

**The Role of Secondary School Agricultural  
Science Teachers in National Building**

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**BY**

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**A Project Submitted to the School of Education,  
In Partial Fulfillment of the Requirements for the  
Award of Bachelor of Education (Bsc. Ed.)  
Agricultural Education University of Maiduguri**

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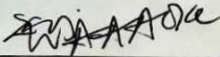
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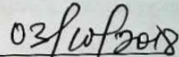
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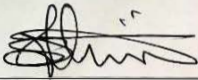
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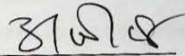
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## DEDICATION

This project is dedicated to Almighty God who in His infinite mercy gave me the opportunity to start and complete my study successfully. Also dedicated to all Agricultural science Teachers.

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## ABSTRACT

*This study was conducted to investigate the Role of Secondary School Agricultural Science Teachers in National building in Adamawa central senatorial Zone. The objectives of the study were to: Determine the Agricultural Science Teacher's role in their society, the role played by Agricultural Science Teachers in National building, the role of Agricultural education in National building and impact of Agricultural science teachers in moulding the youth to increased Agricultural production. Data were collected with the use of closed ended questionnaire. The questionnaires were distributed and retrieved from the sample size of one hundred and sixty-one (161) respondent. Sample size of 20 students and teachers selected from each of the seven Local Government and frequency percentage was used for data analysis. The research finding revealed that Agricultural Science teaches play a vital role in nation building by inculcating into the youth the tenet of great Agriculturist, the study also found out that Agricultural Education prepares individuals or personal to become teachers of agriculture, extension workers and other profession related to Agriculture. It further found out that students are influenced by Agricultural science teachers to increase their Agricultural productivity by equipping students with sound knowledge and creative ability in Agriculture.*



## CHAPTER ONE

### 1.0 INTRODUCTION

#### 1.1 Background of the Study

A student is a person who provides education for pupils (children) and students (adult). The role of the teacher is often formal and ongoing, carried out at a school or other place of formal education. In many countries, a person who wishes to become a teacher must first obtain specified professional qualification or credentials from a university or college. These professional qualifications may include the study of the pedagogy (the science of teaching). Teachers like other professionals may have to continue their education after they qualified a process known as continuing professional development.

A teacher role may vary among cultures. Teachers may provide instruction in literacy and numeral craftsmanship or vocational training. The arts, religion, civics, community roles, or life skills. A teacher is maker of man. He is the foundation of all Education and thus of the whole civilization of mankind present and future.

National building is the conscious and focused application of our people's collective resources, energies and knowledge to the task of liberating and developing the psychic and physical space that we identify as ours. It involves the development of behaviours, values, languages, institutions and physical structures that elucidate our history and cultures, concretise and protect the present and ensure the future identify and independence of the nation. National development or building is the deliberate, keenly, directed and focused and energetic projection of the national culture and collective identity.

A nation is built by its citizens. The citizens are moulded by the teachers and the teachers are made teacher – education. The teachers can be rightly called a nation builder. The teacher through their perseverance, love and sacrifices have shown us the right path in which great men have built our nation.

The role of a teacher is a multi –faceted one comprising academic, pedagogical and social roles. Academic roles comprise teaching, counselling and supervisory roles, while pedagogical roles include instructional, evaluation and facilitating roles. As a facilitator of learning, the teacher is involved in motivating pupils to learn, maintaining control in classroom and the school in general and creating a conducive environment for learning to take place.

Social roles of the teacher includes among others socializing roles which is preparing pupils to participate in the way of life of the society. A popular teacher become a model for the students. The student try to follow their teacher in his/her manners, customs, style of conversation and his/ her get up. He is their ideal, he can lead them anywhere.

Teacher therefore have to play a cardinal roles in the building up of the character of the next generation. It is a fact that a civilization cannot rise out of a skeleton of mere ideas and abstract concepts. Civilization finds a concrete shape in the practical behaviour of a nation, based on this principles and concepts. This necessitates the provision of a learning atmosphere throbbing with life in our educational institution through the presence of the teacher, with a view to infuse confidence in our students and to enable them to be proud of their culture to respect their national character and to ornament themselves with societal conduct and morals.

Agricultural education is concerned with that aspect of learning that prepared people and personnel to become teachers of agriculture, extension and other professionals in areas that require a broad knowledge of agriculture. Agricultural education is process of imparting knowledge vocation, skills and attitudes in agriculture to the learner at any level. It seek to prepare and develop students abilities to make a beginning and advance in farming and to produce farm products efficiently.

Agricultural education provide youth with sound knowledge, skills and attitudes in agriculture to the learner at any level. It seeks to prepare and develop students abilities to make a beginning and advance in farming and to produce farm products efficiently.

Agricultural education provide youth with sound knowledge, skills and creative abilities which can translate research finding into field trails, adaptation and commercialization. It equips students and all agricultural practitioners with knowledge and facts about Nigeria's agricultural potentials technology and environment and it also prepare students for life long learning in agriculture and related subjects as well as enable them have an intelligent understanding of the problems and opportunities in their communities and environment.

The rate and level of development of any nation is dependent on her level of agricultural development. Food security is important to any nation in need of development. This is because a nation which is dependent on other nation for food remain vulnerable to the

manipulation of the supplier nation. A nation that lack the capacity to feed herself is indeed underdeveloped. And this can easily be overcome through application of knowledge skills and attitudes acquired from science and technology into agricultural production. And also the need for improvement in the state and condition of rural areas and its habitants is great and this can be done through Agricultural education.

Agricultural sector is the backbone of an economy of a country. Agriculture plays an important role in the national buildings. It is a source of food supply for the nation, goods produced in non agricultural sectors by the rural people on the strength of the purchasing power earned by the selling of marketable surplus.

Agricultural sector provide investable surplus in the form of saving and taxes to be invested in non- agricultural sectors. Earning valuable foreign exchange through the export of agricultural products. Agriculture also provides employment to a large population of uneducated, backward and unskilled labour. Agricultural sector also help in creating of infrastructure such as road, market yards, storage, transportation, railway and many other development of commercial sector.

Agriculture also improve rural welfare, the rural economy depends on agriculture and allied occupation, the rising of agricultural production and productivity tend to improve social welfare particularly of the rural area. In view of the above roles. Its paramount to examine and look into the roles of the Agricultural science teachers in Nation building.

## **1.2 Statement of the Problem**

Agriculture has contribute a lot in the growth and development of the nation. It provides the nation with food, raw materials, employment, foreign exchange and other, and this is due to Agricultural education which is concerned with the process of impacting knowledge, skills and attitudes of agriculture to learners in which they can translate research findings into field work which is done by Agricultural Science Teachers.

But despite the work of Agricultural science teachers to produce citizens that help in building the nation, they are not regarded as national builders. They are not recognized as one of the factor that influence growth and development of the nation, they are only seen as teachers who impact knowledge but do not play a role in national development or building. It is pertinent and sad to note that these days teachers salaries are not paid as at when due. Their welfare and that of their family are not taken care of by the government. No wonder, the

economic growth of the nation remain stagnant, in recent time even declining. To build a vibrant nation they say the quality of the teachers must be very high. Regular training and retraining must be put in place so that they can perform their role as a nation builders.

### **1.3 Justification of the Study**

This research work will reveal the role of agricultural science teachers in national building and the findings will educate both the government and the general public on the role played by agricultural science teachers in national building and also serve as a resource base to other researchers interested in carrying out further research in the field.

### **1.4 Objectives of the Study**

The objectives of the study are to:

- i. Determine the Agricultural science teacher's role in their society.
- ii. Determine the role played by Agricultural science teachers in National building.
- iii. Determine the role of Agricultural education in National building.
- iv. Determine the impact of Agricultural science teachers in moulding the youth for increased agricultural production.

### **1.5 Research Questions**

- i. Does Agricultural science teachers role has any significance in the society?
- ii. Does Agricultural science teachers roles has any significant impact on national building?
- iii. Does moulding of the youth by Agricultural science teachers has a significant increase in Agricultural production?
- iv. Does Agricultural education plays a significant roles in national development?

### **1.6 Delimitation of the Study**

The study is restricted to Adamawa state central. Adamawa state was created on 27<sup>th</sup> August, 1991. It has four administrative division namely Ganye, Mubi, Numan and Yola. Major towns are Yola, Mubi, Ganye, Numan, Guyuk, Michika, Mayo- belwa, Gombi and Jimeta. Adamawa stare is one of the largest state in Nigeria. It occupies about 36,917 square

kilometres. Adamawa is divided into three (3) senatorial zones which are the southern zone, Northern zone and Central zone. The central zone comprises of seven local government namely Fufore, Yola South, Yola North, Girei, Song, Gombi and Hong.

The population of Adamawa Central is  $\approx$  1,668,900 in the year 2016. Despite farming as main occupation of these areas, Education is now far catching up with the rest of the Senatorial Zones. In the state the Central Senatorial Zone has about 269 secondary and primary schools in 2009 with registered teachers population of 10,436.

### **1.7 Limitation of the Study**

This study would have covered the whole country, but due to finance and time constraints, it is limited to Adamawa Central.

### **1.8 Operational Definition**

- i. **Agriculture:** Agriculture is the deliberate effort to modify a portion of land or earth surface through the cultivation of crops and raising of livestock for sustenance or economic gain of man.
- ii. **Teacher:** A teacher is a person that impact knowledge to learner, especially employed in a school.
- iii. **Role:** A character or part played by a performer or expected behaviour of an individual in a society.
- iv. **National building:** National building is the application of collective resources energies, knowledge to the task of liberating and developing the nation.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Who is a Teacher?

A Teacher is a person who provides Education for pupils (children) and students (adult). The teacher is al maker of man. He is foundation of all education and thus of the whole civilization of mankind present and future. John (2011).

Mbise (2008), sees teacher as a person who has knowledge, skills and special training in teaching, explaining and educating. The Teacher is a person who is capable of creating behavioural changes in terms of cognitive, psychomotor as well as effective domain.

Therefore, Teachers can be rightly called a nation builders because it is through the perseverance, love and navigation towards the right path that great men have built a nation says Kech (2016).

Prathyusha (2018) affirmed that "Teacher is a person who gives me not only knowledge but also inspiration to live. He is the meaning of success in my life. The teacher encourage me in my difficulties to overcome them. The teacher knows how to understand their students.

Sengi, 2000, believed that a teacher is an expert who is capable of imparting knowledge that will help learners to build, identify and to acquire skills that will be used to face the challenges in life. The teacher also provide to learner; knowledge, skills and values that enhance development.

#### 2.01 Characteristics of a good Teacher

A good teacher is a person who leads by examples through his thought and action. He /She is one who posies the humility to accept the need to rediscover and reinvent himself as and when necessary in addressing the inquisitiveness of his/her students.

Therefore according to Meer (2016) a good teacher should be

- Calm: A good teacher should be calm and in control in any situation.

- Empathic: A good teacher should have the ability to bond with the students to understand and resonate with their feelings and emotions. To communicate on their level. To be compassionate with them when they are down.
- A Role model: A good teacher should be the window through which many young people will see their future. He /She should be a fine role model as lot of young people don't have anyone to look upto in this role. The Teacher could be the most important person in their life.
- Creative: A good teacher should be creative to enable him/she motivate the student by using creative and inspirational methods of teaching.
- Friendly: A good teacher have to be friendly and congenial with his/her students, so that students can share their problems with him/her without being afraid or hesitant.
- Good personality: A good teacher has a very good personality, there is no second thought about it. Student always get attached to teachers with good personality which leads to better communication, understanding and ultimately good result. Everyone can have a good decent, likable and presentable personality. Teacher should dress sensibly well, smell good and be a little gentle and kind.
- Positive mental attitude: A good teacher should be able to think more on the positive and a little on the negative. To keep a smile on his/her face when things get tough. To see the bright side of things. To seek to find the positive in every negative situation. To see the good in young people and to be a light.
- Willing to learn: A good teacher is always willing to learn from other teachers and students.
- A good teacher is always truthful, encouraging, available, hopeful and ready.
- A good listener: A good teacher should be a good listener and have the characterjstic of being an ever better listener. A good listener will always have many friends and fans.
- Patient: A good teacher should be patient.

## **2.1 National Building**

According to Mylanas, (2012), National building refer to a constructive process of engaging all citizens in building social, cohesion, economic prosperity and political stability in a nation in an inclusive and democratic way.

Mylanas (2012) went further to describe National building as the process of constructing or structuring a national identity using the power of the state. This process aims at the unification of the people within the state, so that it remains politically stable and viable in the long run. National building is the development of behaviour, values, language, institution and physical structure that elucidate history and culture concretize and protect the present and ensure the future identity and independence of a nation.

The marketing Business News (2018) posted that National building means creating a country that functions out of a non –functional one, either because the old one has been destroyed in a war, has fallen apart or never really worked properly. Keith 2006 also sees National building as involving the use of propaganda or major infrastructure development to foster social harmony and economic growth.

## **2.2 Agricultural Education**

According to Egbule (2012), Agricultural education like any other course in tertiary institution is taught in the department of Agricultural Education as a core vocational curriculum subject. He sees Agricultural Education as education that is designed in training learners in the process of agricultural productivity, as well as the techniques for the teaching of agriculture.

Arokoy and Ndeobi (2016) also describe agricultural education as the type of education that provide learners with the personal academic and career experience and competencies required for participating and entrepreneurship in agriculture. This implies that graduates of agricultural education should possess the necessary entrepreneurial skills that will make them self reliant for social growth and development.

Agricultural education was also viewed by Out, Udoh and Umoh (2013) as the type of education geared towards the inculcating of the right value, knowledge and skills to person who would be useful to themselves and the nation through their contribution to productive agriculture and national development.



Christopher (2015), also defined Agricultural education as the teaching of Agriculture, natural resources and land management at higher level. Agricultural education is primarily undertaken to prepare students for employment in the agricultural sectors.

### **2.3 The Role of Agricultural Education in National Building**

The role of Agricultural education department in the building effort of any nation is very crucial. Agricultural education is concerned with the provision of necessary expertise that is needed to build a strong and self-reliant nation.

Out, (2013) stated that the ultimate goal of agricultural education is to prepare individuals or personnel to become teachers of agricultural extension and other professions related to agriculture. However, the workability of the agricultural education depends on its effective delivery which involves the learners, the teacher, resources and physical environment which must be adequate and conducive for the learner to acquire the right knowledge and skills. Therefore, to attain its objectives of national building it plays the following roles:

- Provision of skilled personnel for national workforce: Agricultural education is concerned with the development of skilled personnel who would be available to take up jobs in teaching in schools and colleges and also work in any agro-related industries. Chikaire, Omogu, Okafor and Okoli, (2013) posted that the nation predicament is heavily depended on her ability to come up with a competent and reliable workforce. Agricultural education therefore, at this point stand very tall in helping the nation to curb the problem of lack of appropriate manpower personnel. Biakpara (2004) also reveal that agriculture contributes about 41% GDP and also remains the load sector for income and employment generation for the rural areas nearly 70% of the total labour force and provides 90% of non-oil export revenue.
- Constant Development of New Ideas in Nation Teaching Profession: Developing new ideas in nation's teaching profession is another key role of the agricultural education. Agricultural education provides sound knowledge of the basic principles and techniques of agriculture and motivation with which teachers can translate this knowledge into real improvement in agricultural productivity. Bolu and Egho (2014) Agricultural education provides effective and up to date teaching materials.

It was also noted by Adipore (2010) that varied opportunities are created for teachers to engage in activities that will bring new ideas, discoveries, solve problems and develop skills that are suitable in teaching profession.

- Establishment of Vibrant Research Center for National Farmers: Another principle role of Agricultural education in nation building involves around the establishment of research centers focused on finding solution to farmer problems .

Olufolaji (2014) through research noted that relevant strategies and new methods of cultivating crops can be learnt from the research centres and adopted to improve productivity. For example, the Nigeria University faculty of Agriculture offers a number of adult education programs to rice farmers in the surrounding region.

- Ensuring active young farmers club: In each 36 states of the federation Young Farmers Club (YFC) is an organization where young people (boys and girls) are encouraged to learn about modern farming techniques and home making. The members are under the tutelage of agricultural science teachers and agricultural extension workers. Agbulu and Weaver (2014) posited that if the energy and enthusiasm of the youth are nationally guided for constructive work, they can help Nigeria to become one of the most reliant and affluent nation. To enhance the youth and make them contribute meaningfully to nation building is a duty of the agricultural department to marshal out programmes that are suitable to the youth to channel their energies towards desirable goals in the interest of national development. Adebora (2012) however believed that the role of Agricultural education in national building also include the following: -

✓ Reduction in Rural –urban migration: - one major cause of insecurity and instability in a nation is the mass movement of unemployed youths to the urban centers in search of jobs. They easily become available tools for use in promoting insecurity. If those youths are well trained in vocational agriculture, with basic skills acquisition in the various discipline of agriculture and given the necessary assistance, they can be self reliant. This will drastically reduce rural – urban migration. Thereby creating enabling environment for effective participation in national building and development thereby security is guaranteed.

✓ Youth Empowerment: - poverty and hunger have been identified as major factor that make youth take to crime and other social vices. When youth are given the right

manpower, training in skills acquisition, especially in agriculture, they can become self reliant in their field of specialization. This will improve their economic power /income and be able to meet their nutritional requirement for healthy living and physical development, with social status as well as enough food on the youth table, the rate of crime and involvement in violence will be a thing of the past.

- ✓ Reduction in Youth unemployment: - in Nigeria, agriculture is a major employer of labour when compared with other sectors of the country. Training in vocational agriculture allows for skills acquisition in all the disciplines of agriculture which further makes the youth to be self employed. When they are fully engaged in their chosen fields. They no longer have time to be involved in violence and other criminal activities. This will reduce or eliminate insecurity in our society.
- ✓ Self Reliance in Food Production: - when youths put into practical use the acquired skills in vocational agriculture, there would be abundance of food for the teeming population. The increase in food production would be sustained and the country can boast of self-reliant in agricultural production, poverty and hunger would be eradicated from the society thereby paving way for peace and stability to prevail in the country.
- ✓ Industrial Growth: - Availability of essential agricultural raw materials and its effective utilization can only be achieved when the right skills are acquired through training. The skilled manpower are essential pre-requisites for industrial growth. The multiplier effect of this is the creation of more job opportunities for the unemployed youth, reduction in poverty level and crime. The overall benefit of this to the society is the reduction in security threats.

## 2.4 The Role of Agricultural Science Teachers in National Building

From the above discussed roles of Agricultural education in national building to be fully acquired and come to reality, there must be a catalyst, instrument, drivers or instructors who are trained, teachers instruct or model the youths of the country. All these can only be achieved through a Teacher. The Agricultural Science Teacher or educator are trained specifically for the role of educating the populace. Sam (2017) said that Teachers inspire their student to aspire for greater things, they play an important role in national building. Teachers ought to be highly respected member of the society as they shape the characters of their

students. While everyone can be trained it is not all people who gain knowledge and are willing to learn. To facilitate knowledge acquisition, the input of the teacher is required and they are well placed to motivate the learners to work harder, gain knowledge and be successful. Regardless of whether learners are slow or fast, teachers instil in them the importance of working hard in what they are good at and been people of high integrity. Teachers contribute toward the creation of a prosperous nation when they help in building the future of the young learners.

Knowledge is the basic for national development as decisions are made to improve the well being of the people. People are skilled to the extent that they gain knowledge and can apply skills. The Teacher affect skills acquisition and appreciating the role that teachers play faster knowledge acquisition and moral development. A teacher acts as a guide, but they also need to be highly committed to prepare the learners and impact useful skills on them.

Teachers are role models and act as second parents to the young learners, and young students look up to their teachers for encouragement and inspiration. The role of teachers in Agricultural education and encouraging students to participate in agriculture cannot be ignored. Despite the benefits of having competent and motivated teachers, their effort are not well appreciated. This should not be the case and teachers are suppose to be trained and respected in order to have bigger impact on students and young adults.

The students and young adults are those citizens that will build the nation, there cannot be active citizens if the teachers do not mould them properly from the early age. A good education system builds good teachers and learners, while each nation require innovative leaders and relevant education. Now more than ever, before knowledge but also supporters of innovative thinking and competence to meet todays and future challenges. Teachers prepare students to tackle the challenges that they encounter and as they are expose to different things they get wiser and are ready to lead from the front.

According to Adebambo (2015) every man has a teacher and every great man has a great teacher. ZigZiglar (2014) said that "a lot of people have gone further than they thought they could because someone else thought they could. Douglas (2012) posted that, the most important black America leader of the 19<sup>th</sup> century and a key figure in the abolition of slavery in the United States said "it is easier to build strong children than to repair broken adult. Teachers are nation builders, teachers are center of education and their contribution can never be overestimated.

Ogundele, Musa and Jimba (2015) stated that teachers do not only show children the best decision but they also show them how to come to that conclusion. By doing so, the children will be able to apply that reasoning whenever they are in a similar situation.

As a good model worthy of emulation the student try to follow their teacher in their manners, dressing, etiquette and style of conversation. They are their ideals and can lead them anywhere. Therefore, teachers play a prominent role in making the future of their students and the society. It is for this reason that teachers make frantic effort to abstain from what in their thinking will mislead the children.

Nyarenda and Adams (2011) opined that teacher is a maker of man he id foundation of all education and thus of the whole civilization of mankind, present and future. Suleiman (2013) believed that the agricultural Teacher has played a significant in national development by:

- Providing the young people with sound knowledge, skills and creative abilities which they can translate research finding into field trials adaptation and commercialization.
- Equipping students and all agricultural practitioners with knowledge and facts about Nigeria's agricultural potentials, technology and environment.
- Developing problem solving and safety practices on students and other agricultural practitioners.
- Preparing students for life-long learning in agriculture are related subject as well as enable them have an intelligent understanding of the problems and opportunities in their communities and environment.
- Helping farmers and students to appreciate positive values such as good feeding habits, conservation of our national resources, personal hygiene and maintenance of family life.
- Providing training for students to become specialist in agricultural practices such as plants and animal breeding, plant and anima pathology, food processing and preservation packaging and storage etc.

Salami (2014) also believed that the role of the teacher also involves sharing experience between the teachers and the learner. It is the expression of an intent with the aim of bringing about desirable change in the behaviour of the learner. It involve communication of some sort

that create an impression in the mind of the learner, which makes him accept the new experience. Based on the above, the conceptual feature of a teacher relate to his role performance. Teaching as an aim job implies and makes the teacher to be interested in the development of his/her students, and in using the subject he/she teaches to pursue that aim. Teaching is also a skill job which a teacher logically must have depending on the nature of his subject and that of the students.

The skill are usually linked with the aim of education or instruction. Teaching as a role job requires labelling the teacher certain properties that help him in acting and or in performing such functions. It relates to a set of right or duties which he carries out legitimately.

For the teacher to be able to do this effectively and efficiently he requires some specialized knowledge, skills and competencies. It is this that accounts for his /her professional outfit. Its should therefore be capable of carrying out the following:

- Capable of exercising intelligently appreciation of the world around him
- He should be equipped academically and professionally to teach confidently and efficiently.
- He should be capable of promoting continuity of thought on the desirable elements in the moral, social and the cultural heritage of the community which he serves.
- He should be prepared to learn all through out life, and capable of inspiring the children under his /her care with the desire to learn.
- He should be sensitive to changes and by his/her training capable of effective innovative practice.
- He must be capable of meeting the emotional, physical, intellectual and social needs of the child for the development of an integrated personality.
- He should be able to help students learn pattern of relationship and interrelationship that will help them to function effectively as members of peer groups and other grouping in their society.
- He should be capable of helping children to develop attitudes, morals and norms that will promote the unity and solidarity of the nation. The teacher should be able to help

children appreciate their culture value, heritages and dynamics and to develop their aesthetic values.

- The teacher should help children develop critical thinking and scientific attitude to life and to apply systematic principles to problem solving while awakening intellectual curiosity.
- The teacher is expected to be functional in transmitting specific body of knowledge help maintain fundamental societal values, wage war against mediocrity and enhance search for excellence. The responsibilities of the teachers in education can therefore be community based and child centred. It is also based on his responsibility to human race as in guaranteeing right of man to education. The teacher can therefore be said to be unique human being, who has learnt to use himself /herself effectively and efficiently to help his society achieve their own purpose of education, he /she uses all he has to help the society achieve this purpose, that is his/her head which is his/her intellect, his/her hands which is all the skills that require manipulation that helps others to learn in the form of psychomotor domain. He also uses his mind which are those values and attitude that allows him to interact with others and which enhances learning. Teachers are therefore suppose to be great psychologist, initiators, models, museum of virtue, innovators, leaders and socialites.

Salamu also stated that in view of the fact that the teacher is to transform the philosophies and goals of education into learnable values for the benefits of the learners, the society expects that he should carry on some functional role in education. However these roles are transitional and differ with situations and circumstances under which they are to be performed. This is because there has been enormous multiplication of teacher task in the school. He is saddled with many responsibilities that requires different actions and demands. The teacher is therefore made to assume different roles at different times. For example he /she is a freeman, an illustration, a skilled, disciplinarian, a psychologist, Cho therapist, an instructor of youth and an investigator.

The teacher in school carries on instructional role, administrative role, he/she is a disciplinarian, an evaluator and record keeper, a learning officer , as resource person or a librarian. He /she is also a programme planner, manager and director. The instructional roles includes motivator, an organizer of learning , an instructional planner, an ego supporter a resource person. He /she is also an information giver and manager, a counsellor, an adviser.

His /her social role includes organizing and coordinating of people. He/she must show an understanding of the peculiarity of each group and group dynamics , he/she is a parent surrogate, an ego supporter, he/she is a value bearer and a disciplinarian. He /she is a welfare worker.

In view of the above roles analysed, the teacher employs techniques that meet both short and long term objectives, he/she gets feedback on his/her own behaviour and learn from experience, he/she processes an extensive repertoire of control technique that are readily available for use which are effective to fulfil his/her function in education, the teacher must perform some specific roles to facilitate the achievement of the societies aspiration in education. The teacher is therefore;

1. A knowledge Transmitter: He/she is responsible for passing knowledge (subject matter) and ensure the upright social, physical, emotional and moral development of the child. It applies the knowledge of teaching materials social values, the psychic and social development of children, teaching means and evaluation and concrete situation arising in the classroom, schools, the subject and the individual.
2. A leader of the learner /community: The Teacher is the surrogate of middle class morality. He /she stimulates, guides and direct the learners. He /she must develop some human relation. He /she should help the students to learn how to learn. He engage in personal relationship with others, that is between, educates the community and the students.
3. A Curriculum Interpreter: He/she analyses the curriculum and the syllabus related to his /her discipline. He/she identifies the programme of education and sequence such programme to facilitate systematization of the instructional procedure. He /she designs instructional materials, develops and uses it to fulfil the objectives of educational interaction. He /she plans the school subject(s) time table and activities and translate the curriculum into learnable units in terms of society's aspiration and children needs. He transforms the content of course into mediating learning outcomes.
4. A preserver of established traditions: He examines the cultural values of his society, its dynamics and the changing value occurring within the system. He propagates the values, virtues, ethics and norms that characterise the society in order to ensure that the children develop in line with the aspiration of the society. He is not a



conservative, but seeks that the society achieve her unity of purpose. Where changes has been instituted, he/she transmits the value and techniques that facilitates the generation of changes.

5. An Innovator and agent of change: He improves the curriculum to meet the needs of the child and the society. He /she engages in continuous research that helps him/her to meet up with the new knowledge available, and to keep up with the trend of social technological change. He/she gets involved in keeping the profession up to date and ensure adequate course maintenance. He /she help to affect changes that leads environmental adaptation, creative and constructive environmental transformation. He/she also prepare his/her students to face challenges of change through coordinated suggestions to get solutions to problems. Through this he/she wages war against mediocrity and facilitates search for excellence.

## 2.5 Purpose and Objectives of Teacher Education in Nigeria

Education has always been given some priority in the national development plan from independence, because of its consideration as an agent of stabilization social and economic important as well as it influences on technological development and scientific orientation. It has also served as a way of life. Therefore, a spectacular expansion of formal education occurred, caused by phenomenal demands for skilled manpower and the desire to ensure universal literacy in Nigeria. Based on the above premise, the Federal Government of Nigeria declared in the national policy on education that, the federal government of Nigeria has adapted education as an instrument per excellence for effecting National Development (FGN, 2014).

The success of education as a veritable machinery for social and economic transformation and foundation for new social order is however based on the availability of resources in both human and material form as inputs to facilitate its process. At the centre of the human resources is the teacher who holds the key that opens the door into modernization. He is the hub to which the wheel of progress and development in education hangs. He energize the machinery of education and directs the process, the teachers are therefore usually held responsible for many lapses and deficiencies in the performance of the educations machinery. Teachers are responsible for the implementation of the curriculum and are system, therefore the determinants of quality in the schools and it is upon their competencies and functional efficiency that the system of education operates.

The national policy on education also acknowledge the pivotal role of the teacher in education and importance of quality teacher in course maintenance in school and in qualitative educational programme implementation. In section 9, sub section 57 of the National Policy on Education, it is stated that "Teacher Education will continue to be given major emphasis in all our educational planning because no educational system can rise above quality of it's teacher.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.0 Introduction

In this chapter, the procedure adopted in carrying out the study will be discussed under the sub- heading. Design of the study, Area of the Study, Population and sample of the Study, instrument for data collection, method of data collection and method of data analysis.

#### 3.1 Research Design

The study adopted a descriptive survey design. The design is aim at describing the state of affairs as they exist. According to Gay (2003), a descriptive survey is a process of collecting data in order to answer questions concerning the current status of the subject.

Orodho (2009), states that a survey is a method of collecting information by interviewing or administering questionnaires to a sample of individuals. It is most frequently used method for collecting information about people, attitudes, opinions habits or any of the variety of social issues related to education.

#### 3.2 Area of the study

The study covered Adamawa Central Senatorial zone which comprises of several local government areas namely; Hong, Gombi, Song, Girei, Yola North, Yola South and Fufore.

#### 3.3 Population of the Study

The population of the study comprises of all students of Senior Secondary School III who offered agricultural science in Adamawa Central Zone and Agricultural Science Teachers.

#### 3.4 Sample of the Study

The sample for this study was 140 Senior Secondary III students drawn from seven secondary schools offering agriculture from seven local government areas in Adamawa central, that is one school from each local government

Simple random teachers were also sampled for the study, three teachers from each seven schools were sampled. A total of 161 students and teachers were sampled for the study.

The table below shows a representation of the respondents in the schools used for the study

| S/N | SCHOOLS                                               | NO. OF RESPONDENTS |          |
|-----|-------------------------------------------------------|--------------------|----------|
|     |                                                       | STUDENTS           | TEACHERS |
| 1   | Government Science Secondary School, Hong             | 20                 | 3        |
| 2   | Government Day Secondary School, Gombi                | 20                 | 3        |
| 3   | Government Secondary School, Jabbi Lamba, Song        | 20                 | 3        |
| 4.  | Government Senior Secondary School, Vunoklang, Girei  | 20                 | 3        |
| 5   | Government Day Secondary School, Karewa, Jimeta, Yola | 20                 | 3        |
| 6   | Aliyu Mustapha College, Yola.                         | 20                 | 3        |
| 7   | Government Day Secondary School, Fufore               | 20                 | 3        |
|     | Total                                                 | 140                | 21       |

### 3.5 Instrument for Data Collection

Questionnaire was used as instrument for the study. Questionnaire was used because they are considered economical and easy to formulate and analyse.

Questionnaire elicit a lot of data and gives greater depth of response. The questionnaire comprised of Likert Scale rating items. The scale is rated as Strongly agree (SA), Agree (A), Disagree (D) and Strongly disagree (SD). The instrument will be use to collect data from individual on the role of senior secondary school Agricultural Science Teachers in National Building.

### 3.6 Method of Data Collection

The researcher administered the questionnaire to the respondents and ample time is given to them to respond to the items before the researcher collect the questionnaire. This is to ensure achievement of a good return ration and help respondents to get a chance to seek clarification on item which might have proved difficult to understand.

### 3.7 Method of Data Analysis

The data were collected. The responses were then coded for analysis. Coding was done to summarize the responses given by the respondents for analysis. The data will be analysed using descriptive statistics such as percentage frequencies.

## CHAPTER FOUR

### DATA PRESENTATION AND DISCUSSION

#### 4.0 Introduction

This chapter covers the data presentation and discussion of the findings.

#### 4.1 Data Presentation

The researcher administered one Hundred and sixty one (161) questionnaires (21 Teachers and 140 Students) to the respondents in the study area with a view to facilitate the research process and to find answers to the research questions raised earlier in the chapter one of the study. All the copies were completed and returned; No copies were invalidated for either reasons of non-authentication or incomplete information.

#### TEACHERS RESPONSE AND ANALYSIS

Q1. Agricultural Science teachers are trained specifically for the role of educating the populace.

Table 4.1.1

| Response          | Frequency | Percentage (%) |
|-------------------|-----------|----------------|
| Strongly Agree    | 9         | 42.89          |
| Agree             | 7         | 33.33          |
| Strongly Disagree | 4         | 19.04          |
| Disagree          | 1         | 4.76           |
| Total             | 21        | 100            |

Source: Field survey 2018

Table 4.1.1 above reveal that 42.89% strongly agreed, 33.33% agreed, 19.04% strongly disagreed, and 4.76% disagreed on whether Agricultural Science teachers are trained specifically for the role of educating the populace.

Q2. Agricultural Science teachers contributes towards creation of a prosperous nation as they help in building the future of young learners.

**Table 4.1.2**

| Response          | Frequency | Percentage (%) |
|-------------------|-----------|----------------|
| Strongly Agree    | 7         | 33.33          |
| Agree             | 8         | 38.09          |
| Strongly Disagree | 2         | 9.52           |
| Disagree          | 4         | 19.04          |
| Total             | 21        | 100            |

Source: Field survey 2018

Table 4.1.2 above reveal that 33.33% strongly agreed, 38.09% agreed, 9.52% strongly disagreed, and 19.04% on whether Agricultural Science teachers contributes towards creation of a prosperous nation as they help in building the future of young learners.

Q3. Students were prepared by Agricultural science teachers for a lifelong learning in agriculture to enable them understand the problems and opportunities in their communities.

**Table 4.1.3**

| Response          | Frequency | Percentage (%) |
|-------------------|-----------|----------------|
| Strongly Agree    | 5         | 23.80          |
| Agree             | 14        | 66.66          |
| Strongly Disagree | 1         | 4.76           |
| Disagree          | 1         | 4.76           |
| Total             | 21        | 100            |

Source: Field survey 2018

Table 4.1.3 above reveal that 23.80% strongly agreed, 66.66% agreed, 4.76% strongly disagreed, and 4.76% disagreed on whether Students were prepared by Agricultural science teachers for a lifelong learning in agriculture to enable them understand the problems and

opportunities in their communities.

Q4. Agricultural science teachers are the foundation of all education and thus of the whole civilization of mankind present the future.

Table 4.1.4

| Response          | Frequency | Percentage (%) |
|-------------------|-----------|----------------|
| Strongly Agree    | 10        | 47.61          |
| Agree             | 8         | 38.09          |
| Strongly Disagree | 0         | 0              |
| Disagree          | 2         | 9.52           |
| Total             | 21        | 100            |

Source: Field survey 2018

Table 4.1.4 above reveal that 47.61% strongly agreed, 38.09% agreed, 0% strongly disagreed, and 9.52% disagreed on whether Agricultural science teachers are the foundation of all education and thus of the whole civilization of mankind present the future.

Q.5 Youths are moulded and influenced by the Agricultural Science teachers in order to increase their agricultural productivity.

Table 4.1.5

| Response          | Frequency | Percentage (%) |
|-------------------|-----------|----------------|
| Strongly Agree    | 5         | 23.80          |
| Agree             | 11        | 52.38          |
| Strongly Disagree | 2         | 9.52           |
| Disagree          | 3         | 14.22          |
| Total             | 21        | 100            |

Source: Field survey 2018

Table 4.1.5 above reveal that 23.80% strongly agreed, 52.38% agreed, 9.52% strongly disagreed, and 14.22% disagreed on whether youths are moulded and influenced by the Agricultural Science teachers in order to increase their agricultural productivity.



Q6. New ideas were developed by Agricultural Science teachers in the nation in order to increase agricultural productivity.

**Table 4.1.6**

| Response          | Frequency | Percentage (%) |
|-------------------|-----------|----------------|
| Strongly Agree    | 7         | 33.33          |
| Agree             | 12        | 57.14          |
| Strongly Disagree | 0         | 0              |
| Disagree          | 2         | 9.52           |
| Total             | 21        | 100            |

Source: Field survey 2018

Table 4.1.6 above reveal that 33.33% strongly agreed, 57.14% agreed, 0% strongly disagreed, and 9.52% disagreed on whether new ideas were developed by Agricultural Science teachers in the nation in order to increase agricultural productivity.

Q7. Agricultural Education prepares individuals or personnel to become teachers of agriculture, extension workers and other profession related to agriculture.

**Table 4.1.7**

| Response          | Frequency | Percentage (%) |
|-------------------|-----------|----------------|
| Strongly Agree    | 9         | 42.89          |
| Agree             | 7         | 33.38          |
| Strongly Disagree | 1         | 4.76           |
| Disagree          | 4         | 19.04          |
| Total             | 21        | 100            |

Source: Field survey 2018

Table 4.1.7 above reveal that 42.89% strongly agreed, 33.38% agreed, 4.76% strongly disagreed, and 19.04% disagreed on whether agricultural education prepares individuals or personnel to become teachers of agriculture, extension workers and other profession related to agriculture.

Q8. A well trained skilled personnel were provided by agricultural education for nation building.

**Table 4.1.8**

| Response          | Frequency | Percentage (%) |
|-------------------|-----------|----------------|
| Strongly Agree    | 15        | 17.42          |
| Agree             | 4         | 19.04          |
| Strongly Disagree | 1         | 4.76           |
| Disagree          | 1         | 4.76           |
| Total             | 21        | 100            |

Source: Field survey 2018

Table 4.1.8 above reveal that 17.42% strongly agreed, 19.04% agreed, 4.76% strongly disagreed, and 4.76% disagreed on whether well trained skilled personnel were provided by agricultural education for nation building.

Q9. Agricultural education helps in creating more job opportunities for the unemployed youths.

**Table 4.1.9**

| Response          | Frequency | Percentage (%) |
|-------------------|-----------|----------------|
| Strongly Agree    | 16        | 76.19          |
| Agree             | 4         | 19.04          |
| Strongly Disagree | -         | -              |
| Disagree          | 1         | 4.77           |
| Total             | 21        | 100            |

Source: Field survey 2018

Table 4.1.9 above reveal that 76.19% strongly agreed, 19.04% agreed, 0% strongly disagreed, and 4.77% disagreed on whether Agricultural education helps in creating more job opportunities for the unemployed youths.

Q10. Agricultural education increases the national economy by training the youths who in turn provide raw materials for the growing industries.

Table 4.1.10

| Response          | Frequency | Percentage (%) |
|-------------------|-----------|----------------|
| Strongly Agree    | 7         | 33.33          |
| Agree             | 9         | 42.89          |
| Strongly Disagree | 5         | 23.86          |
| Disagree          | 1         | 4.76           |
| education Total   | 21        | 100            |

Source: Field survey 2018

Table 4.1.10 revealed that 33.33% strongly agreed, 42.89% agreed, 23.86% strongly disagreed, and 4.76% disagreed on whether Agricultural education increases the national economy by training the youths who in turn provide raw materials for the growing industries.

Q11. Agricultural Science teachers help in moulding the youth for increased agricultural productivity.

Table 4.1.11

| Response          | Frequency | Percentage (%) |
|-------------------|-----------|----------------|
| Strongly Agree    | 8         | 38.04          |
| Agree             | 10        | 47.6           |
| Strongly Disagree | 1         | 4.76           |
| Disagree          | 2         | 9.52           |
| Total             | 21        | 100            |

Source: Field survey 2018

Table 4.1.11 above reveal that 38.04% strongly agreed, 47.6% agreed, 4.76% strongly disagreed, and 9.52% disagreed on whether Agricultural Science teachers help in moulding the youth for increased agricultural productivity.

Q12. Agricultural Sector is the backbone of an economy of a country.

**Table 4.1.12**

| Response          | Frequency | Percentage (%) |
|-------------------|-----------|----------------|
| Strongly Agree    | 7         | 33.33          |
| Agree             | 9         | 42.89          |
| Strongly Disagree | 5         | 23.86          |
| Disagree          | 1         | 4.76           |
| Total             | 21        | 100            |

Source: Field survey 2018

Table 4.1.12 above showed that 33.33% strongly agreed, 42.89% agreed, 23.86% strongly disagreed, and 4.76% disagreed on whether Agricultural Sector is the backbone of an economy of a country.

Q13. Agriculture is a source of food supply for the nation.

**Table 4.1.13**

| Response          | Frequency | Percentage (%) |
|-------------------|-----------|----------------|
| Strongly Agree    | 7         | 33.33          |
| Agree             | 10        | 47.6           |
| Strongly Disagree | 2         | 9.52           |
| Disagree          | 2         | 9.52           |
| Total             | 21        | 100            |

Source: Field survey 2018

Table 4.1.13 above reveal that 33.33% strongly agreed, 47.6% agreed, 9.52% strongly disagreed, and 9.52% on whether Agriculture is a source of food supply for the nation

Q14. The rate and level of development of any nation is dependent on her level of agricultural development.

**Table 4.1.14**

| Response          | Frequency | Percentage (%) |
|-------------------|-----------|----------------|
| Strongly Agree    | 7         | 33.33          |
| Agree             | 9         | 42.85          |
| Strongly Disagree | -         | -              |
| Disagree          | 5         | 23.80          |
| Total             | 21        | 100            |

Source: Field survey 2018

Table 4.1.13 above reveal that 33.33% strongly agreed, 42.85% agreed, 0% strongly disagreed, and 23.80% disagreed on whether the rate and level of development of any nation is dependent on her level of agricultural development.

### STUDENTS RESPONSE AND ANALYSIS

Q1. Agricultural Science teachers are role models and nation builders.

**Table 4.1.1**

| Response          | Frequency | Percentage (%) |
|-------------------|-----------|----------------|
| Strongly Agree    | 55        | 39.28          |
| Agree             | 43        | 30.71          |
| Strongly Disagree | 20        | 14.28          |
| Disagree          | 22        | 15.71          |
| Total             | 140       | 100            |

Source: Field survey 2018

Table 4.1.1 above reveal that 39.28% strongly agreed, 30.71% agreed, 14.28% strongly disagreed, and 15.71% disagreed on whether Agricultural Science teachers are role models and nation builders.

Q2. Students are being inspired by their agricultural science teachers to inspire for greater things.

**Table 4.1.2**

| Response          | Frequency | Percentage (%) |
|-------------------|-----------|----------------|
| Strongly Agree    | 49        | 35.00          |
| Agree             | 35        | 25.00          |
| Strongly Disagree | 28        | 20.00          |
| Disagree          | 28        | 20.00          |
| Total             | 140       | 100            |

Source: Field survey 2018

Table 4.1.2 above reveal that 35.00% strongly agreed, 25.00% agreed, 20.00% strongly disagreed, and 20.00% on whether Students are being inspired by their agricultural science teachers to inspire for greater things.

Q3. Agricultural science teachers equip students' with sound knowledge and creative ability in agriculture.

**Table 4.1.3**

| Response          | Frequency | Percentage (%) |
|-------------------|-----------|----------------|
| Strongly Agree    | 55        | 39.28          |
| Agree             | 44        | 31.42          |
| Strongly Disagree | 20        | 14.28          |
| Disagree          | 33        | 16.42          |
| Total             | 140       | 100            |

Source: Field survey 2018

Table 4.1.3 above reveal that 39.28% strongly agreed, 31.42% agreed, 14.28% strongly disagreed, and 16.42% disagreed on whether agricultural science teachers equip students' with sound knowledge and creative ability in agriculture.

Q4. Youths are influenced by Agricultural science teachers to increase their Agricultural productivity.

**Table 4.1.4**

| Response          | Frequency | Percentage(%) |
|-------------------|-----------|---------------|
| Strongly Agree    | 59        | 42.14         |
| Agree             | 41        | 29.28         |
| Strongly Disagree | 2         | 15            |
| Disagree          | 19        | 13.57         |
| Total             | 140       | 100           |

Source: Field survey 2018

Table 4.1.4 above reveal that 42.14% strongly agreed, 29.28% agreed, 15% strongly disagreed, and 13.57% disagreed on whether youths are influenced by Agricultural science teachers to increase their Agricultural productivity.

Q.5 Agricultural Science teachers are capable of creating behavioural changes in students.

**Table 4.1.5**

| Response          | Frequency | Percentage (%) |
|-------------------|-----------|----------------|
| Strongly Agree    | 65        | 46.42          |
| Agree             | 48        | 34.28          |
| Strongly Disagree | 26        | 18.57          |
| Disagree          | 21        | 15.00          |
| Total             | 140       | 100            |

Source: Field survey 2018

Table 4.1.5 above reveal that 46.42% strongly agreed, 34.28% agreed, 18.57% strongly disagreed, and 15.00% disagreed on whether Agricultural Science teachers are capable of creating behavioural changes in students.

Q6. Students look up to their teachers for encouragement and inspiration.

Table 4.1.6

| Response          | Frequency | Percentage (%) |
|-------------------|-----------|----------------|
| Strongly Agree    | 58        | 41.42          |
| Agree             | 34        | 24.28          |
| Strongly Disagree | 28        | 20.00          |
| Disagree          | 20        | 14.28          |
| Total             | 140       | 100            |

Source: Field survey 2018

Table 4.1.6 above reveal that 41.42% strongly agreed, 24.28% agreed, 20.00% strongly disagreed, and 14.28% disagreed on whether students look up to their teachers for encouragement and inspiration.

Q7. Agricultural Science teachers mould the youths to become good citizens and build the nation.

Table 4.1.7

| Response          | Frequency | Percentage (%) |
|-------------------|-----------|----------------|
| Strongly Agree    | 49        | 35.00          |
| Agree             | 41        | 29.28          |
| Strongly Disagree | 30        | 21.42          |
| Disagree          | 20        | 14.28          |
| Total             | 140       | 100            |

Source: Field survey 2018

Table 4.1.7 above reveal that 35.00% strongly agreed, 29.28% agreed, 21.42% strongly disagreed, and 14.28% disagreed on whether Agricultural Science teachers mould the youths to become good citizens and build the nation.



Q8. Students imitate their teachers in manners, dressing and style of conversation.

**Table 4.1.8**

| Response          | Frequency | Percentage (%) |
|-------------------|-----------|----------------|
| Strongly Agree    | 28        | 20.00          |
| Agree             | 49        | 35.00          |
| Strongly Disagree | 34        | 24.28          |
| Disagree          | 29        | 20.71          |
| Total             | 140       | 100            |

Source: Field survey 2018

Table 4.1.8 above reveal that 20.00% strongly agreed, 35.00% agreed, 24.28% strongly disagreed, and 20.71% disagreed on whether students imitate their teachers in manners, dressing and style of conversation.

Q9. Agricultural Science teachers equip students with knowledge and facts about Nigeria agricultural potential, technology and environment.

**Table 4.1.9**

| Response          | Frequency | Percentage (%) |
|-------------------|-----------|----------------|
| Strongly Agree    | 55        | 39.28          |
| Agree             | 37        | 26.42          |
| Strongly Disagree | 26        | 18.57          |
| Disagree          | 22        | 15.71          |
| Total             | 140       | 100            |

Source: Field survey 2018

Table 4.1.9 above reveal that 39.28% strongly agreed, 26.42% agreed, 18.57% strongly disagreed, and 15.71% disagreed on whether Agricultural Science teachers equip students with knowledge and facts about Nigeria agricultural potential, technology and environment.

Q12. Both male and female students normally participate in Agricultural science practical.

Table 4.1.12

| Response          | Frequency | Percentage (%) |
|-------------------|-----------|----------------|
| Strongly Agree    | 50        | 35.71          |
| Agree             | 40        | 28.57          |
| Strongly Disagree | 24        | 17.14          |
| Disagree          | 26        | 18.57          |
| Total             | 140       | 100            |

Source: Field survey 2018

Table 4.1.12 above reveal that 35.71% strongly agreed, 28.57% agreed, 17.14% strongly disagreed, and 18.57% disagreed on whether both male and female students normally participate in Agricultural science practical.

Q13. Modern techniques are always demonstrated by Agricultural Science teachers to students.

Table 4.1.13

| Response          | Frequency | Percentage (%) |
|-------------------|-----------|----------------|
| Strongly Agree    | 24        | 17.14          |
| Agree             | 26        | 18.57          |
| Strongly Disagree | 50        | 35.17          |
| Disagree          | 40        | 28.57          |
| Total             | 140       | 100            |

Source: Field survey 2018

Table 4.1.13 above reveal that 17.14% strongly agreed, 18.57% agreed, 35.17% strongly disagreed, and 28.57% disagreed as to whether Modern techniques are always demonstrated by Agricultural Science teachers to students.

14. My school has necessary equipment and tools for practical purposes.

**Table 4.1.14**

| Response          | Frequency | Percentage (%) |
|-------------------|-----------|----------------|
| Strongly Agree    | 20        | 14.28          |
| Agree             | 20        | 14.28          |
| Strongly Disagree | 60        | 42.85          |
| Disagree          | 40        | 28.57          |
| Total             | 140       | 100            |

Source: Field survey 2018

Table 4.1.14 above reveal that 14.28% strongly agreed, 14.28% agreed, 42.85% strongly disagreed, and 28.57% disagreed as to whether their school has necessary equipment and tools for practical purposes.

Q15. The school authority assigns 2 hours in a particular day of the week for farming activities.

**Table 4.1.15**

| Response          | Frequency | Percentage (%) |
|-------------------|-----------|----------------|
| Strongly Agree    | 40        | 28.57          |
| Agree             | 39        | 27.85          |
| Strongly Disagree | 39        | 27.85          |
| Disagree          | 22        | 15.71          |
| Total             | 140       | 100            |

Source: Field survey 2018

Table 4.1.15 above reveal that 28.57% strongly agreed, 27.85% agreed, 27.85% strongly disagreed, and 15.71% disagreed as to whether their school authority assigns 2 hours in a particular day of the week for farming activities.

## 4.2 Discussions of Findings

The findings of this research work, which are based on statistical data analysis are presented and discussed below in line with the objectives of the study:

### **Objective 1: To determine the Agricultural Science teachers' role in their society.**

The findings from the study revealed that Agricultural Science teachers role in their society As such the finding suggest that agricultural science teachers play a vital role in nation building by inculcating into the youths the tenets of great agriculturists. However, most importantly is that findings from the study showed that Agricultural Science teachers are trained specifically for the role of educating the populace. Agricultural Science teachers contributes towards creation of a prosperous nation as they help in building the future of young learners. Youths are moulded and influenced by the Agricultural Science teachers in order to increase their agricultural productivity. The findings of the study were in concord with the findings of Ibru, Essien, & Effiong, (2010). Whom also were of the view that agricultural science teachers are trained specifically for the role of educating the populace. Agricultural Science teachers contributes towards creation of a prosperous nation as they help in building the future of young learners. This revealed that if agricultural science teachers are properly motivated and equipped it will enhance their productivity and role in nation building.

### **Objective 2: To determine the role played by Agricultural Science teachers' in nation building.**

The findings from the study revealed that teachers of agriculture played a significant role in nation building. Agricultural Education prepares individuals or personnel to become teachers of agriculture, extension workers and other profession related to agriculture. Moreover, findings from the study showed that Agricultural Science teachers demonstrate practical in

manner that the students easily understand which accounted for 60%. Findings from the study also showed that the agricultural science teachers properly educate the students and populace in nation building with a view to enhancing their knowledge on agriculture and its productivity so as to accelerate growth of the economy. The findings of the study were in concord with the findings of Iwena (2012). The findings from the study revealed that teachers of agriculture played a significant role in nation building.

**Objective 3: To determine the role of Agricultural education in nation building.**

The findings from the study revealed that Agricultural education played a crucial role in nation building as such the finding suggest that agricultural science teachers play a vital role in nation building by inculcating into the youths the tenets of great agriculturists. Moreover, students are influenced by Agricultural science teachers to increase their Agricultural productivity. Agricultural science teachers equip students' with sound knowledge and creative ability in agriculture. Students are being inspired by their agricultural science teachers to inspire for greater things. The findings of the study were in concord with the findings of Ibru, Essien, & Effiong, (2010) whom also were of the view that agricultural education played a crucial role in nation building.

**Objective 4: To determine the impact of Agricultural science teachers in moulding the Youth for increased Agricultural productivity.**

The findings from the study revealed that Agricultural science teachers impacted positively in moulding the Youth for increased Agricultural productivity. The findings was epitomized by the fact that 65.46% of the respondents revealed that youths are moulded and influenced by the Agricultural Science teachers in order to increase their agricultural productivity. Moreover, agricultural education prepares individuals or personnel to become teachers of agriculture, extension workers and other profession related to agriculture. New ideas were

developed by Agricultural Science teachers in the nation in order to increase agricultural productivity. The findings of this study was same with that of Mohammed (2006) who also asserted that agricultural science teachers impacted positively in moulding the youth for increased agricultural productivity.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter centers on summary of the major findings, conclusion and recommendations of the study.

#### 5.1 Summary or major finding

This research work investigated the role of senior secondary school Agricultural science teachers on Nation Building. Primary data was use for the study which was sourced via administered questionnaires. Simple percentage as a tool for data analysis. The major finding of the research state that:

Agricultural science teachers are trained specifically for the role of educating the populace, they also contributes towards creation of a prosperous nation as they help in building the future of young learners.

The youth are moulded and influenced by Agricultural science teachers in order to increase their agricultural productivity and individual or personals are prepared by Agricultural Education to become teachers of agriculture, extension workers and other profession related to agricultural education also helps in creating more job opportunities for the unemployed youth.

Agricultural science teacher help in moulding the youth for increase agriculture. Agricultural productivity which is a source of food supply and the backbone of the nation. The rate and level of development of any nation is dependent on her level or agricultural development.

Agricultural teachers also equip students with knowledge and facts about Nigeria agricultural potential, technology and environment, Although most school do not have the necessary

equipment's and tools for practical purposes, modern techniques are not always demonstrated by Agricultural Science Teacher to Student.

### 5.1.1 Conclusion

After a thorough investigation and inquiry by this research work to examine the role of senior secondary school agricultural science teachers on nation building in some selected secondary schools in Adamawa central senatorial zone of Adamawa State, Nigeria; it can be concluded from the findings of the study that the role of agriculture in nation building in Nigeria cannot be over emphasized. Agriculture is a source of food for consumption by man, source of foods for animals and also a source raw material for the agro-based industries. Agriculture contributes to the growth of the economy and also provides employment opportunities for the teeming population and serve as one of the means of alleviating poverty in an economy. However most schools do not have the necessary equipment and tools for practical purposes. Also modern techniques are not always demonstrated by Agricultural Science teachers to students due to unavailability and inadequate supply of equipment. The inadequate supply of available inputs and equipment to the teachers poses a serious threat to their role as the building blocks of the nation through agriculture.

### 5.3 Recommendations

Based on the findings of this research work the following recommendations are hereby suggested by the researcher:

- i. Educational seminars, workshops, symposiums and other educational services and other special Educational programs and policies should be initiated in order to resuscitate the agricultural science teachers' potentials and performance in nation building.



- ii. Government should ensure adequate and timely availability/supply of modern farm inputs and practical facilities and equipment to schools and also increase the provision of credit facilities to schools in the study areas to ease the problems of lack of access to credit facilities which is one of the biggest menace to achieving the agricultural science teachers aims and objectives towards nation building.
- iii. Government should give remuneration packages as incentives to agricultural scifor hard work as well as severe penalties for corrupt practices as a means of boosting hard work and enhancing the productivity of employees.
- iv. To sustain the pace of agricultural output as a means of building the nation Nigeria, there is need for the government to increase its expenditure on agriculture. This will go a long way in refurbishing the agricultural sector of the economy as well as enhancing economic growth and up building of the nation.
- v. Establishment of agro based industries by government with a view to facilitating industrial output. The establishment of more agro based industries will help in curbing the menace of unemployment and alleviating poverty from within the context of Nigerian economy.
- vi. Special attention should be given to agricultural policies that would curb the challenges of agricultural output. In this regard, the government should set up a policy implementation body or committee for the purpose of monitoring and implementing sound and effective policies and ensuring that policies are implemented according to prescriptions.

#### 5.4 Suggestions for Further Studies

The following areas of research are suggested in line with the findings of this study:-

- i. The research should be replicated using a different case study
- ii. The impact of agriculture on economic growth.
- iii. The role of agriculture in alleviating poverty and unemployment.
- iv. The role of agriculture in Nigeria's development.

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# FEDERAL COLLEGE OF EDUCATION, YOLA



DIRECTORATE OF UNDERGRADUATE STUDIES (DUS)  
(IN AFFILIATION WITH UNIVERSITY OF MAIDUGURI)

Date: 20/7/2013

To:

Whom It May Concern,

## LETTER OF INTRODUCTION

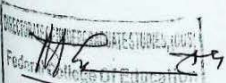
The bearer of this letter: RHODA BASHILONI with registration number: DUS/AGE/2015/0023 is an Undergraduate student of the department of AGRICULTURAL EDUCATION Federal College of Education, Yola.

He/she is a final year student and currently conducting a research project in education on the topic:

THE ROLE OF SECONDARY SCHOOL AGRICULTURAL SCIENCE TEACHERS IN NATIONAL BUILDING CASE STUDY ADAMAWA CENTRAL SEMBIRAT ZONE

You are requested to assist him/her with any relevant information/data he/she may request/required.

Please be assured that the information provided is meant for academic purpose only and will be treated with utmost confidentiality.

  
Federal College of Education, Yola  
P.O. Ismaila M. Alhaji  
For: Registrar  
SECRETARY

# QUESTIONNAIRE FOR STUDENTS

Dear Respondent,

I am a final year Agricultural Education Student of Federal College of Education, affiliated with University of Maiduguri, Department of Agricultural Education. I am undertaking a research on "The role of Senior Secondary School Agricultural Science Teachers on National Building. Your school has been selected as a case study. You are kindly asked to answer the questions in the Questionnaire accurately. This information shall be treated with confidentiality and be used purely for academic purpose.

Answer the questions accordingly put a tick  against the appropriate statement.

1. Gender: MALE [    ],                      FEMALE [    ]

2. CLASS: \_\_\_\_\_

3. AGE: \_\_\_\_\_

TICK  YOUR RIGHT OPINION AGAINST THIS STATEMENT.

| Items                                                                                                                                                                | SA | A | D | SD |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---|---|----|
| Agricultural Science Teacher is a role model and a nation builder                                                                                                    |    |   |   |    |
| Agricultural Science Teacher is a role model and a second parent to students.                                                                                        |    |   |   |    |
| Students were inspired by Agricultural Science Teachers to aspire for greater things.                                                                                |    |   |   |    |
| The Youth are provided with sound knowledge, skills and creative ability by Agricultural Science Teachers which may help them to translate research to field trials. |    |   |   |    |
| Youth are influence by Agricultural Science Teachers to increase Agricultural productivity.                                                                          |    |   |   |    |
| Agricultural Science Teachers is capable of creating behavioral changes in students.                                                                                 |    |   |   |    |
| Students look up to their teachers for encouragement and inspiration.                                                                                                |    |   |   |    |
| Agricultural Science Teachers mould the Youth to become good citizens that will build the nation.                                                                    |    |   |   |    |
| Students imitate their Teachers in manners, dressing and style of conversation.                                                                                      |    |   |   |    |

Agricultural Science Teachers equipped students with knowledge and facts about Nigeria Agricultural potential, technology and environment.

Agricultural Science Teachers demonstrate practical in manner that the student easily understand.

Agricultural Science is well encouraged among the school because it's a vocational subject.

Both male and female students normally participates in Agricultural Science practical's.

Modern techniques are always demonstrated by Agricultural Science Teacher to the student.

My school has necessary equipments and tools for practical purpose

The school authority assigned 2 hours in a particular day of the week for farming activities.

- SA - Strongly Agree
- A - Agree
- D - Disagree
- SA - Strongly Disagree

|  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |  |  |
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New ideas were developed by Agricultural Science Teacher in the Nation in order to increase Agricultural productivity.

Agricultural Education prepare individual or personnel to become Teachers of agriculture, extension workers and other profession related to agriculture.

A well trained skilled personnel were provided by Agricultural education for National building

Agricultural Education help in creating more job opportunities for the unemployed Youth

Agricultural Education increases the national economy by training the youth who in return provide raw materials for the growing industries

Agricultural Science Teacher help in moulding the youth for increased agricultural productivity

Agricultural sector is the back bone of an economy of a country

Agriculture is a source of food supply for the nation.

The rate and level of development of any nation is dependent on the level of agricultural development

SA - Strongly Agree

A - Agree

D - Disagree

SD - Strongly Disagree