
IMPACT OF PEDAGOGICAL SKILLS IN TEACHING OF AGRICULTURAL EDUCATION IN THE IPERE COLLEGE OF EDUCATION AGYARAGU, NASARAWA STATE.

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Abstract: This study examined the impact of pedagogical skills in teaching of Agricultural Education in Ipere College of Education Agyaragu in Nasarawa State. Two (2) research questions and two (2) hypotheses were formulated and tested for the study. Descriptive survey design adopted was used for the study. The Population of the study was 120 students and 9 lecturers representing 20% of the total Population were sampled from NCE one- three department of agricultural education using simple random sampling. The structured questionnaire developed by the researcher was used to collect data for the study. The instrument used for the study was a modified four point-Likert type questionnaire of Strongly Agreed (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). Descriptive statistics of mean and standard deviations were used to answer the two research questions, while chi-square (X^2) test of goodness of fit was used to test the two hypotheses at 0.05 level of significance. The findings revealed that pedagogical skills used in teaching agricultural education has impact on students in Ipere College of Education Agyaragu and pedagogical skilled needed by agricultural education have positive impact on lecturers instructional delivery on students learning performance. Based on the findings of the study, it was recommended that students should be stimulated to participate in field work for expertise and self-reliant and agriculturist education lecturers should

be properly trained and retrained in the field of pedagogical skills on instructional delivery on students' performance.

Keywords: *Education, Pedagogical teaching skills, Agriculture*

INTRODUCTION

Education is the vehicles for transmission of knowledge through teaching and learning. Teaching and Learning remains the driving tools for transformation of knowledge and moulding of behavior for a positive change. Okon (2003) define teaching as a conscious and deliberate export by a mature or experienced person to impact information, knowledge, skills and attitude, to an immature or less experienced person with the intention that the latter will learn or come to believe what he/she is taught.

Nwosu (1995) views teaching as an attempt to help someone acquire, or change some skills, knowledge, ideal or appreciation. The cardinal aims of teaching is to help the learners develop physically, intellectually, emotionally, morally and socially in a manner that he or she will be able to exploit his/her potentially in agricultural education. Agricultural learning refers to change in behaviors due to experience in the area. Felder, etal, (2000) view it as a process by which behavior is initiated, modified attitudes, knowledge, understanding, skills and capabilities that cannot be attributed to inherited behavior patterns or physical growth. The essence of teaching is to get information and skills encoded in our students long-term memories.

Pedagogical methods of teaching agriculture are tactics and practices designed to shape for a logical refinement of presentation, which teachers employs to make instructions more effective, more interesting and easier when using a specific method for a lesson unit for the attainment goals set up (Ma'aji, 2003). Effective teaching of any skills activity, methods and materials play an important role in facilitating the learners' achievement objective; skill acquisition generally requires specialized instruction methods in order to achieve

maximum objectives. Helping learners to learn is the ultimate goal of any instructional activity in both formal and informal education. In fostering learning in the classroom, teaching bring the learners in close contact with the curriculum contents using appropriate techniques and material For effective teaching to take place. Agricultural teachers need to use different techniques and skilled methods of teaching at their command. Although there are different varieties of teaching methods and techniques employed by agrarian teachers to ensure meaningful learning none was considered best. The approaches used in teaching of agricultural education are found to be identical with the way science subject are being taught in Colleges.

Demonstration techniques are used to teach fundamental operations in agricultural education. This technique helps the teacher to explain the steps involves in a lesson while teaching (Oranu, 1994). Through this teaching/learning method, students usually use two or more of their senses.

Hilda (1989) posited that demonstration and projection method of teaching as the most common teaching method in agricultural education is exhibited practically for assimilation of the students. This is easy to understand with the emphasis that comes in an activity programme based on manipulation to fabricate agricultural service products with the material and tools of industrials implements. Olaitan (1982), observed that instructional methods is very relevant to the teaching of agricultural courses such as discussion, demonstration, excursion, field trip and farm practice. He further asserted that lecture method might be used where necessary. These methods should be used effectively since agricultural education is specifically to train personnel who will eventually be self reliant and the only sector that feed the most populace of the country through production of crops and livestock. Agriculture as the life wire of the nation need proper techniques of teaching for the attainment of objectives. There is need for laboratory for innovative technology for better production and promotion of crops and livestock for

agribusiness in this global economy for sustainable development, but unfortunately modern tools are insufficient for proper demonstration and mentoring in the classroom enhancement.

The Constraints that faces agricultural education has always been to ensure that the teaching and learning process takes place effectively in a classroom environment. Excellence in agricultural education comes from through innovative and systematic teaching methods and effective instructional materials changing from the traditional way of teaching agricultural education to innovative one. Traditional methods of teaching. Teacher that lectures gives course materials in a classroom while students listen, take notes, copy materials, execute farm practice and complete assignment. But in many cases lecturers fail to transfer knowledge to students effectively despite sound specialization of agrarian knowledge in the subject area. This happens because it is often hard for students to take notes and listen with good comprehension simultaneously, due to poor pedagogical methods used.

Sandler, (2001) confirmed that the conventional use of lectures is due to the efficient use of departmental time, not because lectures are good ways to teach problem -solving skills. Lectures can be an effective way to communicate facts, such as in a civil education class. But the most difficult task for agricultural students is learning a variety of methods for solving problems, not learning facts. If students can learn from listening to lectures, then they should be able to learn the same things from reading a book which makes lectures unessential. In professional competence, teachers' ability to teach as to bring about learning on the part of the students poor instructional method have contributed to the poor performance of schools in agricultural education. However the instruction methods employed by most lecturers do not adequately address the learning styles of the students (Saba 2010). Most agricultural sectors lamented that majority of the graduates produces every year from colleges lack necessary job specification skills required by the sector and thereby

make them unemployable (Atsumbe, 2006). This may lead from inadequate pedagogical skills used in teaching by lecturers. Perhaps it has become necessary to assess the pedagogical skills in teaching of agricultural education in the Iperre College of Education Agyaragu, Nasarawa State.

Research Questions

1. What are the Impacts of pedagogical skills used in teaching of agricultural education in the Iperre College of Education Agyaragu Nasarawa State.?
2. To what extent are the impacts of pedagogical skills needed by agricultural education lecturers' instructional delivery in the Iperre College of Education Agyaragu Nasarawa State.

METHODOLOGY

Population

The population of this study consisted of NCE level in the department. The target population comprised of lecturers and NCE students. One hundred twenty (120) students and nine (9) lecturers were the respondent that was served with questionnaires.

Sample & Sampling Procedure.

The sample for the study were Made up of students and lecturers (120) and (9) from each level. In each level NCE1 (40), NCE 2 (40) NCE 3(40) and (9) lecturers were selected to form the population using simple random sampling where every person in the study area has equal chance to be selected for the Study

Instrument;

The instrument for data collections was structure questionnaire developed by the researchers. The questionnaires have only one section. This was designed to find out respondents views on the impact of pedagogical skills in teaching of agricultural Education in the Iperre College of Education Agyaragu, Nasarawa State. Modified Liker rating scale with response mode of Strongly Agree (SA) Agree

(A) Disagree (D) and Strongly Disagree (SD) were used to provide responses to the study. Questionnaire items were developed by the researchers based on the research topic impact of pedagogical skills in teaching of Agricultural Education (PSTAE). To ensure that the instruments measure what they were meant for, the instrument were subjected to face and content validity by three (3) experts who read several times comparing then with the research questions grammatical and structural errors were corrected by the experts, they were asked to vet and make necessary corrections and to ensure that the items measures what it purport to measure.

Administration of Instrument.

The questionnaire for the study was administered to the students and lecturers in the department of Agricultural Education in Iperre College of Education Agyaragu Nasarawa State. Enough time was given for administration and Collection of the questionnaires. The researchers personally visited all the students and lecturers' and retrieved the questionnaire administered to the respondents.

Procedure for Data Analysis

Data collected for the study were coded and analyzed using statistical package for social science (SPSS). Mean score of 2.50 is considered as accepted and below 2.50 is rejected.

TABLE1. Impact of Pedagogical Skills Used In Teaching of Agricultural Education In the Ipere College of Education Agyaragu Nasarawa State.

S/N	Impact Of Pedagogical Skills In Teaching Agricultural Education	Lecturers		Students	
		X	SD	X	SD
1	lecture method is commonly used as instructional techniques	3.74	0.88	3.92	0.94
2	Discussion method is commonly used during the period of delivering	3.96	0.76	4.00	0.98
3	Students are encourage to do farm practice	3.58	0.78	3.82	0.90
4	Farms Operation are sequentially explain by lecturers	3.61	0.86	3.61	0.86
5	Lecturers teaches student how to operate tractors	3.60	0.85	3.57	0.79
6	Lecturers embark on field trip for innovative teaching technology.	3.91	0.95	3.60	0.85
7	Lecturers use instructional methods that well lead to the development of cognitive skills	3.81	0.89	3.80	0.80
8	Instructional method used by lecturers would lead to the development of affective skills.	3.85	0.90	3.83	0.81
9	Instructional method used by lecturers would lead to the development of psychomotor skills	3.71	0.87	3.84	0.82
10	Lecturers gives orientation to students on lesson preparation	3.81	0.89	3.60	0.80
11	Lecturers maintain ethics of professionalism	3.60	0.80	3.58	0.78
12	Lecturers uses innovative ways for improvement	3.81	0.89	3.85	0.90

Table 1 Shows that the respondents agreed to all the items indicating that pedagogical skills use in teaching agricultural Education has positive impact on students' academic performance in Ipere College Of Education Agyaragu to great extent.

Table 2: Impact of Pedagogical Skills Needed By Agricultural Education lecturers in Instructional Delivering in the Iperle College of Education Agyaragu, Nasarawa State.

S/N	Impacts of Pedagogical Skills Needed By Agricultural Education Lecturers in Instructional Delivery.	Lecturers			Students	
		X	SD	X	SD	
1	Lecturers use appropriate questioning methods to determine students	3.60	0.85	3.61	0.86	
2	Lecturers using simple language in presenting information to students	3.74	0.88	3.91	0.95	
3	Lecturers motivates students during instructions	3.91	0.95	3.58	0.78	
4	lecturers promote active learning in the classroom	3.58	0.78	3.85	0.90	
5	Lecturers commerce class activity from the previous lesson	3.96	0.96	3.74	0.88	
6	Lecturer used relevant methods for content delivery	3.85	0.90	3.85	0.90	
7	Lecturers evaluate students performance	3.80	0.80	3.58	0.78	
8	Lecturers have a logical presentation of practical	3.74	0.88	3.60	0.85	
9	Lecturers formulate simple feed for students understanding.	3.61	0.86	3.80	0.80	
10	Lecturers concludes lesson by summarizing what has be taught	3.58	0.78	3.58	0.78	
11	Lecturers used ambiguous word to students	3.85	0.90	3.91	0.95	
12	Lecturers uses agricultural terminology to give students an insight	3.91	0.95	3.61	0.86	

Table 2 shows that the respondents agreed that the pedagogical skills presented are needed by agricultural education lecturers in teaching in the Iperre College of Education Agyaragu Nasarawa State.

Table 3: Chi-square test on impact of pedagogical skills used in teaching of agricultural education.

	Observed Frequency	Expected Frequency	Df	Level of Sign	X^2 -cal	X^2 -tab	Decision
Lecturers	9 (7%)	120(93%)	2	0.05	2.51	.21	Ho
Students	120(93%)	9(7%)	2				Rejected Null.

Table 3 shows descriptive statistics of percentage and inferential statistics of Chi-square test used to the relationship of impact of pedagogical skills used in teaching of agricultural education. Chi-square calculated value of 2.51 was greater than the chi-square table value of 21 checked at 0.05 level of significance and at 1 degree of freedom. The null hypothesis was therefore rejected. This connotes that there is significant relationship between the pedagogical skills used in teaching of agricultural education on students in Iperre college of education agyaragu.

Table 4. Chi-square test on impact of pedagogical skills needed by agricultural Education lecturers in instructional delivery:

	Observed Frequency	Expected Frequency	Df	Level of Sign	of X^2 -cal	X^2 -tab	Decision
Lecturers	9 (7%)	120(93%)	2	0.05	2.23	.18	Ho
Students	120(93%)	9(7%)	2				Rejected Null.

Table 4 shows descriptive statistics of percentages and inferential statistics of chi-square used to test the relationship on impact of pedagogical skills needed by agricultural Education lecturers' instructional delivery in Iperre College of education Agyaragu.

Chi-square calculated value of 2.23 was greater than table value of 0.18 checked at 0.05 level of significance and at 1 degree of freedom. The null hypothesis was therefore rejected. This connotes that there is significant relationship between the pedagogical skills needed by agricultural Education lecturers' instructional delivery in Iperre College of education Agyaragu.

DISCUSSION

Findings from the study revealed that a pedagogical skill used in teaching agricultural education has impacts on students' academic performance in Iperre College of Education Agyaragu. Result obtained showed that the respondents held strongly the view that, lecture method is commonly used as instructional techniques, discussion method is commonly used during the period of delivery, students are encouraged to do farm practice, farms operation are sequentially explained tractors, Lecturers embark on field trip for innovative teaching technology, lecturers use instructional methods that will lead to the development of cognitive skills, instructional methods used by lecturers would lead to the development of affective skills and instructional method used by lecturers would lead to the development and psychomotor skills. This finding collaborate with

the views of Lee and Yeap (1997) that methods of teaching agricultural programmes are still the same today, which aims at transferring knowledge to students effectively. Finding also revealed that pedagogical skills needed by agricultural education have positive impacts on lecturers' instructional delivery on students learning performance. This indicates that lecturers use appreciate questioning methods to find out responses students, lecturers use simple language in presenting information to students lecturer motivates students during instruction lecturers promote active learning in the classroom, lecturers commence class activity from the previous lesson, lecturers used relevant methods for content delivery, lecturer logical presentation of practical's and lecturers formulate ways of getting feedback from students.

These findings are not in agreement with the work of Ogwo and Oranu (2006) which opined that motivation is a prime mover in human behavior and learning is usually more efficient and rapid when the students is motivated.

CONCLUSION

The production of agricultural graduates needs well trained and equipped personnel and manpower for driving economy in the society. This desire goal cannot be achieved without pedagogical skills of teaching. There is need for training and retraining of lecturers in pedagogical skills to enable them impact knowledge to the learner which will in turn assist them acquire relevant skills as self reliant.

RECOMMENDATIONS

1. Students should be stimulated to participate in field work for expertise and self-reliant.
2. Lecturers in the department of agricultural education should be properly trained and retrained in the field of pedagogical skills to enable them have right understanding of instructional techniques and method of delivery

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