Join after failing to Baccalaureate examination
- Scholarship recipient

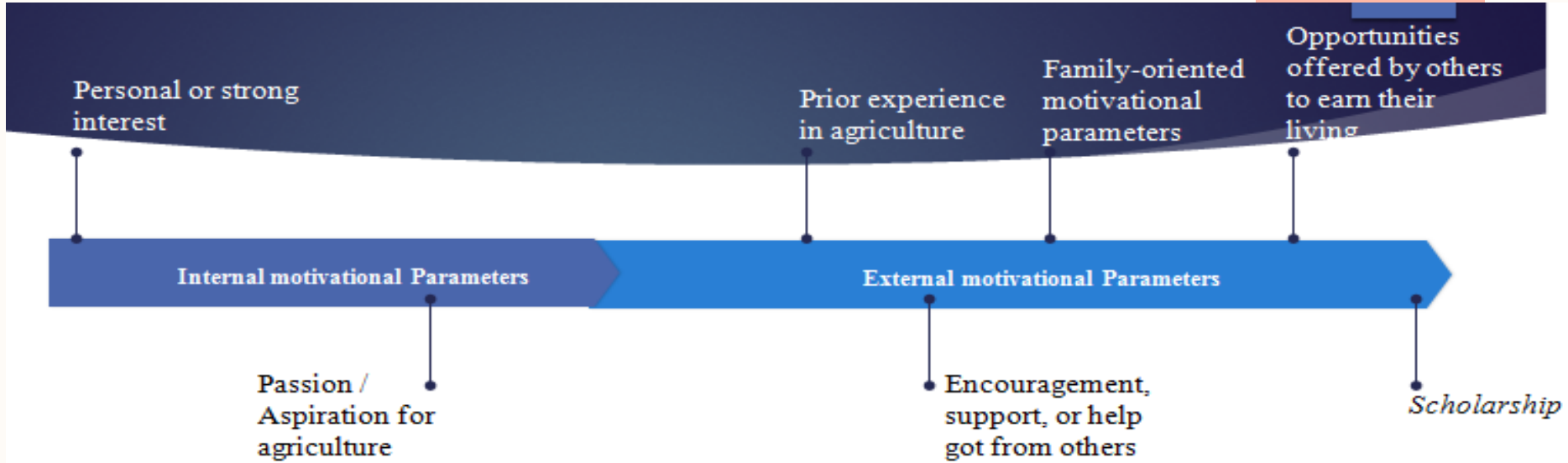


Nelly (19)

- Lives with parents; a pastor and housewife
- Continues studies to grade 12 after Lower Secondary School Certificate
- Join at a fee

INTERNAL AND EXTERNAL MOTIVATIONAL ASPECTS: THE BASELINE FOR STUDENTS' ENROLLMENT DECISIONS

FINDING 1
7



- Motivation: Inner influence on behavior represented physiological condition, interests, attitudes, and aspirations (Fernald & Fernald, 2005) *Nelly; Fiona; Eraste*
- Intrinsically motivated students are more likely to be satisfied with their academic career choices because of their distinctive passions (Uodah et al., 2009)

- Externalism or external motivation procures change in behavior cause of external means to act or perform (Deci & Ryan, 2012) *Gracien*
- Rossland & Vogler (2019) "A person can have an experience which will trigger an interest" (p.15) *Igor*

On one end people are motivated by internal forces and on the other end by external forces (Schunk, Pintrich, & Meece, 2008)

**PERCEIVED
CHALLENGES
WITH
STUDENTS'
ENROLLMENT
DECISIONS**

- Parents' willingness for their children's future careers
- Perceptions about agriculture/Friends' beliefs about TAS

- Awareness about when the competition for accessing technical agricultural school is launched

Most important aspect that influences students' enrollment decisions process is information [Bohara et al. (2022)]

- Lack of means

- Exposure to sun, cost of training, uncertainty of employment at the end of the training, placement after training, distance between the training place and home, and the lack of physical strength (General Directorate of Technical Education and Vocational Training, 2022)

FUTURE CAREER ASPIRATIONS: AGRICULTURAL STUDENTS' SCENARIOS

FINDING 3
9

Occupational aspirations are formed at a very young age (Schmitt-Rodermund & Vondracek, 2002)

Robitschek et al. (2012)
Having an effective plan facilitate one's future personal growth

1

Entrepreneurship

Promoting entrepreneurship in the agriculture sector appears to be one of the most suitable options for boosting agricultural businesses

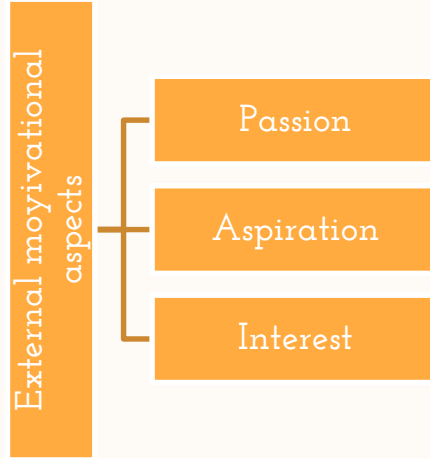
Before entering LM

University

Second option
Get scholarship

1

- Student participation: More external motivating aspects than internal



- Great career opportunities; recognition reinforce increase students' internal motivation

Cognitive Theory of Motivation: motivation requires both internal and external motivation in the decision-making process.

CONCLUSIONS
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2

-Take a career path in the same specialties: interest, passion, and observations of others graduating from the school

- Career in entrepreneurship

- *Must be increased among technical agricultural students;*
- *help those pleased with it to get financial support under some standardized conditions*
- *to reduce the number of unemployed graduate students*

1

- Confusion about the exact specialties offered
- Why doesn't government implement awareness-raising programs?
- Frequent communication: variety of social media

2

- Dropout along the way due to a wide range of constraints
- Why this happen? Learning culture; policy?
- Look beyond financial support, though they are also necessary
- Incorporating some of the other motivational aspects:
 - minimize students dropout
 - open up the spheres of more involvement in agriculture
- Compare the internal and external motivators presented vs students who have dropped out
 - Learning and cultures: students' interests, desires, passions, and others.

3

- Do TVET providers, advisors, and educators know what students are planning?

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**THANK YOU VERY
MUCH FOR YOUR
ATTENTION.**