

Appraisal of Teachers' Variables that Influence Successful Implementation of Agricultural Science Curriculum as Strategy for Poverty Reduction in Nigeria.

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Abstract: Purpose: The study investigated the perceptions of agricultural science teachers on some of the variables that influence their successful implementation of agricultural science curriculum and translating it as poverty eradication instrument. **Population and Sample:** The population for the study included all agricultural science teachers in Ogun State; there are 10 junior and 11 senior secondary schools in Odeda Local government area of Ogun State, this gave a total of 32 agricultural science teachers. 27 teachers were randomly selected for this study. **Instrument:** A questionnaire was designed to collect data from the targeted audience. **Results:** Findings from the study indicated that age and years of experience and teachers' motivation have very strong influence on the successful implementation of the agricultural science curriculum, while gender has very weak influence. **Implications:** The implication of this result is that in order for the curriculum to be functional and achieve its purpose, government needs to invest more on the teachers, this is because they implement the curriculum; furthermore, in all the schools visited, there is no single school with modern facility that can enhance teaching and learning of agricultural science, teachers are still teaching the subject based on the old methods of chalk and talk. Although, there is abundance of arable farm land in Nigeria and the teeming youths, yet the youths are not encouraged to take to agricultural production because of the drudgery and poverty associated with it. There is need for the managers of our educational system to carry out a wholistic overhauling of the system and device a way to motivate agricultural science teachers the same way science teachers are being motivated.

Keywords: Agricultural Science, Gender, Motivation, Curriculum Implementation.

Introduction

Curriculum provides the totality of learning experience for learners. In all nations of the world, the school curriculum is seen as a vehicle for development. The term Curriculum includes those subjects and processes which are most useful for living successfully in contemporary society. It is a planned attempt for teaching and learning, for which the school is mainly responsible. The word curriculum was used historically to describe the subjects taught, however, today curriculum includes a set of comprehensive documents such as school documents, newspapers, articles, committee reports, internet data, textbooks and activities like academic activities, class room activities, social activities and other learning experiences. This implies that the curriculum taught in a given classroom, school, community, state or nation is never fixed in any final form; but closely reflects the characteristics of the society that exist at the moment, it is a reflection of development in the world. Thus, the curriculum is the total efforts of the school to bring about desired outcomes in school and out-of-school.

In view of the above assertions, curriculum is all about instruction and learning experiences organized by the school to equip learners in order to explore, manage and improve on the massively available natural and human capital resources. The quality of instruction provided to learners by any educational institution is most times measured by the performance of the learners.

The secondary school is one of the major institutions where the nation's human capital is developed. It exposes students to various disciplines for skill acquisition and agricultural science is one of the disciplines where students acquire (manipulative) skills for harnessing the nation's natural resources that consequently promote economic, political and social stability.

Agriculture is the science or practice of farming. Philips (2001) defined it as the science or art of cultivating the soil, producing livestock, preparing livestock feeds, producing crops and livestock for man and the process of selling crops and livestock. It equally embraces various preparations and the processing of plant and animal products as well as the disposal of these products through marketing. Agriculture is therefore a key to the success or failure of a nation's attempt to alleviate poverty, increase gainful employment, arrest anti-social vices and provide youths with both financial and psychological security.

Agricultural education as defined in Aladeokin (2009) as the instruction about crop production, livestock management, soil and water conservation and other aspects of agriculture. Agriculture is a good employer of labour in many advanced nations of the world, thereby reducing poverty among the people. Poverty is one of the major problems challenging the developing and underdeveloped countries and in Nigeria, the percentage of unemployed youths is on the high side and the poverty threshold is also very high. This prompted the United Nation to make eradication of poverty and hunger its first objective of Millennium Development Goal (MDG). To further complicate the issue, the major economic backbone of the Nigerian economy i.e. crude oil is fast losing its value. The government is finding it difficult to carry out its obligations to the citizens. However, one area that has not received much attention from the government is the education sector; improved and relevant agricultural education curriculum can help to change the trend, hence, the need to give a critical insight into the agricultural education in Nigeria and how it can reduce the rate of unemployment and reduce the high percentage of poverty.

The agricultural sector has been an important sector in the Nigerian economy both in the past and present despite the oil discovery because, it provides employment opportunities for the teeming population thus, eradicating poverty and contributing to the growth of the economy. Olajide, Akinlabi & Tijani (2013) opined that a strong agricultural sector will provide food for the country's increasing population, provide employment, generate foreign exchange and provide raw material for industries. The importance of agriculture as a means of poverty reduction justifies its inclusion in the science education curriculum in Nigeria.

The quality of skills acquired by the agricultural education students in secondary schools is proportionate to the level of knowledge and skills possessed by the educators. And accordingly, Ugwuanyi and Ezema (2012), opined that today's agricultural science education students are the agricultural science educators of tomorrow. If effective service delivery should be expected from the tomorrow's agricultural educators, it behooves the school authority and the government that they are given adequate opportunities to acquire all round skills for good performance.

Agricultural science curriculum is therefore designed for inculcation of the necessary skills for the practice of agriculture for effective citizenship and contribution to food security for national sustainability. In view of this, the FRN (1994) outlines the seven major objectives of teaching and learning of agricultural science to reflect the;

1. ability to stimulate students interest in agriculture;
2. Ability to enable students acquire basic knowledge of agriculture;
3. Ability to develop basic agricultural skills in students;
4. Ability to enable students integrate knowledge with skills in agriculture;
5. Ability to expose students to opportunities in the field of agriculture;
6. Ability to prepare students for further studies in agriculture and
7. Ability to prepare students for occupations in Agriculture.

Nigeria is presently plagued with the problem of massive unemployment because of her dependence on oil revenue and the total abandonment of the agricultural sector that boosts and sustains the industrial sector in which the result is hyper-phenomenal poverty and general economic depression. This is blamed on the type of education provided, which is not in tandem with the current needs of the country. In secondary schools, efficient and effective achievement of the goals of agricultural science curriculum demands for quality teaching and learning, a fact supported by Dorneye (2001) who stressed that the achievement of successful schooling largely depends on the quality of teaching force. In secondary schools, there are some variables very important to teachers' effectiveness and efficiency.

Literature Review

Influence of Teacher's Qualifications on Effective Curriculum Implementation

The attainment of the objectives of agricultural education depends on teachers' pedagogical approaches. Agricultural science teachers are trained and groomed in order to impact quality agricultural skills, knowledge, attitudes and values for self-reliance, promotion of agriculture and food security; It is therefore the duty of teachers to stimulate and sustain student's interest in agriculture, enable students acquire basic knowledge and practical skills in agriculture, enable students integrate knowledge with skills in agriculture, prepare and expose students for occupation through their own training, experiences and pedagogies. The agricultural science teacher as an educator knows the right approach to effective teaching and learning. This entails teachers' ability to:

- a. move with trend in teaching method of teacher-centered to learner-centered methods.

- b. Plan lesson and write lesson notes
- c. Utilized adequate teaching methods per topic.
- d. Utilize adequate teaching skills
- e. Utilize adequate teaching strategies
- f. Utilize adequate instructional aids

In the light of the above submissions, the teacher's training is very important to poverty eradication in the society, when the teacher is effective, the result is seen in the quality of secondary school graduates of agricultural science. In view of this, Egbule (2004) emphasizes that every agricultural science teacher must be effective, liberally educated, current in subject matter and its pedagogy, aware of what is expected of teachers and schools, skillful and conscientious in planning, preparing for, carrying out instruction, respectful towards students and concern about their welfare, actively involved in faculty, professional and community affairs. Waliki and Usman (2009) see teaching as a systematic, rational and an organized process of transmitting knowledge, skills etc., in accordance with professional principles. This implies that agricultural science teachers who do not perform the act in accordance with the principles of teaching are therefore not teachers but cheaters. Naturally, the outcome of teaching is learning. Learning is an overt behaviour which students exhibit and this can only be viewed through the lens of the usefulness of the knowledge. This also implies that, with good and effective teaching practices from agricultural science teachers, the secondary school graduates of agricultural science can live a worthy life in the society. However, the question begging for answer is that, do we really have well trained agricultural science teachers who can translate the curriculum to poverty eradication instrument? Agricultural science teachers have all failed the Nigerian students since their teaching have not led to students' learning and this has also negatively affected their motivation in choosing agriculture or agro-allied fields as careers.

Effective application of 21st century instructional strategies and skills depends greatly on the teacher's qualifications, trainings and re-trainings. Babalola (2011) reports of some contemporary soft skills that are imperative in teachers' effectiveness in today's global world. He argues that teachers should not only be trained to teach but to become resourceful by mastering hard and soft skills that make teachers functional in a rapidly changing multicultural environment. Furthermore, Obanya (2010) recommends teaching and learning that revolve around the principles of transformational pedagogy. Since the purpose of education is to transform the individual student, teachers' training for agricultural science teachers should as a matter of fact prepare them for this.

Curriculum implementation is the task of translating the curriculum document or concepts into operational plan by the combined efforts of the students, teachers, government and society. Nnadi (2010) opined that curriculum implementation is the real and practical application of theory into practice in such a way that the overt outcome is noticed through the performances of learners in the classroom and beyond. In this case, the teacher strives to adopt the appropriate teaching methods backed by suitable instructional materials to guide the student's learning of the various subjects contained in the national curriculum.

Influence of Teacher's Motivation on Effective Curriculum Implementation

Motivation is a means of arousing action in an individual. In other words, motivation has to do with directing individual actions towards achieving a particular goal. Okenwa (2012) viewed motivation as something that occurs even when there is previously little or no action towards achieving a particular goal or objective. Motivation therefore, helps to move an individual towards a goal and to maintain a behaviour already achieved. Motivation means making someone want to do something especially something that involves hard work and effort.

From the discourse on motivation, one might want to ask; are the agricultural science teachers in Nigeria motivated to teach the subject? According to Alarm and Farid (2011), motivation of teachers is very important as it affects the students directly. This fact is supported by Marques (2010) in her conclusion that motivation, satisfaction and performance are interdependent. When a teacher is motivated, he gives the best, such a teacher will be ready to learn more strategies to adopt his practices, all these make the teacher more efficient. Teacher's efficacy affects students directly as there is strong correlation between teacher's efficacy and students' performance, therefore a desired outcome by the students can occur with the help of a motivated teacher. It has been reported in various journal the level of decadence and rot in Nigerian educational system; schools in Nigeria are fast decaying and the "rot" in the system ranges from shortage of teaching and learning resources to lack of effective leadership and proper motivation of teachers. He pointed out that teachers in Nigeria are unhappy, frustrated, uninspired and amotivated. The school environment is dotted with dilapidated buildings equipped with outdated laboratory facilities and equipment. Teachers at times have to work under the most unsafe and unhealthy conditions. This has no doubt, translated into students' poor performance in external examinations, their involvement in examination malpractice, cultism and other negative dispositions.

Teaching profession is considered as ‘profession of the last resort’ where individuals find themselves there after they fail to secure better professional courses. In some school teachers are not involved in decision making as staff meetings are merely used as directive forums. There is poor housing and working conditions. Provision of teaching and learning materials and equipment to the teachers is sometimes not prioritized (Nyantika, 1996) Okumbe (1998) recommended that a clear scheme of service and promotion procedures are put in place and measures to achieve greater commitment to teaching through changes in the teaching environment. It is worth to note that teachers in Kenya had to fight for salary increments and the end results was that they could only get the increment over a period of three years. They also face some challenges in the line of their duties such as walking long distance to schools, inadequate schools’ facilities and equipment and indiscipline of students.

In addition, the teachers must be motivated to teach the subject; it is however unfortunate to note that there are several university graduates of agriculture, but few graduates of vocational agricultural education in Nigeria. In a related study, Aladeokin (2022), indicates that collegial authority has a strong influence on the students’ motivation in agricultural science. This could be attributed to the fact that students are always seeking for someone to provide structure, direction and praise; today’s students often ask what to do before thinking through their own plans. It seems they want things fixed so they can move to the next project. Hence, the most successful style is to ask questions that lead students to formulate their own ideas. However, the quality of agricultural science teachers in our secondary schools is very important to the use of this motivational style.

Effect of Teacher’s Age on Effective Curriculum Implementation

Teachers are key stakeholders in the reform because their efforts are essential in the implementation process. Teachers’ ability to impart knowledge contributes significantly on students’ achievements in schools (Alufohai & Ibhafidon, 2015). Studies have shown that teachers’ variables such as age and teaching experiences have a significant influence on teacher effectiveness. Zafer and Aslihan (2012) found older teachers of age 41 years old and above are more effective in teaching and good in classroom management skills than younger teachers in high school. However, Aloka and Bojuwoye (2013) in their view were of the opinion that younger teachers are capable of making more risky decisions. Furthermore, Nyagah and Gathumbi (2017) in their cross-sectional survey in Kenya found that older teachers were more likely to increase students’ learning compared to their middle age and younger teachers.

On the other hand, Sivasakthi and Muthumanickam (2012) found that younger teachers of age 30 years old and below and older teachers of above 40 years old do not differ significantly in their teacher effectiveness which indicates that age does not make any difference to teacher effectiveness. Meanwhile, Alufohai and Ibhafidon (2015) conducted a study showed middle-aged teachers of between age of 36 to 48 years old were more effective to produce higher students’ score than younger and older teachers. Their findings also found that the younger teachers of between the ages of 21 and 34 years old were more effective, produced higher student scores than the older ones of between the age of 49 years and above.

Influence of Teacher’s Gender on Effective Curriculum Implementation

In the past three decades women as agents of economic development have been at the center of major economic discourse majorly in Africa and the rest of the world. In educational system of many nations, women occupy a prominent position; there are more female teachers than we have male teachers. However, in most societies, especially in developing countries, there is discrimination against women in terms of access to income generating assets. Meanwhile, women make up more than half of the world population, produced more than 80% of its food, labored for two-third of its working hours, were paid 10 percent of the world income and owned one percent of the entire world properties (Godwin, 2009).

In the rural agriculture in Nigeria, women constitute over 60% of the labour force and participate in in close to 90% of all farming activities. They are involved in production activities, weeding, tending, harvesting, processing and marketing. In view of this, one may be tempted to say female agricultural science teachers will perform better than male agricultural science teachers in the interpretation of the agricultural science curriculum. In spite of the very important roles played by women in agricultural production, can we really conclude that female agricultural science teachers will perform better than their male counterparts in the successful implementation of agricultural science curriculum and as well translate to poverty eradication among secondary school students?

For instance, studies from other subjects indicated that female teachers do not have positive influence in science subjects. Recent accounts indicated that math anxiety among elementary school female teachers is leading to poorer math achievement among female students but not male students (see for example, Kaplan 2010; Mack, 2010; and Molina, 2010). The studies opined specifically that, the more anxious female teachers are in math classes and the more likely female students are to endorse the stereotype “boys are good at math, and girls are good at reading,” the lower the math achievement of female students relative to male students or female students without such a belief.

It has been generally assumed that gender difference plays an important role in the teacher/student interaction in the classroom. This implies that, gender of both teachers and students influence the quality and the quantity of the interactions in the classroom which in the end has an impact on the academic performance of the students. Studies have shown that secondary school teachers ask male students higher order questions which demand critical thought (Sadker & Sadker, 1998).

Purpose of Study

Although, there are evidences to support the fact that agricultural science curriculum for senior secondary school has not been properly implemented, some literatures have identified the teacher as the culprit. However, not much work has been done to identify the teacher’s variables that hampered the successful implementation of agricultural science curriculum for senior secondary schools. The teacher is an important factor in curriculum, because he implements it, however, there are factors that contribute to teacher’s effectiveness in the implementation of the curriculum. This present study is therefore, interested in finding out the teachers’ variables that influence the successful implementation of agricultural science curriculum for senior secondary school which translates to poverty eradication amongst the teeming youths in Nigeria. Any gap discovered will make a case for curriculum innovation.

Research Questions

1. Will the motivation of agricultural science teachers in Nigeria influence the successful implementation of agricultural science curriculum and translate it to poverty eradication instrument?
2. Will the age and experience of agricultural science teachers influence the successful implementation of agricultural science curriculum?
3. What influence will gender of the agricultural science teachers have on the successful implementation of agricultural science curriculum?
4. To what extent has the agricultural science curriculum be successfully implemented to eradicate poverty in Nigeria?
5. Will there be any statistically significance difference in the mean responses of male and female agricultural science teachers about the teachers’ variables that influence the successful implementation of the agricultural science curriculum and eradicating poverty among the youths?

Hypotheses

Ho₁: There is no statistically significant difference in the opinions of male and female agricultural science teachers on the variables that influence the successful implementation of agricultural science curriculum.

Materials and Methods

This study used a field survey method. The population consists of all the agric. science teachers in Odeda Local government area of Ogun state, Nigeria. The samples also cut across rural and urban schools. For this study, 10 public junior secondary schools and 11 senior secondary schools in Odeda LGA, while there are 32 agricultural science teachers. Only 27 agricultural science teachers were used as the sample for this study.

A structured questionnaire which adopted a four-point Likert rating scale was employed. The questionnaire consists of three sections namely; Section A, which has four demographic data, Section B is further divided into four sections, covering teachers’ motivation, teachers age and years of experience, gender of the teachers and curriculum implementation. The questionnaire was vetted by experts from Africa Center of Excellence for Innovative and Transformative STEM Education, Lagos State University, Nigeria and veteran Agricultural science teachers, for content and face validity. Cronbach’s alpha yielded 0.98. mean cut-off and t-test analysis were used to analyze the data. Data analysis was done through IBM-SPSS Version 23. Any factor found to be less than 3.00 mean cut-off is rejected, while t-test analysis was done to find the difference in mean at $p > .05$

Results

Demographic results

Table 1: Qualifications of respondents

Groups	NCE		B.Ed./B.Sc.		MSc		PhD	
Male	3	11.1%	11	40.7%	2	7.4%	0	0
Female	2	7.4%	12	44%	1	3.7%	0	0

Table 1 above revealed the qualifications of agricultural science teachers in secondary schools of Odeda LGA. Demographic data shows that out of the 27 sampled teachers, 3 male and 2 female teachers possess NCE, which is the minimum teaching qualification for teachers in lower secondary level of education in Nigeria; 11 male and 12 female teachers have first degrees, while 2 male and 1 female teachers possess a second degree in education. It was also observed that some of the teachers have a combination of NCE and B.Sc. None of the respondents has a PhD.

Table 2: Years of Teaching Experience of Respondents

Groups	1-5	6-10	11-15	16-20	21-25	25-30
Male		2	5	4	1	1
Female	1	3	5	4		1

Table 2 above shows the data on years of experience of sampled teachers in Odeda LGA. From data, it was revealed that only 1 female teacher has spent between 1 and 5 years on the job, 2 male and 3 female teachers have spent between 6 and 10 years, 5 male and female teachers respectively have spent between 11 and 15 years teaching agricultural science; furthermore, 4 male and female teachers respectively indicated that they have spent between 16 and 20 years teaching agricultural science, only 1 male teachers has spent between 21 and 25 years, while only 1 male and 1 female teacher has spent between 25 and 30 years

Table 3: Age distribution of Respondents

Groups	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59
Male				2	3	6	2	
Female		1		2	3	5	2	

Table 3 above shows the age distribution of agricultural science teachers in Odeda LGA. Data revealed that only a female teacher is between 25 and 29 years old, 2 male and female teachers respectively are between age 35 and 39 years, 3 male and female teachers respectively are between 40 and 44 years, 6 male and 5 female teachers are between 45 and 49 years, while 2 male and female teachers respectively are between 50 and 54 years.

Research Question 1: Will the motivation of agricultural science teachers influence the successful implementation of agricultural science curriculum and translate it to poverty eradication instrument?

Table 4: Influence of motivation of agricultural science teachers on the successful implementation of agricultural science curriculum.

A	Influence of Motivation on Agric. Science Curriculum Implementation	Male Teachers	female Teachers	Mean	Mean Cut-Off	Decision
1.	Agric. Science teachers are well motivated to teach the subject.	1.85	2.43	2.14	3.00	Rejected
2.	Agric. Science teachers are well paid to do their jobs	1.77	2.07	1.92	3.00	Rejected
3.	Agric. Science teachers get their promotion as at when due.	1.62	1.93	1.78	3.00	Rejected
4.	Agric. Science teachers derive much joy and satisfaction in doing their jobs	2.62	2.93	2.78	3.00	Rejected
5.	The environment is very conducive for the implementation of the agric. science curriculum	2.15	2.29	2.22	3.00	Rejected
6.	There are enough facilities and materials for the implementation of agric. science curriculum	1.92	2.14	2.03	3.00	Rejected
7.	Agricultural science education is well funded in Nigeria.	1.62	1.86	1.74	3.00	Rejected
	Mean	1.94	2.24	2.08	3.00	Rejected

Table 4 above shows the influence of teacher's motivation on successful implementation of agricultural science to eradicate poverty in Nigeria. Data analysis reveals that the average mean score for male teachers was 1.94, while their female counterpart had 2.24; the average mean for male and female agricultural science teachers was 2.08 which was less than the mean cut-off of 3.00. The result is that teachers are not motivated to do their jobs.

Research Question 2: Will the age and experience of agricultural science teachers influence the successful implementation of agricultural science curriculum and translate it to poverty eradication instrument.

Table 5: Influence of age and experience of agricultural science teachers on the successful implementation of agricultural science curriculum and translate it to poverty eradication instrument?

B	Influence of Age and Experience of Agric. Science Teachers on Curriculum Implementation.	Male Teachers	Female Teachers	Mean	Mean cut-off	Decision
8.	Age of the teacher is very important in vocational agric. Education.	2.39	2.57	2.48	3.00	Rejected
9.	Younger teachers of agricultural science are better than the older ones in the implementation of the curriculum	1.62	2.36	1.99	3.00	Rejected
10.	Teacher's years of experience will positively influence his/her instructional strategy	3.31	3.36	3.34	3.00	Accepted

11.	Teachers' years of experience will influence the implementation of the curriculum	2.86	3.14	3.00	3.00	Accepted
12.	Teacher's instructional strategy is very important to successful implementation of agric. education curriculum.	3.39	3.36	3.38	3.00	Accepted
13	Teacher's years of training is not important to the implementation of agric. education curriculum	1.85	1.64	1.75	3.00	Rejected
14.	Teachers always find it difficult to implement the agric. science curriculum because of training deficit.	2.39	2.50	2.45	3.00	Rejected
15.	Training and re-training is very important for the successful implementation of agric. science curriculum.	3.54	3.57	3.56	3.00	Accepted
16.	Young agric. science teachers need to be mentored by old and experienced teachers.	3.15	2.79	2.97	3.00	Rejected
	Average Mean	3.06	3.18	3.12	3.00	Accepted

Data analysis in table 5 above shows that male teachers in their opinions have a mean of 3.06, while female teachers have a mean of 3.18. Meanwhile, the average mean for both male and female teachers is 3.12, this is greater than the mean cut-off of 3.00. The result is that age and experience of the teacher are important factors for the success of agricultural science curriculum implementation.

Research Question 3: Will the gender of agricultural science teachers influence the successful implementation of agricultural science curriculum and translate it to poverty eradication instrument?

Table 6: Influence of gender of agricultural science teachers on the successful implementation of agricultural science curriculum and translate it to poverty eradication instrument?

C	Influence of Gender on Agric. Science Curriculum Implementation	Male Teachers	Female Teachers	Mean	Mean cut-off	
17.	Agric. Science as a subject is gender related	1.31	1.64	1.48	3.00	Rejected
18.	Female agric. Science teachers have better understanding of the curriculum	1.62	2.07	1.85	3.00	Rejected
19.	Male teachers are better in the implementation of agric. Science curriculum	2.15	2.00	2.08	3.00	Rejected
20.	Women are more active in agricultural production than men	1.54	1.71	1.63	3.00	Rejected
21.	Female teachers are better in the implementation of the agric. Science curriculum.	1.77	2.07	1.92	3.00	Rejected
22.	More women trained as agric. science teachers than men.	1.77	1.86	1.82	3.00	Rejected
	Average mean	2.03	2.27	2.15	3.00	Rejected

Table 6 above shows the influence of gender on the successful implementation of agricultural science curriculum. Data analysis shows that both male and female agricultural science teachers' responses have a mean score of 2.15, while the mean cut-off is 3.00. The result is that gender is not an important factor for the successful implementation of agricultural science curriculum.

Research Question 4: To what extent has the agricultural science curriculum successfully implemented to eradicate poverty in Nigeria?

Table 7: Teachers' opinions on the successful implementation of agricultural science curriculum as a poverty eradication instrument

D	Agric. science Curriculum Implementation	Male Teachers	Female Teachers	Mean	Mean cut-off	Decision
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23.	Agric. science curriculum has been successfully implemented in Nigeria.	1.69	2.07	1.88	3.00	Rejected
24.	Most of the secondary school graduates of agric. science are gainfully employed in the field.	1.69	2.00	1.85	3.00	Rejected
25.	Secondary school Agric. science curriculum has contributed to the economic growth of Nigeria.	2.23	1.64	1.94	3.00	Rejected
26.	There are adequate infrastructures for the implementation of agric. science curriculum.	1.77	2.00	1.89	3.00	Rejected
27.	Agric. science curriculum is well and adequately funded.	1.54	1.86	1.70	3.00	Rejected
	Average mean	1.78	1.91	1.85	3.00	Rejected

Data analysis in table 7 above shows that male teachers in their responses have a mean of 1.78, while female teachers have a mean of 1.91. Meanwhile, the average mean for both male and female teachers is 1.85, this is lesser than the mean cut-off of 3.00. The result is that the agricultural science curriculum in Nigeria has been successfully implemented to eradicate poverty.

Table 8: summary of findings

S/N	Gender	TEACHERS RESPONSES				Mean
		Influence of Teachers' Motivation	Influence of Age and Experience	Influence of Gender	Curriculum Implementation	
1	1	2.43	2.11	2.00	2.40	2.24
2	1	2.14	2.56	4.20	3.00	2.98
3	1	3.14	3.33	2.20	3.60	3.07
4	1	2.29	2.78	2.40	2.40	2.47
5	1	2.14	2.89	2.60	1.80	2.36
6	1	1.71	3.00	2.60	1.00	2.08
7	0	1.57	3.11	2.60	1.20	2.12
8	0	1.43	2.78	2.40	1.60	2.05
9	0	1.89	2.89	2.20	2.00	2.25
10	1	1.43	2.67	1.20	1.60	1.73
11	0	1.57	3.00	2.40	1.40	2.09
12	0	1.86	2.44	2.00	3.20	2.38
13	0	1.57	2.11	1.60	1.20	1.62
14	1	1.85	2.56	1.80	1.00	1.80
15	1	1.71	2.67	2.20	1.40	2.00
16	0	1.29	3.00	1.80	1.40	1.80
17	0	2.14	2.67	2.20	1.80	2.20
18	1	1.71	2.89	2.40	1.60	2.15
19	0	2.71	2.78	1.80	1.60	2.22
20	0	1.71	2.56	2.00	2.60	2.12
21	0	3.43	3.00	1.80	1.40	2.41
22	1	2.86	2.67	2.00	2.20	2.43
23	1	2.29	2.89	2.00	2.40	2.40
24	0	2.00	2.00	1.60	1.80	1.85
25	1	2.14	3.00	1.80	1.80	2.19
26	0	2.00	2.78	2.80	1.80	2.35
27	0	2.14	3.00	2.00	2.00	2.29

Research question 5: Will there be any statistically significance difference in the mean responses of male and female agricultural science teachers about the teachers’ variables that influence the successful implementation of the agricultural science curriculum and eradicating poverty among the youths?

H₀₁: There will not be any statistically significant difference in the mean responses of agricultural science teachers and parents about the factors that motivate students to learn agricultural science.

Table 9: Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Mean	Female	14	2.1250	.23164	.06191
	male	13	2.3000	.39436	.10937

Table 10: Means, standard deviation and t-test comparing the responses of Agricultural science on the teachers’ variables that influence the successful implementation of agricultural science curriculum in Nigerian secondary schools.

Groups	N	Means	S. D	DF	t-value	p (sig. level)
Female Agric. Science Teachers	14	2.13	0.23164	25	-1.419	0.16 not sig
Male Agric. Science Teachers	13	2.30	0.39436			

Finding: There is no statistically significant difference in the opinions of male agricultural science teachers and their female counterparts on the teachers’ variables that influence the successful implementation of agricultural science curriculum for senior secondary school which translates to poverty eradication amongst the teeming youths in Nigeria. { t (25) = -1.419; P>0.05}.

Decision: Null hypothesis is not rejected.

Discussion

The result from data analysis indicated that agricultural science teachers in Odeda LGA have the right qualifications to teach the subject, they have all gone through the proper training and can interpret the curriculum very well. Although, there are other qualifications, but the majority of the teachers have a degree. Likewise, 23 agricultural science teachers out of 27 have between 6 and 20 years of teaching experience. Furthermore, data analysis also confirmed that 26 teachers sampled for this study fall between 36 and 54 years. The implication of these results is that all the agricultural science teachers in Odeda LGA are well trained, they have good teaching experience and within productive age bracket. However, from further data analysis, it was observed that agricultural science teachers are not motivated to do their jobs. This has hampered the successful implementation of the curriculum. This finding is in support of Alarm & Farid (2011), these authors posited that motivation of teachers is very important as it affects the students directly. This fact is also supported by Marques (2010) in her conclusion that motivation, satisfaction and performance are interdependent. When a teacher is motivated, he gives the best, such a teacher will be ready to learn more strategies to adopt in his/her practices, all these make the teacher more efficient.

Furthermore, data analysis revealed that teachers’ age and years of experience are very important to the successful implementation of the agricultural science curriculum. The findings are in line with the works of Zafer and Aslihan (2012), who found that older teachers of age 41 years old and above are more effective in teaching and good in classroom management skills than younger teachers, in addition, Alufohai and Ibhafidon (2015) conducted a study showed middle-aged teachers of between age of 36 to 48 years old were more effective to produce higher students’ score than younger and older teachers. However, Aloka and Bojuwoye (2013) in their view were of the opinion that younger teachers are capable of making more risky decisions, this implies teachers’ age and experience have been seen as very important variables in the implementation of the agricultural science curriculum.

Data analysis also revealed that gender of the agricultural science teachers is not an important variable that influence the successful implementation of the curriculum. The mean responses of 2.15 fell below 3.00 mean cut-off. This finding is in concord with the finding of Godwin (2009), who posited that women make up more than half of the world population, produced more than

80% of its food, labored for two-third of its working hours, were paid 10 percent of the world income and owned one percent of the entire world properties. However, the finding negates the work of Kaplan 2010; Mack, 2010; and Molina, 2010. These authors opined specifically that, the more anxious female teachers are in math classes and the more likely female students are to endorse the stereotype “boys are good at math, and girls are good at reading,” the lower the math achievement of female students relative to male students or female students without such a belief.

Although, findings revealed that gender of the agricultural science teacher is not an important variable in the successful implementation of agricultural science curriculum, finding also revealed that the curriculum has not been successfully implemented. This, one could attribute to poor motivation of the teachers. When data were subjected to further analysis using t-test analysis, it was found that the opinions of male and female agricultural science teachers in Secondary schools did not attain any statistical significant difference. All the respondents are of the opinion that the motivation of teachers is very important to the successful implementation of agricultural science curriculum, they also agreed to the fact that age and teaching experience are important variable, they are also of the opinion that gender of the teacher is not an important variable in the successful implementation of the agricultural science curriculum and finally, they are of the opinion that the agricultural science curriculum has not been successfully implemented.

Implications for the study

The implication of the above data presentation is that the purpose of agricultural science education in most Nigerian state has not been achieved; there is need for the stakeholders in education sector to urgently reconsider the percentage of the annual budget for education. If Nigeria will attain self-sufficiency in food production and provide enough jobs for the teeming youths in the country, deliberate steps need be taken in providing adequate and functional vocational agric. education for the senior secondary school students. This will provide enough opportunity for students to view agriculture as a veritable tool to reduce poverty in the country.

Although, the teachers are well trained to do their jobs, they lack motivation. This has majorly affected the successful implementation of the curriculum. Hence, there is need for the managers of education in the country to evolve a better way of motivating the teachers and in particular, the agricultural science teachers because of the practical nature involved.

Furthermore, there is need for the managers of the education sectors to, as a matter of policy ensures training and retraining of agricultural science teachers and create a mentor and mentee relationship among newly employed and old teachers; this enable the newly employed teachers to gain more experience.

Opportunity for further studies

In my further studies, I want to investigate other teacher variables that influence the successful implementation of agricultural science curriculum.

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