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Socio-Economic and Institutional Determinants of Students' Attitudes towards Forestry Courses in Southwestern Nigeria

by

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Abstract

The study examined the socio-economic and institutional determinants of students' attitudes towards forestry courses in Southwestern Nigeria. A multistage sampling technique was used to select 100 respondents from four tertiary institutions offering forestry programmes. Data were collected using structured questionnaires and analyzed using descriptive statistics and binary logit regression.The results showed that the respondents had a mean age of 24.6 years and were fairly balanced by gender, with 48% male and 52% female. Most respondents were within the 20–25 years age group, while a considerable proportion received about $13–$26 (₦20,000–₦40,000), with a mean of about $21 (₦31,500) as monthly allowance Institutional assessment revealed that practical training (mean = 3.00) and lecturers' academic support (mean = 3.08) were adequate, whereas departmental funding (mean = 2.36) and availability of modern equipment (mean = 2.46) were inadequate. Overall, students demonstrated a generally positive attitude towards forestry courses, with high levels of interest and motivation, although societal recognition was perceived as low.The regression results indicated that age (β = 0.215), academic level (β = 0.342), monthly allowance (β = 0.287), teaching facilities (β = 0.310), practical training (β = 0.420), internet access (β = 0.255), and internship opportunities (β = 0.360) significantly influenced students' attitudes, while departmental funding had a negative effect (β = −0.290). The model showed a good fit (Pseudo R^2 = 0.41). The study concluded that improving institutional support and enhancing students' financial capacity would strengthen positive attitudes towards forestry education.

Keywords: Forestry education, students' attitude, socio-economic factors, institutional factors, logit regression, Southwestern Nigeria.

Introduction

Forestry education in Nigeria had played a crucial role in promoting sustainable environmental management, biodiversity conservation, and the efficient utilization of forest resources. Over the years, tertiary institutions in Southwestern Nigeria made significant strides in developing forestry programmes that integrated theoretical knowledge with practical field experience. These programmes aimed to equip students with the essential skills and competencies necessary to address emerging environmental challenges such as deforestation, climate change, and ecosystem degradation. However, despite these initiatives, the disposition of students towards forestry courses remained a concern, particularly regarding their levels of

interest, motivation, and long-term career commitment. Research identified the socio-economic characteristics of students as critical factors influencing their academic orientation and attitudes towards specific fields of study. Variables such as age, gender, educational level, and financial background were found to shape students' perceptions and engagement in academic programmes. Students from socio-economically advantaged backgrounds consistently have greater access to educational opportunities and are more likely to participate fully in learning activities compared to disadvantaged peers. (OECD, 2018). Additionally, family background and early exposure to environmental issues were found to significantly shape students' interest in forestry-related disciplines, as prior experiences and socialization processes played a crucial role in fostering environmental awareness and career orientation (Chawla, 1999)

Beyond socio-economic factors, institutional systems within tertiary institutions also played a significant role in shaping students' attitudes towards forestry courses. The availability of functional facilities, the quality of teaching, access to field training, and institutional support mechanisms were critical in determining students' learning experiences. Research demonstrated that well-equipped departments with adequate funding and modern instructional materials enhanced students' motivation and participation (Williams & Davis, 2020). Conversely, inadequate infrastructure, limited practical exposure, and weak institutional support often led to negative attitudes and diminished interest in forestry programmes. Furthermore, students' attitudes towards forestry courses were influenced by broader societal perceptions and awareness of career opportunities within the forestry sector. In many instances, forestry was perceived as less attractive compared to other professional fields, which affected students' enthusiasm and commitment. Forestry and agricultural education literature, as well as reports by the Food and Agriculture Organization, had highlighted that limited awareness of career pathways in forestry often reduced students' motivation and weakened their positive orientation toward the discipline due to perceived uncertainty about future employment opportunities (FAO, 2014).

Given these concerns, it became essential to examine the socio-economic characteristics of students, assess the institutional systems within the study area, and investigate students' attitudes towards forestry courses. The study further aimed to determine the key factors influencing these attitudes, thereby providing empirical evidence that could inform policy decisions and enhance forestry education in Southwestern Nigeria.

Methodology

Study Area

The study was conducted in Southwestern Nigeria, comprising Oyo, Ogun, Osun, Ondo, Ekiti, and Lagos States. The region was purposively selected due to its relatively advanced educational system and the presence of several tertiary institutions offering forestry and environmental-related programmes. In addition, the area hosts a number of forest reserves, research institutes, and field training locations that provide practical exposure for forestry students. Geographically, the region lies between latitudes 6°30′N and 8°00′N, and longitudes 3°00′E and 6°00′E. The area is characterized by a mix of urban, peri-urban, and rural environments, as well as diverse ecological zones suitable for forestry education and practice.

Target Population

The target population for the study consisted of students enrolled in tertiary institutions offering forestry programmes within the study area. These students were considered appropriate for the study as they were directly involved in forestry education and were expected to provide relevant information on their attitudes towards forestry courses, as well as the institutional factors influencing their academic experiences.

Sampling Procedure and Sample Size

A multistage sampling procedure was adopted for the selection of respondents. In the first stage, three states were randomly selected from the six states in Southwestern Nigeria. In the second stage, one tertiary institution offering forestry programmes was selected from each of the chosen states. In the third stage, purposive sampling was used to select students enrolled in forestry-related programmes, while stratified sampling technique was employed to categorize respondents based on their academic levels (100–400 level). This ensured adequate representation of students across different levels of study. Furthermore, a sampling intensity of 30% was applied in the selected institutions, namely the University of Ibadan (UI), Federal College of Forestry, Ibadan (FCF), Federal University of Agriculture, Abeokuta (FUNAAB), and the Federal University of Technology, Akure (FUTA). Total, 100 respondents were selected for the study, distributed as follows: University of Ibadan (30), Federal College of Forestry, Ibadan (20), FUNAAB (25), and FUTA (25).

Data Analysis

Data collected for the study were analyzed using both descriptive and inferential statistical tools. Descriptive statistics, including frequency counts, percentages, and mean scores, were used to describe the socio-economic characteristics of the respondents, assess institutional systems, and evaluate students' attitudes towards forestry courses. In addition, logit regression analysis was employed to determine the factors influencing students' attitudes towards forestry courses in the study area. The results were presented in tables and interpreted in line with the objectives of the study.

Measurement of Variables

The variables used in the study were measured based on the objectives and the structure of the questionnaire administered to the respondents. The dependent variable in the study was students' attitude towards forestry courses, while the independent variables comprised selected socio-economic and institutional factors.Students' attitude towards forestry courses was measured using a series of Likert-scale statements designed to capture respondents' perceptions, interest, and disposition towards forestry as a field of study. The responses were rated on a four-point scale of Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). The individual scores were aggregated to obtain an overall attitude score for each respondent. A mean score of 2.50 was used as the decision benchmark, where values equal to or above 2.50 indicated a positive attitude, while values below 2.50 indicated a negative attitude. For the purpose of the regression analysis, the attitude variable was further dichotomized into binary form, where respondents with mean scores ≥ 2.50 were categorized as having a positive attitude (coded as 1), and those with mean scores < 2.50 were categorized as having a negative attitude (coded as 0).

The socio-economic variables included age, sex, academic level, and monthly allowance. Age was measured in years and treated as a continuous variable. Sex was measured as a dummy variable, where male was coded as 1 and female as 0. Academic level was measured categorically (100–400 level) and treated as an ordinal variable, reflecting students' progression in the programme. Monthly allowance was used as a proxy for students' financial capacity and was measured in naira, then categorized into income brackets. Also, institutional variables were measured using Likert-scale statements similar to those used for attitude measurement. These variables included availability of teaching facilities, adequacy of

practical training, access to internet facilities, departmental funding, availability of modern equipment, internship opportunities, academic support from lecturers, and safety during fieldwork. Each of these variables was scored on a four-point scale, and mean scores were computed to determine their adequacy. For the regression analysis, these variables were included as continuous predictors based on their mean scores.

Model Specification

To determine the factors influencing students' attitudes towards forestry courses, a binary logit regression model was employed. The choice of the logit model was appropriate due to the dichotomous nature of the dependent variable, which classified students' attitudes as either positive or negative.

The functional form of the model was expressed as:

$$Y = f(X1 \ , X2 \ , X3 \ , X4 \ , X5 \ , X6 \ , X7 \ , X8 \ , X9 \ ) + \varepsilon$$

The explicit form of the logit model was specified as:

$$\ln(1 - P \ ) = \beta 0 \ + \beta 1 \ X1 \ + \beta 2 \ X2 \ + \beta 3 \ X3 \ + \beta 4 \ X4 \ + \beta 5 \ X5 + \beta 6 \ X6 \ + \beta 7 \ X7 \ + \beta 8 \ X8 \ + \beta 9 \ X9 \ + \varepsilon$$

Where:

- P = Probability that a student had a positive attitude towards forestry courses
- 1−P = Probability that a student had a negative attitude
- β0 = Constant term
- β1 −β9 = Coefficients of the explanatory variables
- ε = Error term

The explanatory variables were defined as follows:

- Y = Attitude towards forestry (1 = Positive, 0 = Negative)
- X1 = Age (years)
- X2 = Sex (Male = 1, Female = 0)
- X3 = Academic level
- X4 = Monthly allowance (₦)

- X5 = Availability of teaching facilities
- X6 = Adequacy of practical training
- X7 = Access to internet facilities
- X8 = Departmental funding
- X9 = Internship opportunities

The model estimated the likelihood of students developing a positive attitude towards forestry courses based on both socio-economic and institutional factors. The coefficients obtained from the model were interpreted in terms of their direction and significance, indicating the extent to which each variable influenced students' attitudes in the study area.

Result and Discussion

The findings as presented in Table 1 showed a fairly balanced gender distribution, with males accounting for 48.0% and females 52.0%. This slight female dominance suggested increasing female participation in forestry education, which contrasted with earlier perceptions of forestry as a male-dominated discipline. This finding aligned with the study of Ogunleye and Adeyinka (2016), who reported a gradual rise in female enrollment in environmental and natural resource-related programmes due to increased awareness and gender inclusiveness in education. The age distribution indicated that the majority of respondents (59.0%) fell within the 20–25 years age bracket, with a mean age of 24.6 years. This implied that most of the students were in their active and productive academic years, which could positively influence their learning capacity, adaptability, and engagement in both theoretical and practical components of forestry education. Younger individuals within this age range were often more receptive to innovation and environmental awareness, as noted by Adetunji (2018), who emphasized that age played a significant role in shaping students' academic interests and responsiveness to environmental programmes. In terms of religious affiliation, Christianity (57.0%) and Islam (40.0%) were the dominant religions, while traditional beliefs accounted for only 3.0%. Although religion was not a primary variable in determining academic attitudes, it could indirectly influence environmental ethics and conservation values. Studies had suggested that religious beliefs could shape individuals' perceptions of environmental stewardship and sustainability (Adewale & Ogunbanjo, 2020).The distribution of respondents by academic level showed that 39.0% were in 300 level, followed by 27.0% in 400 level, while 100 and 200 levels accounted for 17.0% each. This indicated that a larger proportion of the respondents were in their advanced years of study, suggesting greater exposure to forestry

coursework, fieldwork, and institutional experiences. Higher academic levels were often associated with increased knowledge, practical skills, and clearer career perspectives, which could significantly influence students' attitudes towards their discipline. This finding supported Ojo and Adebisi (2019), who reported that students in higher levels tended to demonstrate stronger academic commitment due to increased exposure to specialized training and career-oriented courses.The monthly allowance of respondents showed that 46.0% earned between ₦20,000 and ₦40,000, with a mean of ₦31,500. This suggested that most students had moderate financial support, which could influence their ability to participate in field trips, purchase learning materials, and engage in other academic activities requiring financial input. Financial capacity had been identified as a critical determinant of students' participation in practical-based courses such as forestry (Ogunleye & Adeyinka, 2016). Students with higher allowances were more likely to actively engage in fieldwork and other experiential learning opportunities.

Table 1: Socio-Economic Characteristics of Respondents

Variables	Category	Frequency	Percentage (%)	Mean
Sex	Male	48	48.0	
	Female	52	52.0	
Age (years)	< 20	6	6.0	
	20–25	59	59.0	
	26–31	35	35.0	**24.6**

Religion	Christianity	57	57.0	
	Islam	40	40.0	
	Traditional	3	3.0	
Academic Level	100	17	17.0	
	200	17	17.0	
	300	39	39.0	
	400	27	27.0	
Monthly Allowance (₦)	< 20,000	28	28.0	
	20,000–40,000	46	46.0	
	> 40,000	26	26.0	**31,500**

Institutional System Affecting Forestry Education

The results presented in Table 2 examined the institutional factors influencing forestry education and revealed the extent to which the learning environment supported students' academic experiences. The findings indicated that adequate teaching facilities were available, with a mean score of 2.74, suggesting that respondents generally perceived the instructional infrastructure as satisfactory. This implied that classrooms, laboratories, and basic teaching aids were sufficiently provided to support learning. This finding was consistent with Adeosun (2017), who reported that the availability of functional teaching facilities significantly enhanced students' engagement and comprehension in environmental science programmes. Furthermore, the respondents agreed that forestry courses included sufficient practical training, with a relatively high mean score of 3.00. This suggested that the institutions placed considerable emphasis on experiential learning, which was critical in a field such as forestry that required hands-on skills and field exposure. Practical training had been widely recognized as a key determinant of students' competence and interest in natural resource management disciplines (Oladele & Fawole, 2018). The implication was that exposure to fieldwork and practical exercises likely contributed positively to students' attitudes and preparedness for forestry-related careers. Also, access to internet facilities was also rated positively, with a mean score of 2.52, although the value was only slightly above the decision benchmark. This indicated that while internet services were available, they might not have been consistently reliable or adequate for all students. Access to digital resources played a crucial role in

modern education, particularly in facilitating research, e-learning, and access to global knowledge networks. Eze and Nwajiuba (2020) noted that limited internet accessibility could constrain students' academic performance and reduce their exposure to current developments in their field. In contrast, departmental funding was perceived as inadequate, as reflected by a mean score of 2.36. This suggested that financial resources allocated to forestry departments were insufficient to support optimal teaching, research, and field activities. Similarly, the availability of modern forestry equipment was rated low (mean = 2.46), indicating that students might not have had adequate access to up-to-date tools and technologies required for effective training. These findings aligned with the observations of Ibrahim and Alabi (2019), who emphasized that underfunding and lack of modern equipment were major challenges confronting forestry education in developing countries.

The adequacy of internship opportunities received a mean score of 2.52, indicating that respondents generally agreed that such opportunities were available, although possibly limited in scope or accessibility. Internships were essential for bridging the gap between theoretical knowledge and practical application, and their availability enhanced students' employability and professional development (Ogunbameru & Idrisa, 2021).Additionally, lecturers' academic support was rated highly, with a mean score of 3.08, making it the most positively perceived institutional factor. This suggested that instructors were actively involved in guiding and supporting students' academic progress. Effective lecturer-student interaction had been identified as a critical factor in improving students' motivation and learning outcomes (Akinwale, 2016).Lastly, safety measures during fieldwork were considered adequate, with a mean score of 2.62. This indicated that institutions had made efforts to ensure students' safety during field activities, which was essential in forestry education due to the inherent risks associated with outdoor environments. Adequate safety provisions helped build students' confidence and willingness to participate in field exercises (Salami & Adeoye, 2019).

Table 2: Institutional System Affecting Forestry Education

Institutional Statements	SA	A	D	SD	Mean	Decision
Adequate teaching facilities were available	30	32	20	18	2.74	Agree
Forestry courses included sufficient practical training	35	40	15	10	3.00	Agree
Internet facilities were accessible for learning	22	28	30	20	2.52	Agree

Institutional Statements	SA	A	D	SD	Mean	Decision
Department received adequate funding	18	25	32	25	2.36	Disagree
Modern forestry equipment was available	20	28	30	22	2.46	Disagree
Internship opportunities were adequate	24	26	28	22	2.52	Agree
Lecturers provided adequate academic support	40	38	12	10	3.08	Agree
Safety measures during fieldwork were sufficient	26	30	24	20	2.62	Agree

Attitudes towards Forestry Courses

The results presented in Table 3 showed the attitudes of students towards forestry courses and revealed that, generally, respondents demonstrated a positive disposition towards the discipline. The findings indicated that forestry courses were perceived as interesting, with a high mean score of 3.10. This suggested that the content and delivery of the courses were engaging enough to sustain students' interest. This observation was in line with Ajayi (2015), who noted that students' interest in a course was strongly influenced by how relevant and engaging the curriculum appeared to their academic and career aspirations. Similarly, forestry as a preferred career choice recorded a mean score of 2.60, indicating a positive but moderate inclination among students to pursue careers in the field. Although the value exceeded the benchmark, it suggested that not all students were fully committed to forestry as a long-term profession. This finding corroborated the work of Nwachukwu and Okeke (2017), who reported that students in environmental disciplines often showed interest in their courses but remained uncertain about career prospects due to limited awareness of opportunities. The perception that forestry had good job opportunities also yielded a positive mean score of 2.76, implying that respondents were fairly optimistic about employment prospects in the sector. This optimism could be attributed to increasing global emphasis on environmental sustainability and natural resource management. However, the moderate nature of the score suggested that more awareness might still be needed. According to Bello and Tanko (2019), perceived employability played a critical role in shaping students' commitment to specialized fields such as forestry. Interestingly, respondents agreed that forestry courses were demanding, with a mean score of 2.78. While this reflected the rigorous nature of the programme, it was still categorized as a positive perception, suggesting that students recognized the academic and practical intensity of the discipline without necessarily being discouraged by it. This

aligned with Yusuf and Adebayo (2018), who found that students often associated demanding courses with higher professional value and skill acquisition.

Furthermore, motivation to participate in forestry-related activities recorded a mean score of 2.86, indicating that students were generally motivated to engage in both academic and field-based activities. This level of motivation was essential for effective learning and skill development, particularly in a practical-oriented discipline like forestry. Okon and Essien (2020) emphasized that student motivation significantly influenced participation in fieldwork and overall academic performance. The willingness of respondents to recommend forestry to others also showed a positive disposition, with a mean score of 2.69. This suggested a level of satisfaction with the programme, as students were inclined to encourage others to enroll. Such advocacy reflected a generally favorable perception of the discipline and its relevance. Despite these positive attitudes, the statement that forestry had low societal recognition recorded a high mean score of 3.00, indicating a strong negative perception regarding the social status of the discipline. This implied that although students appreciated and valued forestry, they believed that society did not accord it adequate recognition or prestige. This finding was consistent with Ekanem (2016), who observed that environmental and forestry-related careers were often undervalued in developing countries compared to more conventional professions such as medicine, law, and engineering.

Table 3: Students' Attitudes towards Forestry Courses

Attitude Statements	SA	A	D	SD	Mean	Decision
Forestry courses were interesting	38	42	12	8	3.10	Positive
Forestry was a preferred career choice	25	30	25	20	2.60	Positive
Forestry had good job opportunities	28	35	22	15	2.76	Positive
Forestry courses were too demanding	30	34	20	16	2.78	Positive
I was motivated to participate in forestry activities	32	36	18	14	2.86	Positive
I would recommend forestry to others	27	33	22	18	2.69	Positive
Forestry had low societal recognition	35	40	15	10	3.00	Negative perception

Table 4: Logit Regression Analysis of Factors Influencing Students' Attitudes towards Forestry Courses

The results presented in Table 4 showed the estimates of the logit regression model used to examine the factors influencing students' attitudes towards forestry courses. The model produced a log-likelihood value of -52.34 and a pseudo R^2 of 0.41, indicating a good fit and suggesting that approximately 41% of the variation in students' attitudes was explained by the included socio-economic and institutional variables. This implied that the model had reasonable explanatory power in predicting students' disposition towards forestry courses. According to Greene (2018), pseudo R^2 values within this range were considered acceptable for behavioral and social science models involving binary outcomes. The coefficient for age was positive ($\beta = 0.215$) and statistically significant at the 5% level ($p = 0.028$), indicating that an increase in age increased the likelihood of students having a positive attitude towards forestry courses. This suggested that older students were more likely to appreciate the relevance and importance of forestry education, possibly due to increased maturity and exposure. This finding was consistent with the work of Rahman et al. (2020), who reported that age positively influenced students' perception of environmental and sustainability-related disciplines. Sex had a negative coefficient ($\beta = -0.105$) but was not statistically significant ($p = 0.615$), indicating that gender did not have a meaningful influence on students' attitudes towards forestry courses in the study area. This implied that both male and female students exhibited similar perceptions and levels of interest in forestry education. This result supported the findings of Mensah and Adu (2019), who found no significant gender differences in students' attitudes towards environmental studies in tertiary institutions.

Academic level showed a positive and statistically significant relationship ($\beta = 0.342$, $p = 0.004$), suggesting that students in higher academic levels were more likely to develop positive attitudes towards forestry courses. This could be attributed to increased exposure to specialized knowledge, fieldwork, and career orientation as students progressed in their studies. This finding aligned with Chukwuone *et al.* (2018), who observed that academic advancement enhanced students' understanding and appreciation of discipline-specific content. Monthly allowance also had a positive and significant effect ($\beta = 0.287$, $p = 0.013$), indicating that students with higher financial capacity were more likely to exhibit positive attitudes towards forestry courses. This suggested that financial stability enabled students to participate more effectively in field trips, practical sessions, and other academic activities that required monetary commitment. This result was in agreement with Adekunle and Okunlola (2021), who emphasized the role of financial resources in facilitating active student participation in practical-oriented programmes.

Among the institutional variables, teaching facilities had a positive and significant influence (β = 0.310, p = 0.017), implying that the availability of adequate instructional resources enhanced students' attitudes. Similarly, practical training had the highest positive coefficient (β = 0.420, p = 0.003), indicating that it was the most influential factor in shaping students' attitudes towards forestry courses. This underscored the importance of hands-on learning in fostering interest and competence. According to Kolb (2015), experiential learning played a central role in deepening students' understanding and engagement in applied disciplines. Access to internet facilities was also positive and significant (β = 0.255, p = 0.031), suggesting that students who had better access to online resources were more likely to develop favorable attitudes. This highlighted the growing importance of digital learning tools in modern education. In contrast, departmental funding had a negative and significant coefficient (β = -0.290, p = 0.032), indicating that inadequate funding reduced the likelihood of positive attitudes among students. This reflected the adverse effects of resource constraints on the quality of education and student satisfaction. This finding was consistent with World Bank (2020), which reported that underfunding of educational institutions negatively affected learning outcomes in developing countries. Finally, internship opportunities had a positive and significant effect (β = 0.360, p = 0.011), suggesting that students who had access to practical industry experience were more likely to develop positive attitudes towards forestry courses. Internships provided real-world exposure and helped bridge the gap between theory and practice, thereby enhancing students' confidence and career readiness (Jackson, 2017).

Table 4: Logit Regression Analysis of Factors Influencing Students' Attitudes towards Forestry Courses

Variables	Coefficient (β)	Std. Error	z-value	p-value	Decision
Age	0.215	0.098	2.19	0.028	Significant
Sex	-0.105	0.210	-0.50	0.615	Not Significant
Academic Level	0.342	0.120	2.85	0.004	Significant
Monthly Allowance	0.287	0.115	2.49	0.013	Significant
Teaching Facilities	0.310	0.130	2.38	0.017	Significant
Practical Training	0.420	0.140	3.00	0.003	Significant
Internet Access	0.255	0.118	2.16	0.031	Significant
Departmental Funding	-0.290	0.135	-2.15	0.032	Significant

Variables	Coefficient (β)	Std. Error	z-value	p-value	Decision
Internship Opportunities	0.360	0.142	2.54	0.011	Significant

Model Statistics:

Log-likelihood = -52.34

Pseudo R^2 = 0.41

Number of observations = 100

Conclusion

The study examined the socio-economic and institutional determinants of students' attitudes towards forestry courses in Southwestern Nigeria. The findings revealed that students generally exhibited a positive attitude towards forestry education, as reflected in their level of interest, motivation, and willingness to recommend the discipline to others. However, this positive disposition coexisted with a perceived low societal recognition of forestry as a profession, indicating a gap between students' internal appreciation of the discipline and external societal valuation. The results further showed that both socio-economic and institutional factors significantly influenced students' attitudes. Among the socio-economic variables, age, academic level, and monthly allowance were found to have positive and significant effects, suggesting that increased maturity, academic exposure, and financial capacity enhanced students' engagement and perception of forestry courses. On the other hand, gender did not significantly influence students' attitudes, indicating a balanced perception of forestry education across male and female students. Institutional factors played a critical role in shaping students' attitudes. The availability of teaching facilities, adequacy of practical training, access to internet resources, and internship opportunities significantly contributed to positive attitudes among students. In particular, practical training emerged as the most influential factor, underscoring the importance of experiential learning in forestry education. Conversely, inadequate departmental funding negatively affected students' attitudes, highlighting the adverse impact of resource constraints on the quality of academic experience. In summary, the study demonstrated that while students maintained a favorable disposition towards forestry courses, their attitudes were strongly conditioned by the level of institutional support and their socio-economic background. The findings emphasized that improving learning conditions, strengthening practical training, and addressing financial and

infrastructural limitations were essential for sustaining and enhancing positive student attitudes towards forestry education.

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