Agriculture Suffers From Extinction Due To Its Poor Uptake Among High School Students

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Introduction

Agriculture, the backbone of most economies of the world, suffers from extinction due to its poor uptake among high school students. Agriculture provides food that not only gives energy to the working population but also ensures that they remain healthy and productive.

Student Group: At Kibirichwa High School, 47% of the student population is categorized as low-income			
Achievement Gap: County examination results indicate that a gap of 42% is prevalent in agriculture between form twos, low-income rural students, and higher-income urban students			
Trends	Issues	Evidence-Based Remediation Practices	Preferred Learning styles(s)
Between 2014-2017, county examination results point out a slight decline in the performance gap between low–income earners and all learners at Kibirichwa High School, a 2- to 4-percentage-point reduction.	Notwithstanding the efforts employed by the school and the small decline in the achievement gap between low-income and other high school students, Kibirichwa High School notes that the achievement gap can be further reduced.	Employment of a resident guidance and counseling teacher, career talks and field trips for agriculture-based activities(Karimi, 2015).	Enabler teaching style, facilitator styles (Lorenzo et al. 2007)

1. Trends related to this student group are evident at the selected school. The trends include the

following: gaps left by students while writing examinations, learners getting bored while the teacher is teaching, and the formation of a negative attitude against the subject right from form one.

Address of the trends by the school

All the learners are supposed to answer all questions in the spaces provided; the lesson is divided into two; half of the time, the teacher teaches, while the other half, the learners are asked several questions on how they would become successful agribusiness persons (Portes et al., 2017).

2. Issues related to this student group are evident at the selected school and how the school is addressing them.

The social background: students from the rural setup have a positive bias toward agriculture, while their counterparts from the urban setup have a negative attitude. Since seeing is believing, learners from the rural setup have witnessed their lives transform through their parents' engagement with agriculture. The school is currently sponsoring learners to attend shows organized by the Agriculture Society.

Learners from impoverished backgrounds may also have their self-esteem affected as they interact with students from high-income families. This harmful exposure, where their fellow students laugh them off, may result in declined performance. Learners are encouraged that their backgrounds don't matter as much as their success (Genishi et al.2015).

Lack of awareness of the opportunities that are available in agriculture: students assume that farming is a dirty job, one done by people who are not learned. This is not true, and the school is reversing these thoughts by sponsoring students for field seminars in agricultural training centers as well as the invitation of career professionals from the Ministry of Agriculture to speak to the learners.

3. Suggested evidence-based remediation practices in use for the target student group at the school.

Employment of career counselors by the Ministry of Education who guide and counsel learners on subject choice, hence demystifying the wrong notion about agriculture. The school administration regularly invites career professionals to talk to the learners about career choices (Collum et al. 427).

Practices requiring implementation

Upon entry into high school, every learner is to be assigned a plot of land within the school farm in which they will practice the skills learned from class, and the teacher should be available to supervise this. They should also be given protective devices and attire to ensure that they can be hands-on the ground, and rewards should be given to the best-performing learners or plots.

Practices to be addressed in Module 4

Allocation of parcels of land on which the students can practice skills learned. This will be coupled with issuing the relevant tools, equipment, attire, etc., to the learners (Gurung, 2018).

4. Preferred learning styles of the student group. School's address of the group's preferred learning style(s)

Enabler and facilitating teaching style. This is because it is learner-centered and allows the learners to explore.

The student, having been assigned a plot of land and taught in the classroom, is given an assignment to provide a pictorial representation of their plot. The teacher assesses the work, and the student finally practices it on the farm (Genishi et al.2015).

Conclusion

The success of teaching the subject of agriculture is based on the presence of a learner who will be keen to understand and use the skill, a teacher who has a mastery of the content and is able to dispense this knowledge comfortably, as well as the right environment, which includes both the learner's internal environment and their surrounding environment.

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