



## **ASSESSMENT OF CHALLENGES AND STRATEGIES TO IMPROVE THE IMPLEMENTATION OF AGRICULTURAL EDUCATION PROGRAMME IN UNIVERSITIES OF AGRICULTURE IN NIGERIA**

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### **Abstract**

The study assessed the challenges and strategies to improve the implementation of agricultural education programme in universities of Agriculture in Nigeria. The objectives of the study were to assess the challenges of implementation of agricultural education programme and strategies to improve the implementation of agricultural education in universities of agriculture in Nigeria. Two research questions were raised and two null hypotheses tested at 0.05 level of significance. The study adopted the evaluation research design and conducted in two universities of Agriculture in Nigeria. The population consisted of 171 respondents (30 agricultural education lecturers, 23 agricultural technologists and 118 final year agricultural education students). No sampling was involved since the population was small and manageable size. A questionnaire titled was used for data collection. The instrument was validated by five experts and was trial tested. The internal consistency of the instrument was determined using the Cronbach Alpha method, which yielded a coefficient of 0.980. The data collected was analysed using mean, standard deviation while Analysis of Variance (ANOVA) was used to test the hypotheses at a significance level of 0.05. The study found that 20 challenges were faced in implementing the agricultural education programme and 20 strategies could be used to improve the implementation in universities of Agriculture in Nigeria. Notably, there was no significant difference in opinions of lecturers, technologists, and students on these challenges and strategies. The study concluded that the implementation of the programme was hindered with some challenges. Based on the findings of this study, it was recommended among others that adequate funding should be provided for the implementation of Agricultural education programme in universities of Agriculture in Nigeria.

**Keywords:** Agricultural Education, Programme, Challenges, Universities, Agriculture, Nigeria



## Introduction

Agriculture remains an essential enterprise to the survival of man on the planet- earth. This is because; man depends on agriculture for meeting food and nutritional needs of himself and farm animals. Resources from agriculture also provide man with shelter and clothing materials. It further generates employment opportunities and serves as sources of income and other financial needs. Products from agriculture are sources of medicinal products for treating illnesses. Agriculture protects the environment in which man is its occupants for sustainable living.

In Nigeria, the contributions of agriculture to economy cannot be overestimated. In spite of the economy dependence on oil, agriculture still remains the second contributor to the nation's Growth Domestic Product (GDP). It contributes to the employment generation in Nigeria, as it is still the largest employer of labour with about 70 % of the nation's population engaging in agriculture (Obayelu & Fadele, 2019). Nigeria's huge potential in agriculture and agro-allied industries are worth 75 trillion-naira annual revenue (approximately 5 times the country's annual Nigeria budget). This readily makes the agricultural sector a goldmine (Raji, 2022). It is also the only industry responsible for producing food and feed for over 120 million Nigerians and the livestock industries. Therefore, Agriculture remains an important weapon in ensuring food security, ending hunger and poverty alleviation, creating employment and promoting gender equality and these form parts of the Sustainable Development Goals (SDGs) targets of which the Nigeria's government desires to attain (Ashimolowo et al., 2023). This can only be achieved through sound and functional agricultural education at all levels of education.

Due to the contributions and essential roles play in Nigeria's economy, Agriculture was then introduced into the curricular of schools, colleges and universities. The introduction of Agriculture into formal school system necessitated the training of teachers in tertiary institutions in various specializations in agriculture to teach the subject and its allied disciplines (Ndomi, 2017). The training of teachers of agriculture in the various aspects of agriculture and pedagogy is a basic requirement for promotion of agriculture of any country whose economy depends on Agriculture like Nigeria and this is term agricultural education. Agricultural education is described as a programme designed for preparing or equipping learners with knowledge, skills and attitudes in teaching and technical areas of agriculture to enable them impact the same to students in schools and colleges (Tsojon et.al., 2016; Tsojon, 2020; Ukonze & Olaitan, 2010).

Agricultural education, according to Olaitan (2017), is viewed as a programme designed to give learners pedagogical and technical skills that will allow the person teach vital areas of agriculture to the students they have to teach at any level of the educational system upon graduating from school. Agricultural education is also defined as a systematic programme of instruction for students desiring to learn about the science, business and technology of agriculture, food and environmental or natural resource systems. Agricultural education prepares students for successful careers and informed choices regarding agriculture (Oke & Fabamise, 2018; Amadi & Gibson, 2020). It also prepares students to educate next generation of educators, farmers, policy makers, scientists, leaders and consumers. A graduate of Agricultural education can be employed as soil scientist, forester, poultry farmer, livestock farmer, animal breeder, banker, extensionist, meat processor,



quarantine officer, distribution of agricultural produce and products, feed-miller, pasture farmer, pastoralist, animal laboratory technologist, farmer educator, teacher of Agricultural science, officer of Agricultural NGO (Agbulu, 2019).

Amadi and Solomon (2020) posited that agricultural education as an education that promotes agricultural skill mastery for graduates to prepare for world of work in teaching of agriculture. Agricultural education equips its recipient with teaching skills such as lesson preparation, lesson implementation, classroom management, lesson evaluation, and managing students' organization skills, among others. It is also designed to lay a solid foundation for vocational agriculture that is prepared to train individuals to acquire occupational skills (such skills as in crop farming, animal production, fish farming, snail rearing, rabbit rearing, marketing of agricultural produces, among others) which will make them to be productive farmers (Umar *et al.*, 2017). The knowledge of Agricultural education is indispensable in combating food insecurity, poverty alleviation and eradication, improving economic advancement, social development and environmental sustainability (Amadi & Nnodim, 2018; Ezekie, 2020). Due to the fast growing of Agriculture as an industry, it needs the supply of highly trained and competent workforce which can only be produced through agricultural education. It also facilitates the training and retraining of the nation's farming community and personnel, through providing properly organized training for specialized agrarian persons in vocations such as plant and animal breeding/genetics, food processing, preservation, agricultural extension workers and administrators, agricultural financing, animal and plant pathology, agricultural research scientists, insurance and rural sociology, agricultural communication and extension delivery

experts (Ochu, 2020), agribusiness experts, agricultural insurance brokers, among others.

In Nigeria, Agricultural education is offered as an academic programme for training of prospective teachers of agriculture in colleges of education and universities. University is the highest level of education where individuals study to earn a degree (Onuka & Oketoobo, 2019) including degree programme in teacher education. Universities are in the forefront of producing teachers who are to teach in the secondary schools and colleges and even in other higher institutions of learning including universities. In Nigeria, there are two major types of universities: conventional universities and specialized universities. A specialized University of Agriculture or an agricultural university is an institution of higher learning which integrates teaching, research and extension services in agriculture and its allied disciplines to solve the practical problems of the agrarian community it is set-up to serve and to better utilize the resources available to farmers. The main thrust of its research is toward solving the felt problems of the farmers and teaching the users of the outcome of such research initiatives and also producing the qualified and competent manpower needed to teach effectively agriculture and its related disciplines at all levels of education. These universities of Agriculture run various programme relating to agriculture and its allied disciplines, which have significant contributions to improve the performance in the country's agricultural sector as a whole. The universities of agriculture in Nigeria are charged with the central mandate, responsibility and mission of imparting agricultural education in a scientific and but practical way, coupled with applied research and such extension services as would assist in achieving national self-sufficient in food and fibre production in the shortest time



while at the same time catalysing and sustaining rural and agricultural development (Michael Okpara University of Agriculture Umudike, MOUUAU, 2024). Therefore, universities of agriculture offer agricultural education programme as done in some of the conventional universities in Nigeria. However, whether offered in the conventional or specialized university, the objectives which Agricultural Education are to achieve are the same.

According to National Universities Commission (NUC, 2023), the objectives of Agricultural Education are to : train youth admitted into the programme with saleable skills in various areas of agricultural production like crops, livestock, agribusiness, soil technology and agro technology; equip individuals with both agriculture and teaching competencies that will help them impact acquired knowledge and skills in agriculture to youth in primary and secondary schools as well as colleges and adult farmers who are in need of improvement; equip individuals with knowledge and skills in agriculture with public relation activities essential for helping nomadic, pastoral and migrant farmers to operate effectively for improvement of the nation's economy and co-exist harmoniously with minimal conflicts; equip individuals with proficiency skills in agricultural production and education that could be utilized to help other institutions and skill centres in training or retraining of unemployed out -of -school youth interested in agricultural production and businesses at skill acquisition centres with short training programme for the purposes of diversification of the nation's economy through agriculture; produce individuals that develop beyond first degree level in any agricultural education eadeavours for the intention of specialization; and produce researchers in agricultural production and businesses for improvement of allied

organizations and industries for positive contributions to the nation's economy (NUC, 2023).

In order to achieve these objectives, the agricultural knowledge, skills, and abilities are usually packaged in a form of a programme for prospective learners. Agricultural education programme have contents or areas of study for intending learners. A programme of study could be presented as a lesson, topic, and theme of topics or units of instruction or even as a whole course of study (Amadioha & Akor, 2020). A programme according to Ekele (2019), is explained as a set of course set aside for students to offer in a specific area of study within duration of time. Programme is a cluster of activities intended to achieve an objective or set of objectives. Programme is a means to an end, whereby resources are transformed into activities. A programme in Agricultural Education is therefore seen as advanced arrangement of items, events, actions and activities involved in impacting knowledge, skills and attitudes in agriculture to learners at any time and level (Ekele *et al*, 2020).

The Agricultural Education as an academic programme has to meet the needs of its recipients (students), employers and agricultural industries if it is going to be of benefits to the larger society of which the programme is to serve. However, it has been noted by scholars, agricultural educators and employers of graduates of this programme that graduates of agricultural education could not be employed in the teaching and agricultural industries due to inadequate pedagogical and technical knowledge. Most of these graduates are seen roaming about the major cities in Nigeria in search of white-collar jobs instead of them creating jobs (Amadi & Solomon, 2020). This problem emanates from inadequate exposure to practical knowledge in teaching and



agriculture and some other challenges during the implementation of agricultural education programme. It is against this background that this study was conceived to assess the challenges of agricultural education programme in universities of Agriculture in Nigeria as well as identifying the strategies to improve the implementation of Agricultural Education in these universities.

### Statement of the Problem

The relevance of agricultural education programme is measured by the impact that its graduates make in relation to meeting up with the requirement of the world of work and socio-economic development in general (Ademu *et al.*, 2018; Ekele, 2019). Despite the lofty relevance of agricultural education programme to the economic development of the nation, the extent to which Nigerian Agricultural education is realizing this seems to be undetermined because many agricultural education graduates are not willing to engage in agricultural activities and therefore not contributing their quota to national economic development through agriculture.

Also, teaching and learning of Agricultural education has been criticized to have fallen below expected standard and quality in Nigerian universities including specialized universities of Agriculture. This is observed in the fact that graduates of Agricultural education do not display the expected competencies in agricultural technical areas such as crop farming, rabbit rearing, and poultry production, among others. Majority of these graduates are in search of white-collar jobs which hardly available and making them to be job seeker instead of job providers (Amadi & Solomon, 2020).

This assertion that agricultural education programme fallen below standard is also observed by Olaitan (2017) who

complained that agricultural education programme in universities does not have sufficient industrial training component such as teaching Practice, SIWES and therefore, incapable of equipping students with adequate occupational skills required to perform in both classroom setting and agricultural industries. This situation of course has led to the rising incident of unemployment among graduates of Agricultural education which is a reflection or pointer on the quality of the programme and therefore leading the situation that these programmes are not meeting the expectation of the society or community. As the programme has failed to meet the needs of the society, it is therefore necessary to assess the current challenges facing the implementation of Agricultural education programme in the universities of Agriculture in Nigeria. Therefore, this study intended to fill this gap in literature by assessing the challenges of implementation of agricultural education programme in Universities in Nigeria and identify strategies to enhance its implementation in universities of agriculture in Nigeria within periods of year 2019 to 2024.

### Objectives of the Study

The main objective of this study was to assess the challenges of implementation of agricultural education programme in universities of agriculture in Nigeria. Specifically, the study sought to:

1. ascertain the challenges of the implementation of agricultural education programme in universities of Agriculture in Nigeria
2. describe the strategies to improve the implementation of agricultural education programme in universities of agriculture in Nigeria





### Research Questions

The following research questions were raised to guide the study:

1. What are the challenges of agricultural education programme in universities of Agriculture in Nigeria?
2. What are the strategies to improve the implementation of agricultural education programme in universities of agriculture in Nigeria?

### Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance to guide the study:

1. There is no significant difference in the mean rating of the responses of Agricultural Education Lecturers, Agricultural technologists and final year Agricultural education students on the challenges of implementation of agricultural education programme in universities of Agriculture in Nigeria.
2. There is no significant difference in the mean rating of responses of Agricultural Education Lecturers, Agricultural technologists and final year Agricultural education students on the strategies to improve the implementation of agricultural education programme in universities of agriculture in Nigeria.

### Methodology

The design adopted in this study was evaluation research design. Emaikwu (2019) explains that evaluation research design is that type of research that is carried out to ascertain the success or failure of a particular programme and its goal is to determine the effectiveness of a given programme in relation to the stated objectives. The evaluation research design was found appropriate for this study

because the researchers intended to assess whether agricultural education in universities of agriculture in Nigeria are achieving their objectives or not and the effectiveness of this programme.

The study was conducted in two universities of Agriculture with full-fledged Agricultural Education programme: Joseph Sarwuan Tarka University (JOSTUM) (formerly Federal University of Agriculture), Makurdi in Benue State and Michael Okpara University of Agriculture, Umudike (MOUUAU) in Abia State, Nigeria. The population for this study was one hundred and seventy-one (171), comprising thirty (30) Agricultural education lecturers, twenty-three (23) Agricultural technologists and one hundred and eighteen (118) final year Agricultural education students from the two universities of Agriculture: Joseph Sarwuan Tarka University, Makurdi (formerly Federal University of Agriculture, Makurdi) and Michael Okpara University of Agriculture, Umudike, Abia State, Nigeria. There was no sampling and census method was used since the population has a manageable size. Therefore, the entire population was involved in the study.

The instrument for data collection was a well-structured questionnaire. The questionnaire consisted of two parts (A and B). Part A collected information on the challenges of agricultural education programme in Nigeria with a scale of Strongly Agreed (SA), Agreed (A), Strongly Disagreed (SD) Disagreed with values of 4,3,2, and 1 while part B collected information on the strategies to improve the implementation of agricultural education programme in universities of Agriculture in Nigeria with a scale of Strongly Agreed (SA), Agreed (A), Strongly Disagreed (SD) Disagreed with values of 4,3,2, and 1. The instrument



for data collection was validated by a panel of experts which was made up of five lecturers. Three lecturers from Department of Agricultural Education and two lecturers from Department of Educational Foundations and General Studies (EFOGENS), Joseph Sarwuan Tarka University, Makurdi. The essence of this validation was to enable the validators determined which items could actually elicit information they are intended. Moreover, the validators were requested to review the items in terms of clarity, appropriateness of the language and expressions as well as the appropriateness of the instructions to the respondents. The inputs, corrections and comments by the validators guided the researcher in modifying the final copy of the instruments.

Cronbach alpha method was used to determine internal consistency of the items in the instrument (questionnaire). The instrument was trial tested on five (5) Agricultural Education lecturers, five (5) Agricultural technologists and twenty-five (25) final year students of Agricultural Education from University of Ilorin, Ilorin, Nigeria. The data from the respondents were analyzed with the Cronbach Alpha method and reliability coefficient of 0.98 was obtained.

A letter of introduction was obtained by the researchers from the Department of Agricultural Education, Joseph Sarwuan Tarka University, Makurdi. The letter was used to get the permission of various heads

of department and authorities of the universities of Agriculture in getting access to their lecturers, technologists and students. The method of data collection involved direct contact with the respondents by the researchers. A letter of informed consent was issued to each respondent to get consent before administering the questionnaire on them. The researcher personally visited the respondents in their various departments to ensure that the exact number of the population get the questionnaire answered and that they diligently fill in all the items therein. The data was analyzed using percentage, mean, standard deviation and Analysis of Variance (ANOVA). Mean was used to answer two research questions while the two hypotheses were tested using ANOVA at 0.05 level of significance. The two research questions were analyse using a likert type of Strongly Agreed (SA) as 3.5-4.0, Agreed (A) as 2.5-3.49, Disagreed (D) as 1.50-2.49 and 1.0-1.49 were considered as Strongly Disagreed (SD). For the hypotheses, any item where the significant value is greater than 0.05, the hypothesis of no significant difference was accepted but where the significant value is less or equal to 0.05, the hypothesis of no significant value was rejected.

### **Data Analysis and Result**

**Research Question 1:** What are the challenges of agricultural education programme in universities of Agriculture in Nigeria?



**Table 1: Mean and Standard Deviation on Challenges of Agricultural Education Programme in Universities of Agriculture in Nigeria**

S/N	Challenges of Agricultural Education Programme	Mean	Std. Dev.	Remark
1	Inadequate funding of the programme	3.62	.522	SA
2	Poor provision of equipment and training facilities	3.61	.524	SA
3	Inbreeding of teaching and research which reduce cross fertilization of ideas from wider world of academic and research among agricultural education lecturers and staff	3.75	.486	SA
4	Poor ICTs and internet facilities to enhance learning, teaching and research among lecturers and students	3.66	.565	SA
5	Inadequate professional development opportunities for lecturers and other staff	3.63	.564	SA
6	Inadequate Agricultural laboratories and facilities for teaching	3.67	.574	SA
7	Poor emphasis on the practical aspects of agricultural education programme	3.70	.498	SA
8	Inadequate knowledge to implement research findings in Agricultural education by lecturers and other staff	3.70	.510	SA
9	Poor support for Agricultural education by the university and college management	3.68	.491	SA
10	Lack of coordinated policies on agricultural education programme	3.65	.514	SA
11	Inconsistence of government policies on education and agriculture	3.60	.503	SA
12	Poor remuneration and motivational incentives for lecturers and staff of agricultural education programme	3.64	.482	SA
13	Lack of interest in innovative research work in Agricultural Education by lecturers and students	3.70	.521	SA
14	Inadequate communication and support for Agricultural Education by the immediate communities and employers	3.69	.535	SA
15	Failure to attract the best quality students from secondary schools	3.61	.513	SA
16	Weak connection with other parts of the Agricultural education system such as colleges of education and Agriculture, Vocational Centres, farm training institutes, research institutes etc.	3.55	.586	SA
17	Curricula and teaching methods not relevant to meet the objectives of individual universities of agriculture and their communities	3.56	.544	SA
18	Lack of entrepreneurial and soft skills among graduates of agricultural education leading to unemployment	3.66	.487	SA
19	Low students' enrolment in Agricultural education programme in University of Agriculture.	3.65	.477	SA
20	Weak link with agro-based based industries (weak university-industry link)	3.57	.553	SA
<b>Grand Mean</b>		<b>3.64</b>	<b>.522</b>	<b>SA</b>

Keys: SA =Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree  
 Results in Table 1 reveals that the mean rating of challenges of Agricultural

Education programme in universities of Agriculture as rated by respondents ranges from 3.55 to 3.75 which indicate that all the 20 items are strongly agreed (SA) as





the challenges of Agricultural education in universities of Agriculture in Nigeria and the grand mean of 3.64 signifies that all the 20 items are strongly agreed upon by the respondents as challenges of Agricultural Education programme in universities of Agriculture in Nigeria. The standard deviation ranged from .477 to .586 which indicates the respondents

were not too far from the mean and from one another in their responses.

**H<sub>01</sub>:** There is no significant difference in the mean rating of the responses of Agricultural Education lecturers, Agricultural technologists and final year Agricultural education students on the challenges of implementation of agricultural education programme in universities of Agriculture in Nigeria.

**Table 2: Analysis of Variance on Difference in Mean Response of Respondents on Challenges of Agricultural Education Programme in Universities of Agriculture in Nigeria**

Challenges	Sum of Squares	Df	Mean Square	F	Sig.	Decision	Remark
Between Groups	171.873	2	85.936	2.542	.082	Not Rejected	Not Significant
Within Groups	5477.739	162	33.813				
Total	5649.612	164					

The Table 2 revealed that the significant value of .082 which is greater than the p-value of 0.05 and the hypothesis that there is no significant difference in the mean rating of the responses of Agricultural Education Lecturers, technologists and final year students on the challenges of implementation of agricultural education programme in universities of Agriculture in Nigeria is hereby not rejected. This implies that there was no significant difference in the mean rating of the

responses of Agricultural Education Lecturers, technologists and final year students on the challenges of implementation of agricultural education programme in universities of Agriculture in Nigeria.

**Research Question 2:** What are the strategies to improve the implementation of agricultural education programme in universities of agriculture in Nigeria?

**Table 3: Mean and Standard Deviation on Strategies to Improve the Implementation of Agricultural Education Programme in Universities of Agriculture in Nigeria**

S/N	ITEMS	Mean	Std. Deviation	Remark
1	Create proper awareness on the needs and prospects of agricultural education programme among secondary school students, parents and their communities.	3.65	.546	SA
2	Adequate provision of Agricultural and ICTs facilities that can enhance high standards, experiential learning, enhanced agripreneurship and research culture among staff and students	3.63	.530	SA
3	Adequate remuneration and motivation of agricultural education lecturers and other staff	3.63	.563	SA
4	Provision of conducive environment for teaching and learning of Agricultural Education in universities of Agriculture	3.68	.479	SA



5	Create student and staff exchange programme among universities of agriculture within Nigeria and abroad for cross fertilization of knowledge and ideas.	3.70	.541	SA
6	Provision of adequate funding for the programme by the government and administrators of universities of Agriculture	3.54	.662	SA
7	Appointment of experienced Agricultural education lecturers and staff who are graduates from other universities and universities of Agriculture abroad	3.67	.572	SA
8	Subsidizing the agricultural education programme fees like in basic education in Nigeria	3.64	.571	SA
9	Ensure regular curricula modification to meet the students, employers and community needs	3.60	.589	SA
10	Collaborate with local agro-based industries and secondary school authorities for receiving adequate farm practicals and teaching practicum	3.58	.611	SA
11	Encourage agricultural education students to implement the entrepreneurial skills learnt in Agriculture by registering and starting agricultural venture while in the University as parts of requirement for graduation	3.68	.579	SA
12	Provision of professional development opportunities for academic staff and other staff	3.64	.610	SA
13	Expose agricultural education students to more practical aspects of curriculum than theories	3.65	.587	SA
14	Soliciting for adequate supports for Agricultural Education programme by university administrators through proper engagement and public relation strategies	3.57	.613	SA
15	Expose academic staff to new research opportunities and research grants in Agricultural education by the department	3.60	.637	SA
16	Make consistent policy on agricultural education programmes and return overall control of universities of Agriculture to Federal Ministry of agriculture for administrative convenience	3.67	.604	SA
17	Encourage lecturers to adopt innovative teaching strategies in order to motivate students' interest and develop their skills and competencies	3.70	.605	SA
18	Develop the admission policy to attract best and interested students in Agricultural education	3.67	.572	SA
19	Collaborate with nearby agro-industries in teaching and use of farm machineries not available in the University for students' learning	3.64	.582	SA
20	Set up vocational guidance Committee within the Department s to visit and orientate secondary school students on career opportunities in Agricultural education	3.71	.456	SA
<b>Grand Mean</b>		<b>3.64</b>	<b>.575</b>	<b>SA</b>

Keys: SA =Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree

Analysis of result on Table 3 revealed that the mean rating of strategies of improving

the implementation of Agricultural Education programme in universities of Agriculture as rated by respondents' ranges from 3.54 to 3.71 and has the grand



mean of 3.64 signifies which indicate that all the 20 items are strongly agreed (SA) upon by the respondents as strategies of improving the implementation of Agricultural Education programme in universities of Agriculture in Nigeria. The standard deviation ranged from .456 to .622 which indicates the respondents were not too far from the mean and from one another in their responses.

**Ho2:** There is no significant difference in the mean rating of responses of Agricultural Education lecturers, Agricultural technologists and final year Agricultural education students on the strategies to improve the implementation of agricultural education programme in universities of agriculture in Nigeria.

**Table 4: Analysis of Variance on Difference in Mean Response of Respondents on Strategies to Improve the Implementation of Agricultural Education Programme in Universities of Agriculture in Nigeria**

Strategies	Sum of Squares	Df	Mean Square	F	Sig.	Decision	Remark
Between Groups	110.531	2	55.266	.900	.409	Not Rejected	Not Significant
Within Groups	9947.917	162	61.407				
Total	10058.448	164					

Table 4 revealed that the significant value of .049 which is greater than the p-value of 0.05. Hence, the hypothesis that there is no significant difference in the mean rating of the responses of Agricultural Education Lecturers, technologists and final year students on the strategies to improve the implementation of agricultural education programme in universities of agriculture in Nigeria is hereby not rejected. This implies that there was no significant difference in the mean rating of the responses of Agricultural Education lecturers, Agricultural technologists and final year Agricultural education students on the strategies to improve the implementation of agricultural education programme in universities of agriculture in Nigeria.

### Discussion of Findings

The result shows that all the 20 challenges were strongly agreed upon by all the respondents as challenges of Agricultural Education programme in universities of Agriculture in Nigeria. The results of hypothesis in Table 2 revealed that there was no significant difference in the mean rating of the responses of Agricultural Education Lecturers, technologists and

final year students on the challenges of implementation of agricultural education programme in universities of Agriculture in Nigeria. This finding might be due to the fact that the respondents perceived and are experiencing these problems during the implementation of Agricultural education programme in the universities of agriculture in Nigeria. The finding is in agreement with that of Ezekie (2020) who submitted that inadequate lecturers, unavailability of demonstration farms, poor research funds, training facilities and others are the challenges of implementing agricultural education in universities in Rivers State, Nigeria. The finding also supports that of Akper (2019) that the implementation of Agricultural education programme faced challenges such as: negative attitudes towards vocational agricultural education, inadequate facilities such as workshop and laboratory, inadequate funding of vocational agricultural education, irregular review of the curriculum for vocational agricultural education, lack of guidance services, exclusion of technical and vocational education from the main stream



curriculum, inadequate training of vocational Agricultural education teachers and lack of teaching resources, among others.

Furthermore, the study also revealed that all the items are strongly agreed upon by all the respondents as strategies of improving the implementation of Agricultural Education programme in universities of Agriculture in Nigeria. The Result of hypothesis on Table 4 shows that there was no significant difference in the mean rating of the responses of Agricultural Education Lecturers, technologists and final year students on the strategies of improving the implementation of agricultural education programme in universities of Agriculture in Nigeria was not rejected. This result also compliments the findings of Amadi and Solomon (2020) that availability of demonstration farm, farm workshops, qualified teachers and technicians and others are the input indicators for quality instruction in agricultural education in universities in south-south Nigeria. It also agrees with Ezekie (2020) that provision of conducive classroom, instruction in agricultural education should be administered with adequate farm implement for practical demonstration, agricultural education should be administered with pilot farms to give hand-on training in agricultural practices, provision of uninterrupted power supply, adequate funding should be provided for effective agricultural education, more lecturers who specialties are in different aspects of agricultural education should be employed to enhance academic and career training of students, lecturers in agricultural education should be encouraged to carry out quality research in food production, graduates of agricultural education should be encouraged to set up agro-based businesses of their own for increased food supply and students of agricultural education should pay periodic visits to agricultural research institutes to acquire

external knowledge in agricultural production outside the classroom experience.

### Conclusion

The study evaluated the challenges of implementation of agricultural education programme in universities of Agriculture in Nigeria. The study concluded that the implementation of the programme was hindered with some challenges such as inadequate funding of the programme, poor provision of equipment and training facilities, inbreeding of teaching and research which reduce cross-fertilization of ideas from wider world of academic and research among agricultural education lecturers and staff, among others and the challenges could be summoned by some strategies such as creating proper awareness on the needs and prospects of agricultural education programme among secondary school students, parents and their communities among others.

### Recommendations

Based on the findings of this study, the following recommendations were made:

1. Adequate funding should be made available by the university administrators for the implementation of the programme
2. Hiring agricultural education lecturers from different universities of Agriculture to allow for cross fertilization of ideas and innovation.

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