

<b>COURSE CODE:</b>	AAD 503
<b>COURSE TITLE:</b>	Research Methods in Agricultural Administration
<b>NUMBER OF UNITS:</b>	3 Units
<b>COURSE DURATION:</b>	Three hours per week

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### COURSE DETAILS:

<b>Course Coordinator:</b>	<b>Dr. Bolarinwa Kolade Kamilu, B.Sc., M.Sc., PhD</b>
<b>Email:</b>	<a href="mailto:bkolade17@gmail.com">bkolade17@gmail.com</a>
<b>Office Location:</b>	<b>AERD, COLAMRUD</b>
<b>Other Lecturers:</b>	<b>Prof. M. Ajayi, Dr. O.E. Fapojuwo, Dr. R.A. Oyeyinka, Dr. Adeogun</b>

### COURSE CONTENT:

Identification and definition of research problems, objectives and hypothesis principles of research design, sampling techniques questionnaire preparation distribution and retrieval, data collection and analysis and presentation of research findings, research methods in agricultural administration and application of descriptive and inferential statistics.

### COURSE REQUIREMENTS:

Students are expected to participate in all the course activities and have a minimum of 75% attendance to qualify for writing the final examination. Students will be required to submit a report of web research and write term paper on any of the topics treated in this course. This will account for part of the continuous assessment. Students will be expected to treat all study questions and submit assignments fortnightly for grading. All class assignments should be word processed.

### READING LIST:

- 1.Terry A. Olowu. *Research Methodology in Agricultural Extension Agricultural Extension Society of Nigeria book series.* 2004
- 2.Oladele I.O., Akinbile .L.O. and Adekoya A.E. 1998. *Social Science Research approaches Techniques and Reporting.* Shanu Books Nigeria.Ltd . 1998
- 3.Nnamdi Asika *Research Methodology in the behavioural sciences* Longman Nigeria.1991
- 4.Anthony A.*Conducting Reserch in Education and the Social Sciences.* TAHIWA NETWORKS LTD.2006.

### LECTURE NOTES

**Week1:** Concept of research and how to generate research problems will be discussed;

**Objective:** Students will be able to understand what research is and learn how to generate research problems.

**Description:**

A general overview of the course will be introduced to students. The need for the study of research in administration and how research problems will be generated will be discussed.

**Study Questions:**

1. What is research?
2. How would research problems be generated?
3. What are the procedures to be taken in providing solutions to research problems?

**Week 2:** Research objectives and hypotheses,

**Objective:** Students will be able to explain meaning and purpose of setting research's objectives and formulating research hypotheses .

**Description:**

**1st Hour:** Meaning and reasons for setting research's objectives and formulating research hypotheses will be discussed and investigated.

**2nd Hour:** The implication of setting and formulating good objectives and hypotheses in conducting research related to agricultural administration will be discussed.

**Study Questions:**

1. Why do we set objectives and formulate hypothesis in scientific research?

**Assignment:** Write short notes on the following

Research design, objectives and hypothesis

**Week 3:** Principles of research design,

**Objective:** Students will have the knowledge of types of research design and principles to follow in designing research related to agricultural administration.

**Description:**

Various types of research design will be discussed. The benefits and limitation of each research design will also be explained. Step to be taken in designing research related to agricultural administration will be discussed.

**Study Questions:**

1. List the types of research design
2. When and why will you recommend any of the research design to your organisation?.

**Week 4:** Sample and Sampling Techniques in agricultural administration.

**Objective:** Students will have a clear understanding of the meaning of sampling and sampling techniques.

**Description:**

Types of sampling methods will be discussed and the merits of each sampling methods will be generated from the student using student/lecturer participatory approach.

**Study Questions:**

1. Distinguish between population and sample?
2. Why is random sampling said to be the most scientific and objective method of sampling?

**Week 5:** The size of sampling and its effect on power of test.

**Objective:** Students will know that sampling size depend on the population size and resources available to the researcher and be able to select sampling size from the population

**Description:**

Size of a research sample will be discussed; student will be taught how selection of sample will be done without bias. Effect of sampling on power test will be discussed under type I and type II error.

**Study Questions:**

1. Is there any ideal size of a research sample?
2. How would error be minimized in scientific research?

**Week 6:** Questionnaire preparation

**Objective:** Students will be able to understand that questionnaire is one of the instrument that can be used to collect data and they will be able to prepare a questionnaire that will be used to examine a particular research problem

**Description:**

**1st Hour:** Various research instruments and types of questionnaires will be discussed.

**2nd Hour:** Students will be led on how to prepare questionnaire

**Study Questions:**

1. Distinguish between close and open ended questionnaires?

**Week 7:** Distribution and retrieval of questionnaires

**Objective:** - Students will be able to know how and when to distribute and retrieve questionnaires from the field.

**Description:**

Methods of distributing questionnaire and retrieving it will be explained to student

Students will be given the opportunity to distribute and retrieve questionnaire among staff of an agricultural organisation.

**Study Questions:**

1. Mention instruments that can be used to collect data

2. What method will you use to distribute and collect data from a staff of an agricultural organisation?

**Weeks 8 & 9:** Data collection and analysis.

**Objective:** Student will be able to understand 5 stages of conflict process. Differentiate between functional and dysfunctional conflicts. Determine organisation capacity to manage conflicts

**Description:**

Two weeks will be devoted to these topics so that students will be able to have indepth knowledge of test for reliability and validity of instrument, coding of scaled items in the instrument, collation of scores and arrangement of tables.

**Study Questions:**

1. Why is reliability and validation of instrument necessary?

2. How would coding of scales' items in an instrument be done?

**Weeks 10 Interpretation of scores and arrangement of tables**

**Objective:** Students will be able to interpret scales' items scores , arrange tables, draw graph and Chart.

**Description:**

Lecturer will describe and lead in training students on how to interpret and report percentages and scores data in a project

**Study Questions:**

- 1.Mention some of the usefulness of conflict scales items in an instrument
2. State logical methods appropriate for the arrangement of tables in an instrument

**Week 11:Presentation of Research Finding**

**Objective:** Students will learn research finding presentation components that serve as foundation for good quality research finding presentation.

**Description:**

Student will be exposed to research presentation components and methods of presenting research report to the public.

**Study Questions:**

What are the research finding components?

What methods would you apply in presenting your research finding in a seminar?

**Week 12-13: Application of descriptive and inferential statistics**

**Objective:** Students will be able to understand and utilize descriptive and inferential statistics.

**Description:**

The lecturer will discuss descriptive and inferential statistics and teach them how to make use of descriptive and inferential statistics when conducting research related to administration

Assignment on how to make use of descriptive and inferential statistics will be given to student

**Study Questions:**

- 1.Describe descriptive and inferential statistic?
2. Distinguish between descriptive and inferential statistics?

**Week 14: Reviewed test and assignments.**

**Objective:** Answers to tests and assignments will be discussed in order to expose students to the correct answers.

**Description:**

The tests and assignments will be discussed with specific examples.

**Study Questions:**

1. Tests and assignment questions..

**Week 15: Revision Exercise.**

**Objective:** Students will revise all topics taught during the semester.

**Description:** All topics dealt with in this course will be reviewed.. Students will discuss what they have learnt from the course. Students will be allowed to ask questions on specific topics that are not clear to them.

**Key for the Reading List:**

- 1 Available in the University Library
- 2 Available in Bookshops
- 3 Available on the internet.
- 4 Personal collections
- 5 Departmental Library