

## BEST PRACTICES FOR EFFECTIVE PREPARATION OF QUALITY AGRICULTURAL TEACHERS AND SCHOOL ADMINISTRATION IN NIGERIA

BY

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### Abstract

*This study aimed at investigating best practices for effective preparation of quality agricultural teachers and school administration in Nigeria. Two research questions and two null hypotheses were formulated to guide the study. The target population for this study was 2,231 respondents comprising 2,021 lecturers from universities and 210 from colleges of education. A total sample size of 202 university lecturers and 21 college lecturers were statistically determined using Yaro Yamane formula. Best Preparatory practices for Quality Agricultural Teacher Questionnaire (BPPQATQ) and Extent of Application of Best Educational preparatory Practices for quality agricultural teacher (EABEPPQ) were structured instruments used for data collection. Mean, standard deviation and Independent sample t-test were employed to answer the research questions and test the hypotheses at a probability of 0.05 and 221df. It was found out that effective content and methodology adoption, efficient administrative and management control, among others, were significant ( $p > 0.05$ ) global best practices for quality preparation of agricultural teachers in Nigeria; but were not significantly ( $p > 0.05$ ) applied in teacher education programme in Nigerian Universities and her Colleges of Education. Best practices identified in the study were strongly recommended for application in agricultural teacher education programmes for effective performance in Nigeria.*

**Keywords:** Best Practices; quality agricultural teachers; effective preparation, school administration, Education.

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### Introduction

On a general note, education is a complex process of socialization that transforms individuals into social beings equipped with the necessary tools to participate fully in the dynamics of life. Transformation of the individuals can only be achieved through good quality teachers who are dispensers of education. That was why Orakpo (2016) stated that Nigeria can make use of the tremendous power of education through quality teacher education to tackle its numerous problems and by so doing achieve rapid national development. Agricultural teachers are therefore at the vanguard of bringing about reforms in Nigeria's polity and economics, especially in this present time when diversification from petroleum monoculture

economy to agriculture is strongly advocated (Ejiofor and Ashang, 2017). Vocational agriculture encompasses actual involvement in farming activities while agricultural education is the acquisition of skills and knowledge in agricultural science with the view to imparting these knowledge and skills into prospective farmers for better productivity. In corroboration, Osinem (2005) defined agricultural education as the teaching of agriculture, natural resources, and soil management through hands of experience and guidance to prepare students for entry level jobs for further education to prepare them for advanced agricultural jobs. This definition buttresses the fact that teachers of agriculture require some kind of quality professional

preparation in agriculture or its specific areas for effectiveness.

Books can help, so can numerous other types of learning materials; but always there stands a teacher, always on the stage, often front and centre; what he knows can make a difference, what he does not know can be an irreparable loss (Ojo, 2006). From the above assertion, it is incontrovertible to note that the quality of education that agricultural teachers receive will in turn determine the quality and quantum of reforms and empowerment that they can inculcate in the nation's youths (Musset, 2010). That is to say that good agricultural teacher trained under quality educational facilities dispenses good teaching of agriculture which in turn, produces high quality workforce that would work towards the achievement of the national goal on agricultural education (Oshionebo and Ashang, 2013). Conversely, the consequence of poorly prepared agricultural teachers is the production of half-baked teachers of agriculture who cannot teach, plan, organize, manage and implement policies in schools (Okemakinde, Adewuyi and Alabi, 2013).

The basic purpose of agricultural teacher education programme in any nation is the production of adequate number of highly competent teachers of agriculture who are capable of providing quality instruction. According to Federal Republic of Nigeria in its National Policy on Education (NPE, 2004a), the goals of teacher education generally shall be to: (1) Produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational systems (2) Encourage further spirit of enquiry and creativity in teachers (3) Help teachers to fit into social life of the

community and the society at large and enhance their commitment to national goals. (4) Provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations. (5) Enhance teachers' commitment to the teaching profession. The above goals cannot be achieved if the nation's agricultural teacher training institutions fail to achieve quality in agricultural teacher preparation (Ijaiya, N.D.). The outcome of which will be handed over to school administrators for effective school administration and achievement of the entire educational visions.

There are different levels agricultural Teacher Education preparation Programmes in Nigeria. The goal of agricultural teacher education in Nigeria includes, among others, the encouragement of the spirit of enquiry and creativity in agricultural teachers, and providing them with the intellectual and professional background that will be adequate for their teaching assignments and also make them adaptable to constantly changing situations (NPE, 2004b). Section 8B (item 74) of the policy as modified in line with this study noted that agricultural teacher education shall continue to take cognizance of changes in the methods and curriculum, and teachers of agriculture be regularly exposed to technological innovations in their profession. By the policy stipulations therefore, the professional training of agricultural teachers is in two-fold: pre-service and in-service trainings. To implement this, certain institutions (such as Institutes/Faculties of Education of Universities, Colleges of Education (COE), Schools of Education in the Polytechnics, and the National Teachers' Institute (NTI) are charged with the

responsibility to provide professional preparation for agricultural teachers by adopting global best practices (Gasey, 2007).

The quality of agricultural teachers is enhanced by the quality of preparation given to the teachers by these institutions in training. If the Nigerian vision to become economically diversified is to be achieved, then there is need for high quality preparation of agricultural teachers by institutions involved through their employment of best practices for effectiveness in the delivery of the goals. Ugwu (2007) observed that every year, agricultural teachers are churned out of training institutions either as full time or part time, through outreach or sandwich programme, but they are deficient in content and methodology (Adesulu, Uwandu and Iruoma, 2016). Such defective agricultural teachers cannot be appropriately handled as far as school administration is concerned. Going by the stipulation of the Federal Republic of Nigeria in its National Policy on Education (NPE, 2004a), the objective of the administrative service in education is to provide efficient administrative and management control for the maintenance and improvement of the system. One observes that the system cannot be improved if the principals and headmasters are of low quality, stocked with agricultural teachers of low quality bred under examination malpractice and as such lack knowledge of the subject matter coupled with laziness, lack of spirit of enquiry, creativity and inability to carryout teaching assignments (Adesulu, et al., 2016). Upon this background, the researchers are propelled to assess the Best practices for Effective Preparation of Quality Agricultural Teachers and School Administration in Nigeria.

### **Purpose of the Study**

The major purpose of this study is to investigate on the Best practices for Effective Preparation of Quality Agricultural Teachers and School Administration in Nigeria. Specifically, the study was conceived to determine:

1. Best educational practices that will elicit effective preparation of quality agricultural teachers and school administration in Nigeria.
2. The extent to which best educational practices for effective preparation of quality agricultural teachers are employed in Nigerian institutions.

### **Research Questions**

1. What are the best educational practices that will elicit effective preparation of quality agricultural teachers and school administration in Nigeria?
2. To what extent are best educational practices for effective preparation of quality agricultural teachers employed in agricultural teacher education programmes in Nigeria?

### **Hypotheses**

Ho<sub>1</sub>. There is no significant difference in the mean ratings of respondents on the best educational practices for effective preparation of quality agricultural teachers and school administration in Nigeria

Ho<sub>2</sub>. There is no significant difference in the mean ratings of respondents on the extent to which best educational practices for effective preparation of quality agricultural teachers are employed in agricultural teacher education programmes in Nigeria.

### **Methodology**

The study employed a survey research design and was carried out in Nigeria. The area is

made up of six major geo-educational zones; the North-west, North-east, North-central, South-west, South-east and South-south. Six states were involved in the study; Enugu State from South-east, Cross River State and AkwaIbom State from South-south, Oyo state from Southwest, Benue State from North-central, and Kaduna State from North-west. The target population for this study was 2,231 respondents comprising 2,021 University Lecturers and 210 Colleges of Education (COE) Lecturers in six higher institutions that prepare agricultural teachers in the selected states. A total of 202 university lecturers and 21 college lecturers were involved in the study. This resulted to a total sample size of 223 respondents. A simple random sampling technique was used to select the sample of respondents from each institution and state accordingly. Best Preparatory practices for Quality Agricultural Teacher Questionnaire (BPPQATQ) and Extent of Application of Best Educational preparatory Practices for quality agricultural teacher (EABEPPQ) were structured instruments used to elicit the needed information from the respondents. The questionnaire items were drawn and coded based on a Likert-type scale as follows: Strongly Agree (SA) and Very High Extent (VHE) = 4 points, Agree(A) and High Extent (HE) = 3 points, Disagree (D) and Low Extent(LE) = 2 points, and Strongly Disagree (SD) and Very Low Extent(VLE) = 1 point. Three experts from Department of Agricultural Education were selected from University of Calabar, University of Uyo and University of Nigeria, Nsukka to validate the instrument for data collection. The validators re-structured and organized the instrument to meet the objectives and content of the study. Their comments were used to draft the final copy of the questionnaire. For the purpose of

determining the reliability of the instrument, copies of the questionnaire were administered to thirty (30) university lecturers and ten (10) COE lecturers in Lagos State, South-western Nigeria. The data obtained from the administration of the instruments were analyzed using Cronbach Alpha and a coefficient of 0.78 was obtained. This showed a high level of consistency, indicating that the instrument was reliable and capable of yielding the desired result for this study. The researchers administered the instrument to all respondents with the help of six research assistants. The instrument was administered by hand and was collected back with a 100% return rate. The data collected for the study were analyzed using mean and standard deviation to answer the research questions while Independent t-test statistical tool was used to test the null hypothesis at 0.05 level of significance and 221 degree of freedom. For the research question, an item with mean rating of 2.50 and above was regarded as agreed or applied in high extent while mean response of less than 2.50 was regarded as disagreed or applied in low extent. With respect to research hypotheses, a null hypothesis was upheld if the calculated t-value was less than the critical t-value of 1.960. On the other hand, the alternate was accepted if the calculated t-value was greater than the t-tab value.

## **Results**

### **Research Question 1**

What are the best educational practices that will elicit effective preparation of quality agricultural teachers and school administration in Nigeria?

### **Research Question 2**

To what extent are best educational practices for effective preparation of quality agricultural

teachers employed in agricultural teacher education programmes in Nigeria?

To answer the above research questions, Best Preparatory practices for Quality Agricultural Teacher and School Administration Questionnaire (BPPQATSAQ) instrument was presented to respondents to indicate their opinion on the phenomenon. For research question one, the instrument contained items

on best educational practices that will elicit effective preparation of quality agricultural teachers and school administration while research question two elicited information on the extent to which best educational practices for effective preparation of quality agricultural teachers are employed in agricultural teacher education programmes. The results are presented in table 1.

**TABLE 1**

Mean Ratings of Respondents on Best educational practices and Application Level for effective preparation of quality agricultural teachers and school administration

*N*=223

| S/N | Best Practices                                                                                                                                                                               | $\bar{X}_1$ | SD   | DEC   | $X_2$ | $SD_2$ | DEC |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|------|-------|-------|--------|-----|
| 1   | Increasing years of teacher training programme to five years for degree and four years for NCE                                                                                               | 3.50        | 0.53 | Agree | 1.00  | 0.00   | VLE |
| 2   | establishing well monitored supervisory team to assure service delivery to the agricultural student teachers                                                                                 | 3.46        | 0.52 | Agree | 1.00  | 0.00   | VLE |
| 3   | Effective supervision of Teaching practice exercise through adequate monitoring of agricultural student teachers at all stages of lesson preparation, delivery and post teaching discussion. | 3.28        | 0.46 | Agree | 2.00  | 0.30   | LE  |
| 4   | Recruitment of high trainable individuals into agricultural teacher education preparatory programmes                                                                                         | 3.43        | 0.59 | Agree | 1.80  | 0.65   | LE  |
| 5   | Meticulous written and oral evaluation of students of agricultural education devoid of Examinational practice                                                                                | 3.43        | 0.59 | Agree | 1.00  | 0.00   | VLE |
| 6   | Mapping out one full year for teaching practice exercise                                                                                                                                     | 3.47        | 0.61 | Agree | 2.00  | 0.50   | LE  |

|    |                                                                                                                                                                                                                        |      |      |       |      |      |     |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|-------|------|------|-----|
| 7  | Admission of quality entrants into agricultural education programmes with required qualifications                                                                                                                      | 3.37 | 0.56 | Agree | 1.00 | 0.00 | VLE |
| 8  | Increase pass mark grades from 40% to 60%                                                                                                                                                                              | 3.36 | 0.61 | Agree | 1.00 | 0.00 | VLE |
| 9  | Provision of instructional material allowance to pre and in-service teachers of agriculture                                                                                                                            | 3.43 | 0.58 | Agree | 1.80 | 0.65 | LE  |
| 10 | Motivation of agricultural student teachers through awards of bursary to promote their interest in teaching                                                                                                            | 3.35 | 0.70 | Agree | 1.00 | 0.00 | VLE |
| 11 | Elevation of in-service teachers of agriculture at all levels to the same grade based on qualification and prompt payment of salaries and allowances as a means of arousing pre-service teachers' interest in teaching | 3.39 | 0.59 | Agree | 2.00 | 0.50 | LE  |
| 12 | Involvement of permanent teachers of agricultural science in the supervision and monitoring of students in teaching practice                                                                                           | 3.27 | 0.64 | Agree | 2.35 | 0.75 | LE  |
| 13 | Lecturers supervising student teachers in Teaching practice in secondary or primary school must have mastery of agricultural science at that level of education                                                        | 3.30 | 0.60 | Agree | 2.00 | 0.50 | LE  |
| 14 | Organizing seminars and workshop at frequent intervals to develop student teachers of agriculture in communication skills for fluency.                                                                                 | 3.36 | 0.56 | Agree | 1.00 | 0.00 | VLE |
| 15 | Computer literacy of Practicing Teachers of agriculture                                                                                                                                                                | 3.42 | 0.62 | Agree | 1.00 | 0.00 | VLE |
| 16 | Exposure of practicing teachers                                                                                                                                                                                        | 3.33 | 0.69 | Agree | 2.70 | 0.60 | HE  |

|    |                                                                                                                     |      |      |       |      |      |     |  |  |
|----|---------------------------------------------------------------------------------------------------------------------|------|------|-------|------|------|-----|--|--|
|    | of agricultural science to practical skills in teaching using the school farm                                       |      |      |       |      |      |     |  |  |
| 17 | Extension of duration of teaching practice to one full session                                                      | 3.28 | 0.69 | Agree | 1.20 | 0.54 | LE  |  |  |
| 18 | Mandating practicing teachers to use instructional material in every instructional delivery                         | 3.30 | 0.67 | Agree | 2.40 | 0.86 | LE  |  |  |
| 19 | Strengthening accreditation practices for the establishment of agricultural teacher preparation programmes          | 3.26 | 0.67 | Agree | 2.35 | 0.75 | LE  |  |  |
| 20 | Stiffening all legislations against examination malpractices for quality agricultural teacher preparation practices | 3.30 | 0.60 | Agree | 1.00 | 0.00 | VLE |  |  |

**Note:**  $\bar{X}_1$  = Mean of research question 1;  $\bar{X}_2$  = Mean of research question 2;  $SD_1$  = Standard Deviation of research question 1;  $SD_2$  = Standard Deviation of research question 2; DEC = Decision

**Source:** (Field work)

Table 1 shows the opinion of respondents on best educational practices that will elicit effective preparation of quality agricultural teachers and school administration and the extent to which they are employed in agricultural teacher education programmes in Nigeria. All 20 items recorded  $\bar{X}_1$  scores ranging from 3.27 - 3.50, which were above the cut-off point of 2.50 on the four-point scale, implying that both respondents agreed that all the educational practices are the best for effective preparation of quality agricultural teachers and school administration in Nigeria. Whereas, 19 items recorded  $\bar{X}_2$  scores ranging from 1.00 - 2.40, which were below the cut-off point of 2.50 on the four-point scale, implying that respondents maintained that the extent to which the best educational practices are being employed in agricultural teacher

education programmes in Nigeria is very low. Item 16 recorded  $\bar{X}_2$  score of 2.70 which is above the cut-off point, indicating that exposure of practicing teachers of agricultural science to practical skills in teaching using the school farm is rated to a high extent.

Data on  $SD_1$  and  $SD_2$  revealed that all the 20 items have values ranged from 0.46 - 0.70 and 0.00-0.86 respectively, indicating that there was less variability in the opinions of the respondents.

### Research Hypothesis 1

There is no significant difference in the mean ratings of respondents on the best educational practices for effective preparation of quality agricultural teachers and school administration in Nigeria

**Research Hypothesis 2**

There is no significant difference in the mean ratings of respondents on the extent to which best educational practices for effective

preparation of quality agricultural teachers are employed in agricultural teacher education programmes in Nigeria.

**TABLE 2:** t-test Analysis of responses on best educational practices and the extent to which they are employed for effective preparation of quality agricultural teachers and school administration in Nigeria

$N=223$  ( $n_1$ - University lecturers = 202;  $n_2$ -COE lecturers = 21)

| SN | BEST PRACTICES                                                                                                                                                                               | HYPOTHESIS 1 |        |             |        |       |     | HYPOTHESIS 2 |        |             |        |       |     |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------|-------------|--------|-------|-----|--------------|--------|-------------|--------|-------|-----|
|    |                                                                                                                                                                                              | $\bar{X}_1$  | $SD_1$ | $\bar{X}_2$ | $SD_2$ | t-cal | Rmk | $\bar{X}_1$  | $SD_1$ | $\bar{X}_2$ | $SD_2$ | t-cal | Rmk |
| 1  | Increasing years of teacher training programme to five years for degree and four years for NCE                                                                                               | 3.49         | 0.52   | 3.67        | 0.50   | -1.14 | NS  | 3.58         | 0.89   | 3.77        | 0.79   | 2.90  | S   |
| 2  | Establishing well monitored supervisory team to assure service delivery to the agricultural student teachers                                                                                 | 3.47         | 0.53   | 3.38        | 0.49   | 0.79  | NS  | 3.47         | 0.53   | 3.38        | 0.49   | 0.79  | NS  |
| 3  | Effective supervision of Teaching practice exercise through adequate monitoring of agricultural student teachers at all stages of lesson preparation, delivery and post teaching discussion. | 3.31         | 0.50   | 3.14        | 0.35   | 2.04  | S   | 3.31         | 0.50   | 3.14        | 0.35   | 2.04  | S   |
| 4  | Recruitment of high trainable individuals into agricultural teacher education preparatory programmes                                                                                         | 3.37         | 0.57   | 3.23        | 0.53   | 1.16  | NS  | 3.37         | 0.57   | 3.23        | 0.53   | 1.16  | NS  |
| 5  | Meticulous written and oral evaluation of students of agricultural education devoid of Examination malpractice                                                                               | 3.45         | 0.59   | 3.28        | 0.71   | 1.13  | NS  | 3.31         | 0.40   | 3.14        | 0.25   | 2.01  | S   |
| 6  | Mapping out one full year for teaching practice exercise                                                                                                                                     | 2.38         | 0.61   | 3.38        | 0.49   | 0.00  | NS  | 3.31         | 0.50   | 3.14        | 0.35   | 2.04  | S   |
| 7  | Admission of quality entrants into agricultural education programmes with                                                                                                                    | 3.38         | 0.55   | 3.19        | 0.74   | 1.18  | NS  | 3.58         | 0.89   | 3.77        | 0.79   | 2.90  | S   |

|    | required<br>qualifications                                                                                                                                                                                             |      |      |      |      |       |    |      |      |      |      |       |    |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|------|------|-------|----|------|------|------|------|-------|----|
| 8  | Increase pass mark grades from 40% to 60%                                                                                                                                                                              | 3.38 | 0.58 | 3.42 | 0.58 | -0.30 | NS | 3.38 | 0.58 | 3.42 | 0.58 | -0.30 | NS |
| 9  | Provision of instructional material allowance to pre and in-service teachers of agriculture                                                                                                                            | 3.39 | 0.62 | 3.04 | 0.58 | 2.19  | NS | 3.31 | 0.50 | 3.14 | 0.35 | 2.04  | S  |
| 10 | Motivation of agricultural student teachers through awards of bursary to promote their interest in teaching                                                                                                            | 3.38 | 0.60 | 3.14 | 0.65 | 1.71  | NS | 3.38 | 0.60 | 3.14 | 0.65 | 1.71  | NS |
| 11 | Elevation of in-service teachers of agriculture at all levels to the same grade based on qualification and prompt payment of salaries and allowances as a means of arousing pre-service teachers' interest in teaching | 3.41 | 0.59 | 3.23 | 0.53 | 1.80  | NS | 3.31 | 0.50 | 3.14 | 0.35 | 2.04  | S  |
| 12 | Involvement of permanent teachers of agricultural science in the supervision and monitoring of students in Teaching practice                                                                                           | 3.27 | 0.66 | 3.23 | 0.43 | 0.44  | NS | 3.27 | 0.66 | 3.23 | 0.43 | 0.44  | NS |
| 13 | Lecturers supervising student teachers in Teaching practice in secondary or primary school must have mastery of agricultural science at that level of education                                                        | 3.22 | 0.59 | 3.09 | 0.65 | 1.76  | NS | 3.31 | 0.40 | 3.14 | 0.25 | 2.01  | S  |
| 14 | Organizing seminars and workshop at frequent intervals to develop student teachers agriculture in communication skills for fluency.                                                                                    | 3.39 | 0.57 | 3.33 | 0.65 | 0.42  | NS | 3.31 | 0.50 | 3.14 | 0.35 | 2.04  | S  |
| 15 | Computer literacy of Practicing Teachers of agriculture                                                                                                                                                                | 3.38 | 0.62 | 3.42 | 0.50 | -0.40 | NS | 3.58 | 0.89 | 3.77 | 0.79 | 2.90  | S  |
| 16 | Exposure of                                                                                                                                                                                                            | 3.38 | 0.69 | 3.57 | 0.59 | -2.90 | NS | 3.58 | 0.89 | 3.77 | 0.79 | 2.90  | S  |

|    |                                                                                                                     |      |      |      |      |       |    |      |      |      |      |       |    |
|----|---------------------------------------------------------------------------------------------------------------------|------|------|------|------|-------|----|------|------|------|------|-------|----|
|    | practicing teachers of agricultural science to practical skills in teaching using the school farm                   |      |      |      |      |       |    |      |      |      |      |       |    |
| 17 | Extension of duration of teaching practice to one full session                                                      | 3.27 | 0.68 | 3.47 | 0.51 | -2.00 | NS | 3.31 | 0.50 | 3.14 | 0.35 | 2.04  | S  |
| 18 | Mandating practicing teachers to use instructional material in every instructional delivery                         | 3.33 | 0.65 | 3.00 | 0.70 | -2.20 | NS | 3.33 | 0.65 | 3.00 | 0.70 | -2.20 | NS |
| 19 | Strengthening accreditation practices for the establishment of agricultural teacher preparation programmes          | 3.38 | 0.60 | 3.14 | 0.65 | 1.71  | NS | 3.31 | 0.40 | 3.14 | 0.25 | 2.01  | S  |
| 20 | Stiffening all legislations against examination malpractices for quality agricultural teacher preparation practices | 3.25 | 0.66 | 3.33 | 0.65 | -0.57 | NS | 3.31 | 0.50 | 3.14 | 0.35 | 2.04  | S  |

**Note:**  $\bar{X}_1$  = Mean of group 1,  $SD_1$  = Standard deviation of group 1,  $N_1 = 221$ ,  $\bar{X}_2$  = Mean of group 2,  $SD_2$  = Standard deviation of group 2,  $N_2 = 21$ , NS = Not Significant, S = Significant,  $df=240$ ,  $t_{tab} = 1.960$ .

**Source:** (Field work)

Table 2 presents data on differences in the opinions of university lecturers and college of education lecturers on the best educational practices for effective preparation of quality agricultural teachers and school administration in Nigeria. Data showed that item 1-2 and item 4-20 recorded calculated t-values ranged from -2.90 - 1.71 which were less than critical t-value of 1.960 at 0.05 level of significance and 240 degree of freedom. The implication of this result is that the null hypothesis was upheld for the 19 items. It indicated that there is no difference in the opinions of respondents on the best educational practices for effective preparation of quality agricultural teacher in the area of increasing the years of teacher training programme, establishing well

monitored supervisory team to assure service delivery, recruitment of high trainable individuals into agricultural teacher education preparatory programmes, among others. However, item 3 recorded calculated t-value of 2.04 which was greater than table value of t (1.960). Thus, the alternate hypothesis was upheld for the item, implying that respondents differ in their opinions on Effective supervision of teaching practice exercise through adequate monitoring of agricultural student teachers at all stages of lesson preparation, delivery and post teaching discussion.

Table 2 also shows data on differences in the opinions of university lecturers and college of

education lecturers on the extent to which best educational practices for effective preparation of quality agricultural teachers are employed in agricultural teacher education programmes in Nigeria. Data revealed that item 1, 3 5-7, 9,11, 13-17 and item 19-20 recorded calculated t-values which were above the critical t-value of 1.960 at 0.05 level of significance and 240df. This implies that the null hypothesis was rejected for the items; indicating that respondents differ in their opinions on the extent to which best educational practices for effective preparation of quality agricultural teachers are employed in agricultural teacher education programmes in the area of increasing years of teacher training programme to five years for degree and four years for NCE, effective supervision of teaching practice exercise through adequate monitoring of agricultural student teachers, strengthening accreditation practices for the establishment of agricultural teacher preparation programmes, stiffening legislations against examination malpractices for quality agricultural teacher preparation practices, and so on. However, item 2, 4, 8, 10, 12, and 18 recorded calculated t-value which was less than table value of t (1.960). Thus, the null hypothesis was upheld for the items, implying that there is no significant difference in the mean ratings of respondents on the extent to which best educational practices for effective preparation of quality agricultural teacher are employed in agricultural teacher education programmes in Nigeria for the items.

### **Discussion of Findings**

Based, on the research questions and hypotheses tested, the findings of this study are discussed under the following sub-headings:

### **Best Practices for Effective Preparation of Quality Agricultural Teacher and School Administration**

The opinion of the lecturers in research hypothesis one was that best practices for effective preparation of quality agricultural teacher and school administration should include admission of quality entrants with at least five credit passes including English language and mathematics into any agricultural teacher training institution, establishment of well monitored supervisory team to assure service delivery to the agricultural student teachers, recruitment of high trainable individuals into agricultural teacher education preparatory programmes, increasing the pass mark grade and number of years for degree and Nigeria Certificate in Education (NCE) award, provision of instructional material allowance to both pre- and in-service teachers, motivation of student teachers through bursary awards of in-service agricultural teachers through prompt payment of salaries and allowances based on qualification at all levels of education, initiating programmes at frequent intervals to develop skills in student teachers for fluency in English language and use of computers in teaching agricultural student teachers, among others. The finding is in line with the view of Ijaiya (2001) that for quality to be achieved in agricultural teaching profession, agricultural teachers must be motivated through awards, payment of salaries and allowances as and when due. Tracing the missing link between the standard and the quality, it was discovered by some experts that the day the Nigerian government under President Ibrahim Babangida abrogated Grade II education which was primarily responsible for producing trained teachers; it killed the means to quality education (Adesuluet al., 2016; Izumi and

Evers, 2002). According to the authors, not everyone who teaches in school possesses the methodology of imparting knowledge to students; Grade II teachers were trained to passionately teach students effortlessly. The above submission agrees with the findings in this section of the study.

### **Extent of Application of best educational practices for effective preparation of quality agricultural teachers in agricultural teacher education programmes**

On research hypothesis 2, the application of the advocated best practices for effective preparation of quality agricultural teachers in agricultural teacher education programmes were rated low in most of the items. By implication, most of the best educational practices are not applied in agricultural teacher training institutions. The findings have also shown that the admission of quality entrants into agricultural education programmes with required qualifications is not applied in Nigerian universities and colleges of education resulting to half-baked agricultural science teachers in Nigeria. This agrees with Okebukola (2005) who stated that the quality of input into a training programme will determine the output and what is sowed is what is harvested. According to him, admission of quality candidates into agricultural teacher training institutions will result to good quality teachers to manage schools. For him, the current minimum qualification of three credit level passes at the school certificate level required of entrants into College of Education does not guarantee good quality entrants. Hanushek (2002); Ugwu and Oboegbulem (n.d.); and Ochuba (2009) are in support of the above views especially when they noted that NCE has assumed a new importance given that it is the

minimum teaching qualification and its holders are to dispense the Universal Basic Education. Findings of this study have also shown that recruitment of high quality trainable candidates was rated low by the respondents. This is evidence that the lecturers are not finding it easy coping with the quality of the student teachers under their care. Recent study has proven similar situation that most students involve themselves in examination malpractice and are capable of passing senior secondary school examination with credit level pass in all the subjects without acquiring the actual knowledge (Orakpo, 2016). According to the researcher, these students are pushed into Colleges of Education and Universities, thereby affecting school administration as most of them will never be transformed or perform creditably under their care.

### **Conclusion**

Based on the findings made, it was concluded that best educational practices such as increasing years of agricultural teacher training programme, establishment of well monitored supervisory for service delivery, effective supervision of teaching practice exercise through adequate monitoring of agricultural student teachers at all stages of lesson preparation, delivery and post teaching discussion; admission of quality entrants with required qualifications into agricultural education programmes, strengthening of accreditation practices for the establishment of agricultural teacher preparatory programmes, stiffening of legislations against examination malpractices, among others have potentials for effective preparation of quality agricultural teacher and school administration in Nigerian colleges of education and universities. However, most of these practices if not all of

them are not being employed in the preparation of quality agricultural teachers among Nigerian colleges of education and universities offering agricultural education programmes, leading to the production of half-baked agricultural teachers of low quality bred under examination malpractice and as such lack knowledge of the subject matter coupled with laziness, lack of spirit of enquiry, creativity with inability to carryout their teaching assignments.

### Recommendations

Based on the findings and conclusion made, the following recommendations were made:

1. The Government should give incentive to agricultural student teachers and in-service teachers in terms of awards, payment of salaries and allowances.
2. Agricultural teacher training institutions should map out one full year intensive teaching practice exercise for the would-be teachers of agriculture.
3. Agricultural teacher training institutions should enforce the use of ICTs by agricultural education students in teacher preparation institutions.
4. Nigerian Ministries of Education should de-emphasize paper qualification but emphasize on simultaneous realization of the three major success factors in total quality management which include quality product (teachers), Cost and Time.
5. Universities and Colleges of Education should accept minimum criteria for admission of entrants into agricultural teacher training institution for the award of degree or NCE certificate to be five credit level pass including

Chemistry, English language, and mathematics.

6. Universities and Colleges of Education should increase years for awarding degree and NCE to five years and four years respectively for effective preparation of quality agricultural teachers.
7. Universities and Colleges of Education should increase their pass mark grade from 40% to 60%.

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