

**A SURVEY OF THE AVAILABILITY AND ADEQUACY OF AGRICULTURAL SCIENCE  
TEACHING FACILITIES IN SECONDARY SCHOOLS IN BORNO STATE, NIGERIA**

**BY**

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**Abstract**

*This study was to survey, the availability and adequacy of agricultural science teaching facilities in secondary schools in Borno State Nigeria. The study raised (4) specific objectives, research questions each to guide the study. The design for the research was a survey design using structured questionnaires to the agricultural science teachers, the schools in the study area are made up six secondary school owned by the state government and three that are privately owned. The questionnaire was distributed to various agricultural sciences teachers, through the assistance of the respective head of department of the schools. After responding to the questionnaire the researcher went back to collect their responses. The responses from the questionnaire were computed and subjected to descriptive statistics using version 10.0 of the statistical packages for social science (SPSS) computed analyses package to determine percentage and frequency distribution. School farm and garden are available but in adequate, not functional, most of the school indicated that classroom are available but in adequate, in most of the school teaching aid are not available and these and those available are not functional, school library are not available in adequate. Most of the school have agricultural science teachers there available, adequate and qualify, schools laboratory are not available, inadequate not functional. The significance of the study will help students, teachers, and education administrators and policy makers to find out a lasting solution to improve the teaching of agriculture science at the secondary school level. This research work is intended to bring out the availability and adequate of agricultural science Teaching facilities that affect the teaching and learning in secondary schools. The study will help in finding lasting solution and suggesting that to be focus on supply Agricultural Science Teaching facilities, that may help teaching and learning of Agricultural Science in Secondary Schools. State government should ensure of the necessary teaching facilities most be provided to various secondary schools to bring about effective teaching and learning for student.*

**Keywords: Availability, Adequacy, Agricultural science, Teaching facility and Secondary school**

**Introduction**

Olaitan, (2001) describe that lecture method is method of teaching that involves that teacher doing most of the talking has been the most widely used method of teaching in Nigeria in such method students are rendered passive and hence the learning becomes no longer students centered. This method of teaching lacks relevance and is deficient in meeting the day to day demands of effective learning among secondary school students. There is no learning without experiment. To him, interaction is the resources that force the mind to grow. This does not mean that learning cannot take place through verbal interaction. But can be more meaningful. The federal government of Nigeria gives attention to practical teaching in it national policy on Education (2014). The policy has the major aim of Education should be to inculcate the spirit of enquiry and creativity in the child through exploration of nature and the natural environment, implement a new curriculum for the 9-3-4 system of education that will cater for the development of the industrial vocational and academic skills, provide trained manpower in the applied science, technology and commerce at sub-professional grades, develop and promote Nigerian languages, art and culture in context of worlds culture heritage, foster national unity with an emphasis on the common ties that unite use in our diversity and raise a generation of people who can think for themselves,

respect the view and feeling of others, respect the dignity of labour, and appreciate those value specified under our broad national goals and live as good citizens.

Idris, (2003) describe that practical work in Agriculture should form the basis of its teaching and for this to be possible, a well practical farm and garden, suitable classrooms and school be put in a place. Government is given particular attention to the study Agricultural science, because science and technology is seen as the foundation for national development. Presently Nigeria is a great economic recession which is reflected through the rising cost of goods and services and the devaluation of our currency. Economic independent cannot be achieved without the development of local technology. Frantic efforts are being made by the Government through the national policy on Education which places emphasis on science and Technology for national development. Alao, (2008) highlighted that for teacher to be effective in teaching Agricultural science, he/ she should possess a good manipulating skill. Such skills could however be acquired through a long period of training with practical interaction. With this background the researcher found it necessary to carry out a study to determine the availability and adequacy of agricultural science teaching facilities in Secondary Schools Borno. With a view to come up with recommendation to improve learning process. Teaching facilities that are necessary should include such facilities like school farm, garden, classroom, library, teaching aids, laboratory e.t.c. All those facilities should be put in place so that students can interact with facilities to acquire the rightful knowledge.

### **Statement of the Problem**

Performance of the students is strongly tied to the availability of teaching facilities and resource, poor performance in agricultural science might be connected to the availability, adequacy and effective utilization of those facilities. For this acknowledge, government should provide available and adequate Agricultural Science Teaching facilities for effective teaching and learning in secondary schools. Also, to provide adequate Agricultural Science Teachers. It is necessary to find out the availability and adequacy of agricultural science teaching facilities as it affects the teaching and learning process in secondary schools towards better performance of students in agricultural science at the secondary school certificate examination (SSCE) level. The researcher will find out the lack of availability and adequacy of agriculture science teaching facilities in our secondary school.

### **Purpose of the Study**

The broad objective of the study is to survey the availability and adequacy of agricultural science teaching facilities in secondary school in some local government area, Borno state. The specific objective of the study:

1. To find out the availability and adequacy of school farm, garden and laboratory.
2. To find out the availability and adequacy of classroom.
3. To find out the availability and adequacy of school library.
4. To find out the availability and adequacy of Agricultural science teaching staffs.
5. To find out the availability and adequacy of agricultural science teaching aids.

### **Research Questions**

1. Does the school have availability and adequacy of school farm, garden and Laboratory?
2. Does the school have availability and adequacy of classroom?
3. Does the school have availability and adequacy of school library?
4. Does the school have quality and adequacy of agricultural science teachers?
5. Does the school have availability and adequacy of agricultural science teaching aids?

### **Methodology**

Sambo, (2015) described that the researcher will state the method used in collection the data for the study. The different section of this chapter constitutes the design for the research. It is recommended that the researcher give a detailed and clear description of the design for the study. Hopkins, (2000) defined a survey is a description of the present state of affairs. It is usually done through direct observation or such instrument as questionnaires, and

interviews. The design for the research was a survey design using structured questionnaire administered through agricultural science teachers. Sambo, (2015) defined, population for a study, as the totality of individuals, objects, event, or constructs about which the research is concerned. The population for the study includes all agricultural science teachers in secondary schools in some selected local government area, Borno state. The schools in the study are made up six (6) secondary school owned by the state government and three (3) that are privately own.

**Results**

This chapter shows the analysis of the data collected from the respondents. It examined the availability and adequacy of agricultural Science Teaching facilities in secondary schools in Borno state. The data were collected through the use of structured questionnaire distributed to all secondary schools in the local government area by the researcher.

**Available of Agricultural Science Teachers**

From the analysis on availability of Agric. science teachers as shown in Table 1 indicate that (92.7 percent) of the respondents agreed that there available of Agric Science Teachers, while (7.3 percent) were disagreed. This finding is contraction with Ozigi, (2001) which reported that Agric. science teachers are not available in Nigerian secondary schools due to the shortage of teachers in Agriculture. This study shown that Agricultural Science teachers are available with the replacement and recruitment by government in democracy.

**Table 1: Distribution of respondent according to availability of Agric.Science Teachers**

Variable	Frequency	percent
Available	51	92.7
Non Available	4	7.3
<b>Total</b>	<b>55</b>	<b>100.0</b>

Source: Field Survey 2019

**Adequacy of Agricultural Science Teachers**

The analysis on adequacy of Agric. science teachers as shown in Table 2 indicate that (90.9 percent) of the respondent agreed that Agric. science teachers are Adequate, while (9.1 percent) were disagreed. This finding is an agreement with Ozigi, (2001) who reported that the smaller teachers of Agric. science we have are adequate and their performing better in teaching. This research shown that there Agric. Science teachings in secondary school with government give them in-service.

**Table 2: Distribution of respondents according to Adequacy of Agric. Science Teachers**

Variable	Frequency	percent
Adequate	50	90.9
Inadequate	5	9.1
<b>Total</b>	<b>55</b>	<b>100.0</b>

Source: Field Survey 2019

**Quality of Agric. Science Teachers**

Analysis on quality of Agric. Science teachers as shown in Table 3 indicate that (96.4 percent) of the respondent agreed there qualified Agric. science teachers, while (3.6 percent) were disagreed. This finding is an agreement with Bello, (2008) who reported that there trained and qualified teachers of Agricultural science they undergo training. This study shown that Agric. Science teachers are qualified teachers in secondary school.

**Table 3: Distribution of respondents to quality of Agricultural Science Teachers**

Variable	Frequency	percent
Qualified	53	96.4
Non-Qualified	2	3.6
<b>Table</b>	<b>55</b>	<b>100.0</b>

Source: Field Survey 2019

**Availability of Classrooms**

An analysis on availability of classroom as shown in Table 4 indicate that (89.1 percent) of the respondent agreed that there availability classroom. While (10.9 percent) were disagreed. This finding is an agreement with Bello, (2008), which reported that eighty percent of Nigeria secondary schools have available classroom for learning conducive. This study shown that there an achievement in Building classes in education sector in our secondary school.

**Table 4: Distribution of respondent according to availability of Classrooms**

Variable	Frequency	percent
Available	49	89.1
Non Available	6	10.9
<b>Total</b>	<b>55</b>	<b>100.0</b>

Source: Field Survey, 2019

**Adequacy of Classrooms**

The analysis on adequacy of classroom as shown in Table 5 indicate the (70.9 percent) of the respondents agreed that there inadequate classroom, while (29.1 percent) are disagreed. This finding is an agreement Bello, (2008) which reported that Nigeria secondary schools are lacking of adequate classroom for learning conducive, is overcrowded by the number of students.

**Total 5: Distribution of respondents according to adequacy of Classrooms**

Variable	Frequency	percent
Adequate	16	29.1
Inadequate	39	70.9
<b>Total</b>	<b>55</b>	<b>100.0</b>

Source: Field Survey 2019

**Availability of Teaching Aids**

The analysis on availability of teaching aids as shown in Table 6 indicate that (54.5 percent) of the respondent disagreed that there non available of teaching aids, while (45.5 percent) were agreed. This finding is an agreement with Olaitan, (2001) who reported that teaching aids are not available in secondary schools, which are not regularly provided by government. This research shown that most of the available teaching aids we have in secondary schools are chalk and board.

**Table 6: Distribution of respondents according to availability of Teaching Aids**

Variable	Frequency	percent
Available	25	45.5
Non Available	30	54.5
<b>Total</b>	<b>55</b>	<b>100.0</b>

Source: field survey 2019

**Adequacy of Teaching Aids**

From analysis on adequacy of teaching aids as shown in Table 7 indicate that (72.7 percent) of the respondents disagreed that there inadequate of teaching aids, while (27.3 percent) were agreed. This finding is an agreement with Olaitan, (2001) which reported that teaching aids are inadequate in Nigeria secondary school, due to the lack of government supplying it or proper management. This study shown that there inadequate Teaching aid that will bring Teaching and Learning not fully utilized it in proper way.

**Table 7: Distribution of respondents according to adequacy of Teaching Aids**

Variable	Frequency	percent
Adequate	15	27.3
Inadequate	40	72.7
<b>Total</b>	<b>55</b>	<b>100.0</b>

Source: Field survey 2019

**Availability of Agric. Science Text Books**

An analysis on availability of Agric. Science library books as shown in Table 8 indicate that (58.2 percent) of the respondents disagreed that Agric. science text books are non-available, while (41.8 percent) were agreed. This finding is contradiction while Bello, (2008) which reported that government, Make his effort to supply textbooks to various secondary schools, more especially during P.T.F and now E.T.F. are participating. This is research shown that Agric. science library books are not available in schools because government is not focus in education sectors.

**Table 8: Distribution of respondent according to Availability of Agricultural Science**

<b>Text Books</b>		
<b>Variable</b>	<b>Frequency</b>	<b>Percent</b>
Available	23	41.8
Non Available	32	58.2
<b>Total</b>	<b>55</b>	<b>100.0</b>

Source: Field survey 2019

**Discussion**

From the analysis on availability of Agric. science teachers as shown in Table 1 indicate that (92.7 percent) of the respondents agreed that there available of Agric Science Teachers, while (7.3 percent) were disagreed. This finding is contraction with Ozigi, (2001) which reported that Agric. science teachers are not available in Nigerian secondary schools due to the shortage of teachers in Agriculture. This study shown that Agricultural Science teachers are available with the replacement and recruitment by government in democracy.

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### **Conclusion**

Based on the analyses, result and discussions of the finding of this result, the following conclusion are made. Schools farms and garden are available in most schools but are either inadequate or not functional, teacher are not making effective use of practical activities, classroom are available but inadequate, classroom furniture's are in inadequate. The necessary teaching aid are not available and those available one are not functional. Most schools the not have library and were available inadequate and the furniture's are inadequate. Agricultural science teachers available, adequate and qualify school laboratory are not available, inadequate, not functional, the chemical and equipment are not available as laboratory attendants.

### **Recommendations**

Based on this finding of research, the result obtained the following recommendation, are offered by the researcher. As improving the availability and adequacy for agricultural science teaching facilities in secondary schools.

1. The government should try and make the additional classes, furniture's, may be come adequately to students. The adequate classroom my bring teaching and learning to become conducive.
2. Government should provide teaching aids and make them available, adequate to various secondary schools in Borno state.
3. Government should ensure the establishment of library in all secondary schools in Borno state
4. State government should build laboratories of standard dimension. Laboratory attendants should be employed to maintaining chemical/ equipment facilities.

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