

TEACHERS' PERSONALITY AND IMPLEMENTATION OF PRACTICAL AGRICULTURE IN SECONDARY SCHOOL FARMS IN AN ERA OF ECONOMIC UNCERTAINTIES IN ADAMAWA STATE, NIGERIA

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Abstract

This study examined the effects of relationship of teachers' personality in the implementation of practical agriculture in secondary school farms in Adamawa State, Nigeria. Four research questions and two hypotheses guided the study. Correlational survey research design was used for this study. The population of the study consisted of 240 agricultural science teachers and 1200 students. Random and stratified sampling techniques was used to obtained a sample size of 150 Agricultural science teachers and 300 students. Instrument that was used for data collection was Structured questionnaires. The reliability of the instrument was 0.94 and was determine using Cronbach Alpha formula. Data collected were analysed using Statistical Package of Social Science (SPSS) version 2010. Descriptive statistics of Mean and standard deviation were used to answer the research questions while inferential statistics of Pearson Product Moment Correlation (PPMC) was used to test the null hypotheses at 0.05 level of significance. The findings revealed that there is a significant positive correlation between the mean response of teachers and students on extroverted and introverted agricultural science teachers in the implementation of practical agriculture in secondary school farms ($r = 0.79$, $p = 0.00$, $N = 450$). It further revealed that there is a significant positive correlation between the mean response of teachers and students on emotionally stable and unstable agricultural science teachers in the implementation of practical agriculture in secondary school farms ($r = 0.54$, $p = 0.00$, $N = 450$). Based on the findings, it was concluded that teachers' personality played a strong role in the implementation of practical agriculture in secondary school farms. It was therefore recommended that school administrators should organize workshop and seminars for teachers, Ministry of Education should employ professional guidance and counselling officers to enlighten them on the relationship of personality of teachers and implementation of practical agriculture among others

Keywords: Personality, Introvert, Extrovert, Emotional Stability, and Instability and Practical Agriculture

Introduction

Acquisition of vocational skills in agriculture is one of the focal points of Nigerian Educational policy, which makes agricultural science to be of relevance by providing students with practical experience in food production and natural resource management. Vocational education lays emphasis on skills acquisition and development. To develop practical skills in agriculture, the management and utilization of the school farm is imperative. This will provide the student with the basic knowledge and skills that will prepare student either to perform in an occupation or to make a career in the chosen subject (Federal Republic of Nigeria 2014). For the students to acquire the skills in agriculture opportunity has to be provided for them to practice the skills that they are taught in an environment that is relevant to the job skills learnt.

McCrae and Costa (2010) define the school farm as a selected area of land on the school premises where students could be taught the art of farming such as crop production

and animal husbandry. Osinem (2018) similarly define the school farm as an area specially earmarked for agricultural activities by the school. This area possesses the potentials required for agricultural productivity. In the context of this study, therefore a school farm is an area of land specifically mapped out in the school premises or outside the school premises where practical agriculture is carried out by the students for acquisition of agricultural production skills in preparation for entry into agricultural occupation. It is an area of land where not only the students acquire practical skills in agriculture, but also carry out effective cultivation of crop and rearing of animal for profit. The school farm is aimed at imparting farm management skills to the agricultural science students and promoting social desirable attitudes, habits and understanding concerning agriculture. It provides opportunities for the demonstration of agricultural innovations and opportunities for coordinating theory taught in the classroom and practical experience. It promotes creative activities of the students and helps to generate income for the school with the ingenuity of the agricultural science teacher.

The school farm is a field laboratory and an educational facility which helps to coordinate classroom theory and practice. It is specially designed for the purpose of impacting knowledge and managerial skills to students in the school through practice. Majority of the schools in Adamawa State have their own school farm undeveloped and could not expose students to agricultural activities through practice. Many problems have been associated with this situation, but the most important problem was the scarcity of well trained and competent teachers of agriculture. Teachers of agriculture are the vehicles for successful agricultural development in schools. Teachers have the sole responsibility for imparting knowledge and skills to students in agriculture and managers of the school farm. The classroom climate which is often times set by teachers is determined by the teachers' personality attributes. Teachers personality as a major determinant of a person's behaviour influences the way a teacher relates with the students and thus affect students' academic performance. Most of the teacher's expertise and personality are crucial variables for promoting excellence both in the classroom and in the field. Success of agricultural education in secondary schools is the success of our economic development and depends on the understanding and activities of teachers that are trained in handling the subject. Some of the secondary schools do not have competent teachers of agriculture and therefore, the subject is poorly handled and practical agriculture are poorly implemented and managed for the benefits of the students and the community.

Prasad and Bannerjee (2019) define personality as the dynamic organisation within an individual that determines his characteristics behaviour and thoughts. It is also the biophysical characteristics of the individual that an individual is noted for. Danielson, (2013) defines personality as the characteristics of a person that account for a consistent pattern of feeling, thinking and behaving. It is the projection of ourselves to others. Clayson (2019) pointed out that no two human beings are exactly alike. Each has a unique personality traits and characteristics; that personality is not a situational or chance occurrence. It is a characteristic of an individual; a product of nature and nurture interaction. It determines one's degree of social adjustment as well as level of success which one attains in one's behaviour. It is shaped by nature and nurture factors like; general morphological and physical features; constitutionally based attributes of temperament abilities, talents, facilities (Clayson 2019).

Eysenck (2018) pointed out that many personality psychologists have reached a consensus that Five factor personality construct referred to as the Big Five are necessary and sufficient to describe the basic dimensions of normal personality. This includes extroversion, neuroticism, openness to experience, conscientiousness and agreeableness. A personality trait therefore refers to the consistent differences between the behaviour and characteristics of two or more people. It is also defined as any distinguishable relatively enduring way in which one individual varies from one another. Personality traits are the ultimate realities of

psychological organisations. Teachers personality is a crucial factor for providing a conducive learning environment for effective teaching and learning to take place. Personality may be viewed as the projection of ourselves to others. It helps teachers to become sensitive to students need and give them the knowledge and skills required to create caring and wholesome learning environment. Research on teacher's personality is based on the assumption that the teacher as a person is a significant variable in the teaching and learning process.

Personality influence the behaviour of teachers in diverse ways, such as interaction with students, method of teaching selected, learning experiences chosen (Murray 2019). Teachers personality that helps to create and maintain a classroom or learning environment in which the students feel comfortable and in which they are motivated to learn is said to have a desirable teaching personality (Buchanan *et al.*, 2013). The essential task of the teachers is to provide a conducive learning environment so that the process of learning will be effective, supported, enhance and maintained (Gagne, 2019). Every individual has characteristics, attributes of personality which influence both the manners in which he behaves towards others and the way in which they respond to him. Teachers with pervasive authoritarian characteristics are likely to reflect them in their relationship with students and the techniques he uses in his instructions. Agricultural science teachers show variability in the way they project themselves during the teaching and learning process. Some are sociable, easy going and accommodating, others appear to be aloof, domineering and temperamental. Some agricultural science teachers have also been noticed in this regard. It becomes so glaring that the way some persons react to social and administrative responsibilities could enhance or jeopardize effective implementation of practical agriculture and management of secondary school farms in Adamawa State.

Agricultural science is taught in secondary schools as a vocational subject. Vocational agriculture is an aspect of vocational education which emphasizes skills, knowledge and attitudes, required in all areas of agricultural production. One of the principle of vocational agriculture is learning by doing. Teaching of agriculture in secondary schools aims at ensuring that the learner is exposed to and taught the basic principles that are important in agricultural production. Practical classes are always organized to ensure that practical skills are imparted to students to enable them become self-reliant, resourceful and useful to the society. Ferguson, (2010), noted that many students from farming homes come to school with farming problems like weed control, which crops to grow, and what fertilizers to apply. When students are exposed to practical agriculture, students learn better. This is supported by the National Policy on Education (FRN 2014), which noted that the Nigerian schools should teach practical skills, knowledge and values which will help school leavers to solve real life problems. Learners learn better when they hear, see, feel or touch which is the principle of learning by doing.

School farm and agricultural laboratory are the two most effective teaching learning environment for the inculcation of practical agriculture to students in secondary schools. This study is carried out to examine the relationship of teachers' personality in the implementation of practical agriculture in Adamawa State, Nigeria

Statement of the Problem

Desirable agricultural science teacher's personality traits such as being realistic, sociable, enterprising, innovative, investigative, artistic, ability to plan and execute lessons effectively, monitoring of students learning and behaviour can improve, influence or mar the effective implementation of practical agriculture in secondary school farms. Teachers often display some measure of individuality in the way they project themselves during teaching and learning by students. While some agricultural science teachers are innovative, realistic,

sociable and enterprising, others appear to be passive, emotional, domineering and temperamental. It has been observed that the implementation of practical agriculture in secondary school farms are affected by the personality of agricultural science teachers. Some exhibit poor interaction with students, emotional, temperamental, experience discipline problems, unfocussed and domineering etc. These personality traits are detrimental to teaching and learning of agricultural science practical by students.

Teaching and learning of agriculture is beyond classroom activities alone, but also to provide students with the knowledge, skills and attitudes towards practice agriculture to develop their interest and to prepare them for trade on vacation. Nowadays, secondary schools in Adamawa State do not have specific areas designated for the implementation of practical agriculture. This can be attributed to either non and provision of space for this purpose or lack of improvisation by teachers of agriculture to manage the little available space in schools. This study was set out to determine the extent to which the relationship of personality traits of agricultural science teachers influence the implementation of practical agriculture in secondary school farm in Adamawa State.

Purpose of the Study

The main purpose of the study was to examine the relationship between personality of teachers in the implementation of practical agriculture in secondary school farms in Adamawa State, Nigeria. Specifically, the study sought to:

- i. Determine the relationship of extroversion of teachers in the implementation of practical agriculture in secondary school farms.
- ii. Determine the relationship of introversion of teachers in the implementation of practical agriculture in secondary school farms.
- iii. Determine the relationship of emotional stability of teachers in the implementation of practical agriculture in secondary school farms.
- iv. Determine the relationship of emotional instability of teachers in the implementation of practical agriculture in secondary school farms.

Research Questions

The following research questions were raised and guided the study:

- i. What is the relationship between extroversion of teachers in the implementation of practical agriculture in secondary school farms?
- ii. What is the relationship between introversion of teachers in the implementation of practical agriculture in secondary school farms?
- iii. What is the relationship between emotional stability of teachers in the implementation of practical agriculture in secondary school farms?
- iv. What is the relationship between emotional instability of teachers in the implementation of practical agriculture in secondary school farms?

Research Hypotheses

The following research hypotheses were raised and tested:

- Ho₁.** There is no significant relationship between the mean response of teachers and students on extroverted and introverted teachers in the implementation of practical agriculture in secondary school farms in Adamawa State, Nigeria.
- Ho₂.** There is no significant relationship between the mean response of teachers and students on emotionally stable and instable teachers in the implementation of practical agriculture in secondary school farms in Adamawa State, Nigeria

Methodology

Descriptive and correlational survey research design was used for the study because the researcher was seeking for the opinion of the respondents. The area of the study was Adamawa State. The sample size of the study comprises of 150 teachers and 300 students of agricultural science drawn from each of the five educational zones in the state. Taro Yamane (1967) sample formula was used to draw the sample size, the instrument that was used for data collection was structured questionnaires. Reliability of instrument was determined using Cronbach Alpha Coefficient analysis and reliability coefficient of 0.94 was obtained. The data analysis was done using the statistical package for social sciences (SPSS) version 2010. Mean and standard deviation were used to answer the research questions, while Pearson's Product Moment Correlation was used to test the null hypothesis. For the decision rule, the rating scale has five levels namely; Very High Effect (VHE), High Effect (HE), Moderate Effect (ME), Low Effect (LE) and Very Low Effect (VLE). For decision rule, any item that has a mean value of 3.5 and above was considered high effect and those that had mean ratings below 3.5 was considered low effect. In Pearson's Product Moment Correlation, if the P value is smaller than the significance level (α 0.05) we reject the null hypothesis which indicates that there is a significant linear relationship between x and y because the correlation coefficient is significantly different from zero.

Results

Research Question 1

What is the relationship between extroversion of teachers in the implementation of practical agriculture in secondary school farms in Adamawa State, Nigeria?

The answer to this research question is presented on Table 1:

Table 1: Mean of the Responses on the relationship of Extroverted Teachers in the Implementation of Practical Agriculture in Secondary School Farms

S/N	Extroverted Teachers	$n_T = 150$		$n_S = 300$		$n = 450$	
		$\bar{x}_T$	SD_T	$\bar{x}_S$	SD_S	$\bar{x}_G$	Remark
1.	Extroverted agricultural science teachers encourage their students to own a farm.	4.80	0.75	4.63	1.13	4.68	High Effect
2.	Extroverted agricultural science teachers are friendly in the implementation of practical agriculture.	4.63	0.48	4.60	0.80	4.61	High Effect
3.	Extroverted teachers positively influence their implementation of practical agriculture and management of school farms.	3.68	0.95	3.64	1.23	3.65	High Effect
4.	Extroverted teachers motivate students to learn practical agriculture.	4.60	0.80	4.53	1.09	4.55	High Effect
5.	Extroverted teachers are energetic and active towards practical agriculture.	4.39	0.96	4.25	0.43	4.30	High Effect
	Cluster Mean					4.36	High Effect

N_T = Number of Teachers, N_S = Number of Students, $\bar{x}_T$ = Mean of Teachers, $\bar{x}_S$ = Mean of Students, SD_T = Standard Deviation of Teachers, SD_S = Standard Deviation of Students

In Table 1, the respondents indicated a high effect on item 1 that extroverted agricultural science teachers encourage their students to own a farm with a mean response of

4.68. A mean response of 4.61 in item 2 also indicated that extroverted agricultural science teachers are friendly in the implementation of practical agriculture. Furthermore, in item 3, extroverted teachers positively influence the implementation of practical agriculture and management of school farms with a mean response of 3.65, while item 4 with the mean response of 4.55 indicated that extroverted teachers motivate students to learn practical agriculture. The respondent asserted in item 5 that extroverted teachers are energetic and active towards practical agriculture with a mean response of 4.30. With the grand mean of 4.36, the respondents agreed that extroverted teachers has high effects in the implementation of practical agriculture in secondary school farms in Adamawa State, Nigeria.

Research Question 2

What is the relationship between introversion of teachers in the implementation of practical agriculture in secondary school farms in Adamawa State, Nigeria?

The answer to this research question is presented on Table 2:

Table 2: Mean of the Responses on the Relationship of Introverted Agricultural Science Teachers in the Implementation of Practical Agriculture in Secondary School Farms

		n_T = 150		n_S = 300		n = 450	
S/N	Introverted agricultural science teachers	$\bar{x}_T$	SD_T	$\bar{x}_S$	SD_S	$\bar{x}_G$	Remark
6	Introverted agricultural science teachers are not timid in practical agriculture	3.43	0.25	3.44	0.48	3.45	Low Effect
7	Introverted agricultural science teachers' helps in promoting the learning of practical agriculture	1.72	1.20	2.67	1.45	2.37	Low Effect
8	Introverted agricultural science teachers positively influence the implementation of practical agriculture and the management of school farms.	2.63	1.18	2.61	1.86	2.62	Low Effect
9	Introverted agricultural science teachers helps to motivate their students to learn practical agriculture.	4.73	0.45	1.69	0.75	2.70	Low Effect
10	Introverted agricultural science teachers encourage their students to learn practical agriculture.	3.44	0.94	3.52	1.93	3.46	Low Effect
	Cluster Mean					3.40	Low Effect

In Table 2, the respondents indicated a low effect on item 6 with a mean response of 3.45 that introverted agricultural science teachers are not timid in practical agriculture. The mean response of 2.37 was obtained in item 7. The respondents indicated that introverted agricultural science teachers helps in promoting the learning of practical agriculture. However, the respondents disagreed with item 8 with a mean response of 2.62 that introverted agricultural science teachers positively influence the implementation of practical agriculture in secondary school farms. Furthermore, a mean response of 2.70 in item 9 indicated that the respondents disagreed that introverted agricultural science teachers motivate their students to learn practical agriculture in schools. The respondents also disagreed with item 10 that introverted agricultural science teachers encourage their students to learn practical agriculture. With the grand mean of 3.40, the respondents indicated that

introverted agricultural science teachers has low effects on the implementation of practical agriculture in secondary school farms in Adamawa State, Nigeria.

Research Question 3

What is the relationship between Emotional Stability of teachers in the implementation of practical agriculture in secondary school farms in Adamawa State, Nigeria?

The answers to research question three is presented in table 3:

Table 3: Mean of the Responses on the relationship of Emotional Stability of Teachers in the Implementation of Practical Agriculture in Secondary School Farms

S/N	Emotional Stability of Teachers	n _T = 150		n _S = 300		n = 450	
		$\bar{x}_T$	SD _T	$\bar{x}_S$	SD _S	$\bar{x}_G$	Remark
11.	Emotionally stable teachers are not hostile in the implementation of practical agriculture in their schools.	4.87	0.50	4.60	0.80	4.69	High Effect
12.	Emotionally stable teachers are bold and positively influence the implementation of practical agriculture.	4.07	0.25	4.35	1.31	4.26	High Effect
13.	Emotionally stable teachers are dominant in the implementation of practical agriculture.	4.13	1.15	1.90	1.22	2.64	Low Effect
14.	Emotionally stable teachers play a tremendous role in school farm planning and control.	4.73	1.00	4.49	1.03	4.57	High Effect
15.	Emotionally stable teachers motivate students to learn practical agriculture.	4.80	0.75	4.64	0.98	4.69	High Effect
Cluster Mean						4.48	High Effect

In Table 3, the respondents agreed with item 11 with a mean response of 4.69 that emotionally stable teachers are not hostile in the implementation of practical agriculture in their schools. The mean response of 4.26 in item 12 also indicated that emotionally stable teachers are bold and positively influence the implementation of practical agriculture. Furthermore, the respondents disagreed with item 13 that emotionally stable teachers are dominant in the implementation of practical agriculture which was indicated by the mean response of 2.64. Item 14 with the mean response of 4.57 indicated that emotionally stable teachers play a tremendous role in school farm planning and control. The respondent asserted in item 15 that emotionally stable teachers motivate students to learn practical agriculture with a mean response of 4.69. With the grand mean of 4.48, the respondents agreed that emotional stability of teachers has high effects in the implementation of practical agriculture in secondary school farms in Adamawa State, Nigeria.

Research Question 4

What is the relationship between emotional instability of teachers in the implementation of practical agriculture in secondary school farms in Adamawa State, Nigeria?

The answer to this research question four is presented on Table 4:

Table 4: Mean of the Responses on the Relationship of Emotional Instability of Teachers in the Implementation of Practical Agriculture in Secondary School Farms

S/N	Emotional Instability of Teachers	n _T = 150		n _S = 300		n = 450	
		$\bar{x}_T$	SD _T	$\bar{x}_S$	SD _S	$\bar{x}_G$	Remark
16	Emotionally unstable teachers are reserved in the implementation of practical agriculture.	3.44	0.30	3.46	0.52	4.92	Low Effect
17	Emotionally unstable teachers are not bold and negatively influence the implementation of practical agriculture.	3.45	1.39	3.34	1.49	3.33	Low Effect
18	Emotionally unstable teachers are normally shy in the implementation of practical agriculture	4.43	1.33	4.40	1.20	4.41	High Effect
19	Emotionally unstable teachers play a significant role in school farm planning and control.	2.13	0.50	2.18	0.55	2.13	Low Effect
20	Emotionally unstable teachers do not help to motivate their students to learn practical agriculture in schools.	2.16	0.25	2.17	0.70	2.16	Low Effect
Cluster							
Mean						3.15	Low Effect

In Table 4, the respondents disagreed with item 16 with a mean response of 3.42 that emotionally unstable teachers are reserved in the implementation of practical agriculture. The mean response of 3.33 in item 17 also indicated that emotionally unstable teachers are not bold and negatively influence the implementation of practical agriculture. Furthermore, item 18 showed that emotionally unstable teachers are normally shy in the implementation of practical agriculture with a mean response of 4.41. However, the respondents disagreed with item 19 which has the mean response of 2.13 that emotionally unstable teachers play a significant role in school farm planning and control. The respondents asserted in item 20 that emotionally unstable teachers do not help to motivate their students to learn practical agriculture in schools with a mean response of 2.26. With the grand mean of 3.15, the respondents indicated that emotional instability of teachers' has low effects on the implementation of practical agriculture in secondary school farms in Adamawa State, Nigeria.

Hypothesis 1

There is no significant relationship between the mean response of teachers and students on extroverted and introverted agricultural science teachers in the implementation of practical in secondary school farms in Adamawa State, Nigeria.

Table 5: Presents the Pearson's Product Moment Correlation (PPMC) for extroverted and introverted agricultural science teachers.

Table 5: Pearson's Product Moment Correlation (PPMC) for the Test of the Relationship between the Mean Responses of Teachers and Students on Extroverted and Introverted Agricultural Science Teachers.

Group	N	$\bar{x}$	SD	r	P-Value
Teacher	150	4.69	0.73	0.79	0.00
Students	300	4.69	0.91		

Correlation is significant at the 0.01 level (2-tailed).

Table 5 shows the result of the mean responses of teachers and students on extroverted and introverted agricultural science teachers in the implementation of practical agriculture in secondary school farms in Adamawa State, Nigeria. The teacher's responses had a mean of 4.69 with a standard deviation of 0.73 and the students had 4.69 mean response and 0.91 standard deviation. Pearson Product Moment Correlation (r) is 0.79. The result of the analysis in Table 10 shows that there is a high positive correlation between teachers and students mean responses ($r = 0.79$, $p = 0.00$, $n = 450$). Therefore, the null hypothesis (H_{01}) is rejected. Hence, there is a significant relationship between the mean response of teachers and students on extroverted and introverted agricultural science teachers in the implementation of practical agriculture in secondary school farms in Adamawa State, Nigeria.

Hypothesis 2

There is no significant relationship between the mean response of teachers and students on emotionally stable and unstable agricultural science teachers in the implementation of practical in secondary school farms in Adamawa State, Nigeria.

Table 6: presents the Pearson's Product Moment Correlation (PPMC) for emotionally stable and unstable agricultural science teachers

Table 6: Pearson's Product Moment Correlation (PPMC) for the Test of the Relationship between the Mean Responses of Teachers and Students on Emotionally Stable and Unstable Agricultural Science Teachers in Adamawa State.

Group	N	$\bar{x}$	SD	r	P-Value
Teacher	150	4.92	0.46	0.54	0.00
Students	300	4.08	0.59		

Correlation is significant at the 0.01 level (2-tailed).

Table 6 shows the mean responses of teachers and students on emotionally stable and unstable agricultural science teachers in the implementation of practical in secondary school farms in Adamawa State, Nigeria. The teacher's responses had a mean of 4.92 with a standard deviation of 0.46 and the students had 4.08 mean response and 0.59 standard deviation. Pearson Product Moment Correlation (r) is 0.54. The result of the analysis in Table 11 shows that there is a high positive correlation between teachers and students mean responses ($r = 0.54$, $p = 0.00$, $n = 450$). Therefore, the null hypothesis (H_{02}) is rejected. Hence, there is a positive significant relationship between the mean response of teachers and students on emotionally stable and unstable agricultural science teachers in the implementation of practical agriculture in secondary school farms in Adamawa State, Nigeria.

Discussions

The findings of the study with regard to research question one revealed that extroverted agricultural science teachers positively influence students to own a farm, exhibit friendliness, motivate students and are energetic in the implementation of practical agriculture in schools. Extroverted agricultural science teachers have a high effect towards the implementation of practical agriculture in secondary school farms in Adamawa State Nigeria. The findings are in agreement with a study conducted in Nigeria by Adewale, *et al.*, (2018) who highlighted the significant effects of extroverted agricultural science teachers on students' engagement in agricultural activities. This finding is in line with the work of Ogunniyi and Afolabi (2016), who emphasized the role of teacher personality traits in influencing students' career choices, such as owning a farm in the agricultural sector. The broader implications of these findings are exemplified in Adamawa State, where the extroverted agricultural science teachers not only foster enthusiasm for learning but also contribute to improved farm management practices, as underscored by Ahmed and Musa (2017).

The findings of the study with regard to research question two reveals that introverted agricultural science teachers appear timid, struggle to explain concepts for promoting practical agriculture learning, and lack positive influence on its implementation. They are seen as incapable of motivating students and has a low effect on practical agriculture in schools. Introverted agricultural science teachers in Nigeria, particularly in Adamawa State, exhibit pronounced timidity and struggle when attempting to elucidate critical concepts essential for fostering practical agricultural education. This deficiency in effective communication and pedagogical skills, as documented by various studies (Ajayi & Ojo, 2017; Akinsola & Tijani, 2019), impedes their capacity to inspire and motivate students toward active engagement in practical agricultural learning.

The findings of the study with regard to research question three reveals that emotionally stable teachers are perceived as non-hostile, bold and positive influencers, and not dominant in practical agriculture. They play a significant role in school farm planning and control and effectively motivate students, leading to a high relationship in Adamawa State. In the context of this study, the significance of emotionally stable teachers cannot be over emphasized. Emotionally stable teachers are shown to be less dominant in their approach, not hostile, are bold and have a notable relationship in the implementation of practical agriculture. This notion is supported by the work of Adeyemo and Adeyemo, (2017), who emphasized the role of teacher behavior in shaping student attitudes and performance. Furthermore, the presence of emotionally stable teachers greatly enhances school farm planning and control, as highlighted in the research by Akinbode, *et al.*, (2019), thereby ensuring effective management of agricultural resources.

The findings of the study with regard to research question four reveals that emotionally unstable teachers are reserved and lack boldness in practical agriculture. They have low effects in the implementation of practical agriculture and have less significant role in farm planning and control. They hardly motivate their students, resulting in a moderate relationship in Adamawa State. This aligns with studies conducted by Adebayo and Adetiloye (2017), who explored teacher emotional intelligence and its relationship on educational outcomes. The significance of emotionally stable teachers in enhancing agricultural education is underscored by the findings of Ogunniyi and Adeyemi (2020) regarding teacher-student dynamics and their influence on learning experiences.

The findings in respect of hypothesis one reveals a significant positive correlation between the mean responses of teachers and students on extroverted and introverted agricultural science teachers in the implementation of practical agriculture. This finding underscores the potential for diverse teaching styles to positively impact agricultural education outcomes in this region. This aligns with prior studies conducted in Nigeria, which

emphasize the significance of teacher-student dynamics in shaping learning experiences (Akpan & Obot, 2017; Oyekan, 2019). Moreover, the outcomes resonate with broader global research on the impact of teacher personality traits on student engagement and academic achievement (Ashton and Lee, 2017; Poropat, 2019). However, caution is advised in overgeneralizing the findings due to potential cultural nuances in teacher-student interactions within Nigeria (Adeyemi & Adu, 2020). Further investigation could provide deeper insights into the specific mechanisms underlying this relationship within the context of agricultural education.

The findings in respect of hypothesis two reveals that there is a significant positive correlation between the mean response of teachers and students on emotionally stable and unstable agricultural science teachers in the implementation of practical and management of secondary school farms in Adamawa State, Nigeria. The finding is in agreement with the study conducted in Nigeria by Adekunle and Ojo (2018) who examined the correlation between teachers' and students' perceptions of emotionally stable and unstable agricultural science teachers and their influence on the execution of practical activities and management of secondary school farms in Adamawa State. The findings of this research revealed a noteworthy and favorable association between the averaged responses of both teachers and students.

Conclusion

In conclusion, the findings of the study shed light on the crucial role of teacher personality traits in shaping the learning experience of agricultural science students in Adamawa State. Personality of teachers has an important and significant effect on practical skill acquisition of students in practical agriculture and management of school farms. Teachers should cultivate and maintain personality traits that will earn them respect from students and their colleagues. Personality traits of agricultural science teachers such as extroversion and introversion, emotional stability and instability of teachers significantly influence and is related to implementation of practical agriculture in secondary school farms in Adamawa State, Nigeria. This will require the state holders to be observant and interested in the personality trait, methods and approaches possessed by teachers. It is therefore pertinent for agriculture science teachers to keep abreast with modern teaching approaches and possess desirable personality traits to function effectively towards the implementation of practical agriculture.

Recommendations

Based on the findings of this study in Adamawa State, Nigeria, the following recommendations were made to enhance the implementation of practical agriculture and management of secondary school farms:

1. Ministry of Education should employ professional guidance and counselling officer in all schools to help build introverted teacher's confidence, motivate and encourage them towards practical agriculture.
2. School administrators should organise workshops and seminars to enlighten the teachers on the influence of personality of teachers in the implementation of practical agriculture and management of secondary school farms
3. Government should prioritize recruiting and retaining of agricultural science teachers due to their positive influence on students' motivation thereby fostering a more engaging and interactive learning environment.
4. Government should make efforts to support and motivate emotionally stable teachers, as they contribute significantly to positive classroom environments, effective and successful farm planning and control.

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