

INTERNATIONAL JOURNAL OF RESEARCH IN AGRICULTURAL EDUCATION

IJR AgEd

ISSN: Maiden Issue

VOL. 1 NO 1, DECEMBER, 2002

e-mail: journal_agric@operamail.com

ARTICLES

PAGES

Ukonze, J. A: Farming Enterprises Available And Engaged In By Women In Njikoka L.G.A. Of Anambra State	1
Nsa, E. O: Effects of Teacher-Based And Student-Guided Demonstration Methods of Teaching on Academic Performance amongst Senior Secondary School Students in Agricultural Science	10
Ochu, A. O: Empowering Women for Increasing Participation In Agriculture Through Education In Sub-Saharan Africa	21
Osinem, E. C. & Dasmas, A: Niger Delta Basin And Rural Development Authority Programmes and Innovative Skills Acquisition by Farmers In Bayelsa State...	35
James, M. E. & Swala, D. W: Making Home Economics education Relevant Through Curriculum Innovation In The 21st Century	67
Ekpenyong, L. E. & Ukor, L. O: Advances In Office Information Technology In Nigeria: Their Impact on Business Education Curriculum	69
Ubori, I. U: Needs Satisfaction As Correlates of Job Performance In The Public Service	71
Akpan, A. A: Industrial Education Laboratory Environment and Learning of the Nigerian Child	80
Ochu, A. O. & Ochu, A. N. O: The Need for Generation-Gap Curriculum In Agricultural Education In Nigeria	82
Yusuf, M. A; Mshello, R. J. & Adamu, H. A: Unemployment In Nigeria: Home Economics A Way Out	106
Isaac, I. J: Problems and Prospects of the Use of Instructional Materials For The Teaching and Learning of Business Studies	115
Williams, R. S: The Effects of Vocational Poultry Production on Poverty Alleviation In Akwa Ibom State	128
Ekong, A. O. & Okon, U. A: Societal Expectations of An Effective Agriculture Teacher	143



A Publication Of The Department Of Vocational Education,
University Of Uyo, P. M. B. 1017, Uyo

SOCIETAL EXPECTATIONS OF AN EFFECTIVE AGRICULTURE TEACHER

EKONG, Antiabong O. (Ph.D) & OKON, Uduakobong A.

Abstract

This study determined the societal expectations of an effective agriculture teacher in secondary schools in Uyo Local Government Area of Akwa Ibom State. Two research questions guided the study. A sample of 126 constituted the subjects for the study. They were drawn from the population of secondary school teachers, parents and members of the communities of school location. Data were analysed using mean ranking to indicate the importance attached to each item of response. The results were that the nineteen (19) items on the qualities of an effective agriculture teacher and eleven (11) items on the societal expectations were agreed upon by the respondents. A number of recommendations were made among them were that institutions concerned with agriculture teacher training should incorporate the qualities and societal expectations as the curriculum content of the training programme; seminars should be organised at intervals to create awareness in the agriculture teachers on their role expectations of the society.

Keywords: Societal Expectations; Effective; Communication, Community; Teachers; Agriculture Teacher.

INTRODUCTION

Background of the Study

The teacher is a reservoir and transmitter of knowledge. He is believed to possess an unquestionable store of knowledge. It has been realised that the teacher is a manager of resources for learning as well as the facilitator of knowledge transfer processes. For the teacher to accomplish his role expectations, he/she must be conscious of the fact that there are basic societal expectations from him/her as an agent of

political, social, economic and educational changes in his immediate community and beyond. As much as possible the community must be made to be aware of what goes on in the school and what the teacher needs in terms of support to be able to perform his/her job effectively.

The community in relation to the school may vary depending on composition and roles. The communities relationship with the school can be classified as follows:

- (a) **Immediate Community:** This includes the school environment comprising the non-teaching staff members, P.T.A., members who take keen interest in the school activities and developments.
- (b) **Associated Community:** This includes friends of the school, suppliers, distant relatives, professionals and other stakeholders having one form of dealing or the other with the schools. Examples are publishers, book dealers, traders within the vicinity of the school environment, the community of school location etc.
- (c) **Institutionalised Community:** These are the industries and the Federal and State Government Agencies, such as the Ministries of Education, School Boards and so on. The agriculture teacher must recognise that, the adolescent and the adult members of the communities are unique individuals, who differ in needs, interests, abilities and competencies. The satisfaction of the varying needs, interest, abilities and competencies are the responsibilities of agriculture teacher. He is the key player in the effective implementation and administration of schools agriculture programmes. Whatever community, be it immediate, associated or institutionalised have linkages with the school and the teacher as the primary functional staff toward the achievement of set goals. The agriculture teacher has numerous roles as a co-ordinator, organiser, and as an instructor. He has an outstanding status as the one who organises the production of agricultural commodities for supplies to the immediate school environment and the larger community as a whole.

An effective agriculture teacher can be explained as the one who creates a favourable teaching-learning situation characterized harmonious interaction between the students, the lesson contents,

materials, methods and the general learning environment toward achievement of specified objectives. His activities would be appreciated both within and without school environment. The Federal Republic of Nigeria (2002) sees the teacher as a person who had undergone approved professional training in education at appropriate levels capable of imparting knowledge, attitudes and skills to the learner.

An agriculture teacher therefore, is an individual who has acquired professional training in agricultural education at an appropriate level (College of Education and University) and capable of imparting knowledge, attitudes and skills to the learner. He is a planner, an instructor and co-ordinator of academic activities related to agricultural vocations. Excellence in the agriculture teacher according to Kyriacau and Newson (1977) resides in a reflective, self-critical, and in a theoretically informed approach to instructions. The agriculture teacher is expected to possess some sterling qualities to be effective in the performance of his duties. In their opinion, Almy and Snyder (1977) maintained that teachers particularly of agriculture, need physical stamina, broad-mindedness, the understanding of the processes and stages of human development and respect for the individual personality and scientific spirit. It very essential that the agriculture teacher is consistently conversant with his subject matter to build up is personality and self-confidence as ingredients for effective performance. He should be interested in wide reading for knowledge update and to avoid imparting obsolete information to the learners.

Articulating the personal qualities of an effective teacher, Leeper (1968) outlined them to include: patience, warmth, kindness, security consciousness, good interpersonal relationship and love for his students. He must also be disciplined and capable of instilling discipline in the students.

In recent years, communities are no more isolated from schools located within their areas. They are interested in the affairs of the school including agriculture and therefore the agriculture teacher. Communities are expected to support, encourage and protect the schools within their localities. The justification is that the schools may be

established by the communities, agencies, the governments and managed for the people, therefore the property of the people.

The agriculture teacher, plays the role of the public relations personnel liaising between the schools and the communities exposing them to modern farm operations and methods. The agriculture teacher should be able perform such functions as developing and maintaining relationship to the school community; determining both the individual and community agricultural needs, lending support and expert advice to agricultural organisations within the locality. He also provide guidance, placement and follow-up services to the students. He plans and execute agricultural instructions with due considerations to varying capabilities and behavioural pattern of the students. He should get involved in community activities and as well grant access to the community members to participate in the relevant school activities.

There is a great need for effective communication in relation to agricultural programmes and activities of the school, by the agriculture teacher for the community to appreciate. Communication according to Ibe-Bassey (1988) is the transfer, transmission or exchange of ideas, beliefs or attitudes from one person to another within a given social organisation.

By the numerous role performance expectations of an agriculture teacher, it therefore becomes relevant to investigate into the expectation of the society of an effective agriculture teacher.

Purpose Of The Study

The purpose of this study was to determine the societal expectation of an effective agriculture teacher in Uyo Local Government Area of Akwa Ibom State. Specifically, the study sought to determine:

- (1) the qualities of an effective agriculture teacher
- (2) the societal expectations of an effective agriculture teacher

Significance of the Study

The significance of this study is to the extent to which the result would make the agriculture teachers to be aware of what the society

expects of them to help shape them up to perform well in their expected roles. It would enable them to gear for their performance of their roles and responsibilities. The result would also highlight the qualities of an effective agriculture teacher. This would help them to make for whatever defective qualities therefore live up to their responsibilities. Students, parents and guardians would realised their role of supporting agriculture teachers and school agriculture programmes for effectiveness.

Research Questions

- (1) What are the qualities of an effective agriculture teacher?
- (2) What does the society expects of an effective agriculture teacher?

METHODS

Design of the Study A survey design was adopted for the study.

Population The population of the study consisted of all agriculture teachers in secondary schools in Uyo Local Government Area, and parents.

Sample and Sampling Technique The sample for study was one hundred and twenty six (126) subject which comprised the agriculture teachers in Uyo Local Government Area, selected Parents and other teachers of the school community. All the agriculture teachers were involved because their number was small and therefore purposively used for the study together with the parents. They were considered the most relevant set of individuals to provide valid responses on the societal expectations of the agriculture teachers.

Instrument And Data Collection

Validated structured questionnaire with a four point rating scale was used to obtain the data. The questionnaire were administered directly on the respondents by the researchers. 93% rate of return was obtained.

Data Analysis The mean responses of the subjects were presented in ranks to identify the ranking of the qualities of an effective Agriculture teacher as well as the societal expectations.

PRESENTATION OF RESULTS

Research Question 1

What are the qualities of an effective agriculture teacher?

Table 1
Mean responses of agriculture teachers and members of the community on qualities of an effective agriculture teacher.

N=126

NO.	Items of Quality	\bar{x}	Rank	Remarks
1.	The agriculture teacher; should be consistent in teaching and class attendance.	3.93	1 st	Agreed
2.	Should be very conversant with his subject matter.	3.89	2 nd	*
3.	Should possess the spirit of accountability.	3.89	2 nd	*
4.	Should operate open door policy in matters pertaining to the agriculture department of the school.	3.89	4 th	*
5.	Should be flexible and readily welcome useful advice.	3.79	5 th	*
6.	Should be self-disciplined.	3.77	6 th	*
7.	Should be endowed with physical stamina to handle farm work at any time.	3.77	7 th	*
8.	Should be timely in plans and operation of the school farm.	3.72	8 th	*
9.	Should be interested in his profession.	3.70	9 th	*
10.	Should have the interest in reading wide to update his knowledge.	3.57	10 th	*
11.	Should have the ability to cater for the diversity and uniqueness of the individual students.	3.54	11 th	*
12.	Should be conscious of the dignity in labour.	3.52	12 th	*
13.	Should be willing to take initiative and be innovative in approaches.	3.51	13 th	*
14.	Should have good knowledge of his students individually.	3.48	14 th	*
15.	Should maintain good rapport with the students, staff and the community members.	3.39	15 th	*
16.	Should show kindness and love for his students and others around him.	3.34	16 th	*
17.	Should see himself as a role model and leader.	3.26	17 th	*
18.	Should be mindful of his personal appearance.	3.21	18 th	*
19.	Should be honest to the school authority and in his dealing with others.	3.11	19 th	*

Note * Represent agreed upon quality of an effective Agriculture teacher.

Analysis in Table 1 showed that out of 19 items on the quality of an effective agriculture teacher all were agreed upon and ranked in order of importance as presented on the table. Deduction from the analysis is that an effective agriculture teacher possesses quite a number of qualities to enable him/her perform his/her educational roles and responsibilities.

Research Question 2

What does the society expect of an effective agriculture teacher?

Table 2
Mean responses of agriculture teachers and Community members on societal expectations of an effective agriculture teacher.

N=126

S/N	Items of Societal Expectations	\bar{x}	Rank	Remarks
20.	The society expects effective agriculture teacher to be able to; organises agricultural experiences needed by students in his school and the community youths.	3.98	1 st	Agreed
21.	Provide demonstration process of value to both the school and the community.	3.82	2 nd	*
22.	Serve as a public relations personnel for the school and the community.	3.79	3 rd	*
23.	Contribute positively to the progress and development of the school and the community.	3.79	3 rd	*
24.	Create awareness within the school community on the school agriculture programme.	3.71	5 th	*
25.	Serve as a consultant to both the school and the community on issues of agriculture.	3.71	5 th	*
26.	Practice modern agricultural practices to guide the students and the community members.	3.68	7 th	*
27.	React when and where necessary to the needs of the community.	3.50	8 th	*
28.	Involve members of the community in the formulation of school and policy for successful school agriculture programme.	2.96	9 th	*
29.	Develop and improve local programme of agricultural education with the aid of advisory groups.	2.91	10 th	*
30.	Plan and maintain instructional facilities for effective teaching of agriculture.	2.26	11 th	*

Note: * Represent the societal expectations agreed upon by respondents

Analysis in Table 2 revealed that the eleven (11) items of societal

expectations of the agriculture teacher were agreed upon by the respondents. It is therefore inferred that the society expects more from the agriculture teacher as articulated in the table.

DISCUSSION

All the qualities of an effective agriculture teacher as indicated in table 1 items 1-19 were agreed upon by the teachers and the community members. The ranking of the mean score in table 1 reveals that qualities such as consistency in teaching and in class attendance, knowledge of subject matter, accountability are considered the most important and relevant qualities an effective agriculture teacher should possess. He is expected to operate open door policy, should be disciplined, possess physical stamina, be timely in his farm operations, etc. the importance of the possession of the relevant qualities for a particular job performance cannot be overstressed. The uniqueness of the teaching roles of the agriculture calls for unique qualities to be functional as an agriculture teacher.

Table 2 indicates that all the societal expectations were agreed upon by the respondents. As revealed by the ranking of the mean responses the role expectation of organising agricultural experiences for students and youths in the community, serving as public relations personnel and positively contributing to the progress and development of the school and the community are paramount importance and much appreciated by the community members. An effective agriculture teacher therefore has the articulated societal expectations in table 2 as the essentials.

The results in the qualities and societal expectations of an effective agriculture teacher are in consonance with the emphasis by Phipps (1980) who outlined the qualities and roles of a good agriculture teacher to include organising the youths, providing of guidance, planning of instruction and teaching of the students successfully.

CONCLUSION AND RECOMMENDATIONS

This paper concludes that an effective agriculture teacher should possess relevant qualities to be better disposed for effective role performance. The society also have great expectations from an effective agriculture teacher to be appreciated.

It is recommended that:

- (i) Institutions concerned with the training of agriculture teachers should develop and integrate into the curriculum, the ethics and qualities as relevant of indispensable for would-be agriculture teachers.
- (ii) Members of the community should give the agriculture teachers all forms of support and encouragement to enable him/her achieve set goals in relation to schools agriculture programmes.
- (iii) The Ministry of Education and other related agencies should organised awareness seminar for the agriculture teachers in relation to their role expectations.
- (iv) More intensive in-service programmes for the agriculture teachers should be organised at intervals for the agriculture teachers during which time teacher ethics and during which period emphasis will be laid on sterling qualities and societal expectations.
- (v) Agriculture teachers in the secondary school system should strive to acquire most of the sterling qualities as identified personally and practice what the society expects of them to be effective and appreciated by the students and the community of the school.

REFERENCES

- Almy, M. & Snyder, A. (1987) The staff and its preparation. Early childhood education, Chicago: University of Chicago Press.
- Christ, K. & Graham, N., (1982) Teacher effectiveness – consideration of research problems Vol. 34, No. 1 England: Cartax Publishing Company.
- Federal Republic of Nigeria, (2002), Teachers Registration Council

Handbook Lagos: Federal Government Press.

Ferre, P. (1972) Education for critical consciousness New York: The Seabury Press.

Ibe Bassey, G. S. (1988). Fundamentals of educational technology: A text and reader. Uyo: Dorand Publishers

Leeper, S. (1968) Nursery schools and kindergarten, Washington D. C. National Education Association.

Olaitan, S. O. (1984) Agricultural education in the tropics, London: Macmillan.

Phipps, C. J. (1980). Handbook on agricultural education in public schools. Danuicce, Illinois: The Interstate Printers & Publishers.