

STRATEGIES FOR ENHANCING TEACHING AND LEARNING OF ANIMAL HUSBANDRY IN SECONDARY SCHOOLS IN EBONYI STATE

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Abstract

The study was carried out to determine the strategies for the effective teaching and learning of animal husbandry in Senior Secondary Schools in Ezza Central Education Zone of Ebonyi. Four specific objectives and four research questions guided the study. The study adopted descriptive survey research design. The population for the study was 56 animal husbandry teachers who were drawn from public secondary school within the study area. The entire population was studied due to the manageable size of the population. Structured questionnaire was developed from the literature reviewed by the researcher and utilized to collect data from the respondents. The questionnaire was face validated by three experts from the Department of Agricultural Education, University of Nigeria, Nsukka. Cronbach alpha reliability method was used to determine the internal consistency of the instrument and an overall reliability coefficient of 0.78 was obtained. Three research assistants helped to administer the questionnaire to the respondents. The data collected was analyzed using weighted mean to answer the research questions. The study revealed among others the motivational initiatives which are great strategies that will enhance teaching and learning of animal husbandry in senior secondary schools in Ebonyi State. These strategies are provided by parents, community, schools and governments which enhanced the effective teaching and learning of animal husbandry in secondary school. The study recommended among others that teachers of agriculture are highly required to create learning environments for students' participation during agricultural lessons and practical, they are to facilitate meaningful learning experiences to the students and that parents and community should provide farmland for students' participation in practical work and allow their children to go on field trips.

Keywords: Animal husbandry, Teaching and Learning

Introduction

Background of the Study

In recent years, Nigeria has placed great emphasis on the agriculture sector in its efforts to generate broad-based growth, diversify the economy away from petroleum, create jobs, and achieve food security. The administration of President Muhammadu Buhari and his predecessor Dr. Goodluck Ebele Jonathan have made repeated public commitments to revive Nigerian agriculture. A flurry of new policies and programs has been unveiled, aimed at both smallholder farmers and large producers. These efforts have been given more urgency by the slump in global oil prices and the drain on foreign currency reserves caused by the crippling cost of food imports (Aminu, 2010). Still secondary school leavers of Agriculture and especially animal husbandry are still roaming the streets of Nigerian cities in search of white collar jobs rather than being job creators is a real indication of missing link in vocational education and the labor market.

Education at all levels and in all its forms constitutes a vital tool for addressing virtually all global problems. Education is not only a means to an end but

an end in itself. It is a key instrument for bringing about changes in knowledge, values, behaviors and life styles required to achieve sustainability and stability within and among countries (Aminu, 2010). The author further emphasize that education has been seen as the greatest force than can be used to bring about changes. Mgbodili (2004) observed that the greatest investment a nation can make for the development of its economic, sociological and human resources is that of education. Education according to the author provides us with people possessing the necessary knowledge and skills to win a nation and to even export brains. This explains why the Federal Government of Nigeria geared an education policy towards attaining national development. According to National Policy on Education (2004), education shall continue to be highly rated in the national development plans because education is the most important instrument for change. Any fundamental change in the intellectual and social outlook of any society has to be preceded by an education revolution. This is an indication that education is an important

instrument for change and national development, thus the Federal Government reform in education adopted the basic education system with emphasis on vocational education and the need to attain the Millennium Development Goals (MDGs), with the main aim of achieving the critical targets of the National Economic Empowerment and Development Strategies (NEEDS) which can be summarized as: value orientation, poverty, eradication, job creation, wealth generation using education to empower the people. This development led the Nigerian Educational Research and Development Council (NERDC) to review and realigned the curricula for senior secondary schools to fit the reform programme (NERDC, 2011). The new curriculum laid emphasis on vocational education with the aim of reducing the high rate of youth unemployment. Vocational subjects introduced with reference to this programme include marketing, fisheries and aquaculture and animal husbandry among others.

Animal husbandry in the senior secondary schools is indeed an indispensable elective vocational subject which provides skills, knowledge and attitudes necessary for effective employment in livestock industry occupations. National Examinations Council, (2014), stated the objectives of teaching animal husbandry in Nigerian secondary schools as follows; stimulation and sustenance of student's interest in livestock production, impart functional knowledge and practical skills in animal husbandry to students, prepared students for further studies and for occupation in animal husbandry. This can only be achieved through effective teaching and learning of the subjects. Ellis (2008) concluded that student outcomes may heavily depend on the teacher instructional planning, teaching method selection, and having a variety of learning activities. The Committee on Agricultural Education (2007) suggested that the teaching strategy becomes the most critical element to guide students in learning activities.

This learning can viewed as the process by which changes in behavior result from experience or practice. By behavior psychologists mean any response that an organism makes to its environment. Thus, behavior includes actions, emotions, thoughts and the responses of muscles and glands. Learning can produce changes in any of these forms of behaviour (Ngwoke 2008). That may be why the FRN (2008) identified the following areas of concern for the students; interest in the animal husbandry programme: students should be exposed to opportunities in the field of animal husbandry, students interests should be stimulated and sustained in animal husbandry, students; knowledge should be integrated with skills in

the field of animal husbandry, students should adequately be prepared in animal husbandry field, students should be taught and allowed to mature with the basic skills and knowledge in the field of animal husbandry.

It appears that the lofty objectives and goals of animal husbandry programme at the secondary school levels in Nigeria as enumerated above are not being fully realized. This has been attributed to numerous factors such as lack of the teachers of the subject, shortage of facilities and teaching materials, poor attitudes of the students, use of inappropriate teaching techniques, poor supervision of the teachers by the principals and use of unqualified teachers and teachers with obsolete ideas as well as ineffectiveness of the animal husbandry teachers (Aminu 2010).

The teacher is someone who is trained academically to impart knowledge, skills and values to the learner. Therefore, just as Ergwun (2013), reported that & quote; whatever innovations to be made in the education of any nation, should be implemented by teachers. Thus, as the pivot for the implementation of educational programmes like animal husbandry, the failure of the teachers would ultimately lead to the failure of the programme. To ensure effective implementation of animal husbandry programmes, the male and female teachers should be well trained, given incentives, provided with adequate teaching materials, being well supervised and appropriate teaching methods/strategies adopted by the teachers themselves. Igwu (2012) pointed out that, the introduction of animal husbandry in the secondary school system is a strategy for increasing agricultural productivity on a long-term basis.

With these objectives in mind, the education industry is expected to provide effective and adequate practical training in livestock production to students in order to enable schools and colleges provide qualified and competent graduates that can ensure food sufficiency in the country. The review of agricultural science curriculum has been a real educational innovation, which called for new teaching strategies considering the fact that senior secondary education is indeed a sine qua non to attainment of the new education reform, for it serves as a link between basic education and tertiary education by absorbing the products of the former and supplying entrants into the latter (Ndidi, 2007).

It has been observed that animal husbandry education at the secondary school level has failed to produce graduates that have favorable attitudes to farming. This is a peculiar problem in learning of

agricultural science by students in senior secondary schools in Nigeria. In line with this, Osinem (2008) stated that many students have a tendency to develop negative attitudes toward agriculture because of inherent deficiencies in the programme. The author stated further that there have been complaints about the poor performance of students in animal husbandry in secondary schools due to the use of poor equipment to teach the subject. This has its implication as observed by Egun (2009) that Nigerian education is too theoretical and not preparing students for real life. The goals of teaching animal husbandry cannot be achieved without practical skills particularly in secondary schools. Aminu (2010) maintained that schooling is an aspect of the process of developing the abilities, attitudes and other behaviours of an individual.

Youths are always seen as the hope of the nation if proper teaching is given to them in schools. The needs to come up with strategy for improving teaching of practical agriculture become imperative. As opined by Igwu (2012) "that teaching of practical skills seems to be neglected as emphasis on theoretical approach seems to dominate the teaching". There is a need for a renewed drive to refocus strategies use in teaching animal husbandry at senior secondary school levels. Oforma (2006) observed that the educational structure and curriculum have not been tailored towards a reawakening of our agricultural heritage as obtainable in some countries. According to Iwena (2002) stated that in the secondary schools of old, there were horticultural, arable crops and livestock units essentially maintained by students. Each student was given a plot and was assessed periodical by their teachers.

Presently one may ask where are the school farm or the livestock unit? This can after technological and national development despite the fact that many schools have school farms. However, in some schools, these school farms are primarily used to generate revenue for the schools and not actively used to train students in practical skills related to field crop, horticulture. Livestock production and related agricultural mechanization skills. Oolube, (2006) reported that there are more qualified teachers of agriculture these days, however the imbalance in skill acquisition remain high. In another development Iwena (2002) submitted that the inability of secondary school graduates of agriculture to secure jobs or be self-employed have sustained the perceived generation gap, which has been blamed on the way and manner in which secondary education. Agriculture curriculum is implemented.

One of the major problems facing us is that the teaching of animal husbandry and agriculture in general in Nigerian secondary schools is characterized by more emphasis on theory than on practical, as a result of the lack of functional laboratory facilities and demonstration farms in most secondary schools in the country. Furthermore, the effectiveness of the teacher is vital in the implementation of the agricultural science programme in secondary schools. Teacher effectiveness in the context of this study means the degree to which the teachers are able to produce the desired result. It is also referred to as condition where the teachers of agricultural science perform their duties which will lead to good performance of the students of agricultural science in both internal and external examinations. To enhance the effectiveness of the agricultural science teachers in the context of this study means to increase, intensify or improve the value, the quality and the degree of performance of the agricultural science teachers to achieve a desirable result in their teaching as well as the performance of the agricultural science students in internal and external examinations. The teacher is the one who plans and assesses needs and utilizes appropriate resources to achieve the desired educational results. If the teachers are not well positioned and taken care of, they will not teach well and the students will not acquire the required skill in agricultural science which will affect the development of agriculture in the country. Experience has shown that many agricultural science teachers are not effective in their classroom. Consequently, the researcher deems it expedient to find out the strategies that will improve the teaching of animal husbandry in senior secondary schools in Nigeria.

Animal husbandry in the senior secondary schools is indeed an indispensable effective vocational subject which provides skills, knowledge and attitudes necessary for effective employment in livestock occupations. Farm animals play a significant role in Nigeria's agriculture especially with regards to human welfare, crop production and in the establishment of some agro-based industries. However, the production of poultry and livestock is beset with several problems such as improper resource management, inadequate input supply, theft and negative attitude to animal production as a vocation. There is therefore, an urgent need to take appropriate steps to minimize these production constraints, change attitudes and take appropriate measure to enhance the production of poultry and livestock in the country. This will entail ensuring that students acquire the basic competencies knowledge, skills, attitudes and values -needed to

operate as middle level manpower in their education. It will also entail ensuring that students are given the necessary education and training that will equip them with the ability to function completely along the value chain from production through processing, storage, packaging and marketing of animal products. Finally, it will further be necessary to inculcate in students the love for animals and the appreciation of the role of animals as pets for comfort and health enhancement of their owners.

Statement of the Problem

Animal husbandry is one of the core vocational courses being offered at the senior secondary schools in Nigerian education system. Experience has shown that many animal husbandry teachers, teach the subject theoretically in the classroom without involving the students in field practical. Some of the teachers teach with pictures, drawing animal specimens instead of using the real life specimens to teach. Furthermore, many animal husbandry teachers do not use the school farms in teaching the students; nor go on for excursions to well established animal farms and industries. The ineffectiveness of the animal husbandry teaching has manifested through the poor performance of the students in internal and external examinations. It has also led to non- acquisition of the skills in animal production required from a secondary school graduate, and has jeopardized the laudable objectives of animal husbandry programme at the secondary school level. The question is what are the strategies needed to enhance the effective teaching and learning of animal husbandry programme at the secondary school level. The question is what are the strategies needed to enhance the effective teaching and learning of animal husbandry at the secondary schools. This made way for this research topic strategies for enhancing the teaching and learning of animal husbandry in secondary schools in Ebonyi State.

Purpose of the Study

The main purpose of this study is to determine the strategies for the effective teaching and learning of animal husbandry in Senior Secondary Schools in Ezza Central Education Zone of Ebonyi State. Specifically the study sought:

1. To determine the teaching method to be adopted to foster student's participation in animal husbandry in Senior Secondary Schools in Ezza Central Educational Zone of Ebonyi State.
2. To determine the instructional materials to be used in improving the teaching of practical animal

- husbandry in Senior Secondary Schools in Ezza Central Education Zone of Ebonyi State.
3. To determine the challenges facing the teaching of animal husbandry in Ezza Central Educational Zone of Ebonyi State.
4. To determine the ways of improving the teaching of practical animal husbandry in Senior Secondary Schools in Ezza Central Educational Zone of Ebonyi State.

Research Questions

The following research questions will serve as a guide to this study:

1. What are the teaching methods to be adopted to foster students' participation in practical in Senior Secondary Schools in Ezza Central Educational Zone of Ebonyi State?
2. What instructional materials would be used to improve the teaching of animal husbandry in Senior Secondary Schools in Ezza Central Educational Zone of Ebonyi State?
3. What are the challenges facing teaching of animal husbandry in Senior Secondary Schools in Ezza Central Educational Zone of Ebonyi State?
4. What are the ways teaching of animal husbandry can be improved for skill acquisition in Senior Secondary Schools in Ezza Central Educational Zone of Ebonyi State?

METHODOLOGY

The design adopted in this research is descriptive survey design. This design is a useful way of obtaining information about people opinions, attitudes, preferences, and experiences simply by asking questions. This design will be used for this study since a group of people have to be studied systematically by collecting and analyzing data from a chosen few considered sufficient representative of the entire population. The study was carried out in Ezza South Local Government Area of Ebonyi State. It covered all the ten (10) public secondary schools found in the local government.

The entire population was used due to the managerial number of teachers under study. The instrument used for data collection was structured questionnaire. The questionnaire was made up of two sections. Section one sought information on personal data while the second part was structured to provide answers to the major research Questions with four-point scale ratings of Very Large Extent (VLE), Large Extent (LE), Small Extent (SE) and Very Small Extent (VSE) with values of 4, 3, 2 and 1 respectively. In testing for the reliability, Cronbach Alpha (α) was used. The scores were used to Calculate the variances. The coefficient of

reliability was 0.99. The instrument was collected from the respondents personally by the researchers. The researcher was around to explain all forms of ambiguity that may serve as a problem to the respondents. The data collected in the study were analyzed using mean and standard deviation. The responses from the respondents were compared, classified to the number of items in the questionnaire for each research question.

RESULTS AND DISCUSSION

This chapter dealt with the analysis and presentation of data collected for the study based on the research questions that guided the study.

RESEARCH QUESTION 1

What is the teaching method to be adopted to foster students' participation in practical animal husbandry in Senior Secondary Schools in Ezza Central Educational Zone of Ebonyi State?

Data for answering this research question is presented in Table 1

Table 1: The mean responses of respondents on the teaching method adopted to foster students' participation in practical animal husbandry in Senior Secondary Schools in Ezza Central Educational Zone of Ebonyi State?

S/N	Item Statement	Mean	SD	Remark
1	Create learning environments for students participation during animal husbandry activities	3.05	0.34	Agreed
2	Motivate students to learn animal husbandry lesson	3.45	0.54	Agreed
3	Facilitate learning experience that are meaningful to students	3.45	0.56	Agreed
4	Select and utilize a variety of technology that support learning of animal husbandry	3.21	0.21	Agreed
5	Incorporate students experiences, real-life situation to animal husbandry instructions	3.65	0.32	Agreed
6	Demonstrate agriculture through practical increase the interest of the students in the subject	3.12	0.34	Agreed
7	Follow on-going knowledge and awareness of animal husbandry content	3.11	0.5	Agreed
8	Appreciate practical assignment given to the students	3.31	0.24	Agreed
9	Allocate time for animal husbandry practical	3.30	0.45	Agreed
10	Encourage the students to accept responsibility for their own learning.	3.34	0.45	Agreed
11	Cultivate cross cultural animal husbandry practices	1.90	0.56	Disagreed
12	Exhibit acceptable instructional practices and strategies	3.11	0.32	Agreed
13	Design and implement standard-base agriculture	3.14	0.34	Agreed
14	Provide regular and timely feedback to animal husbandry students and parents	3.75	0.34	Agreed
15	Provide students of animal husbandry with access to technology, space, tool and time.	3.67	0.43	Agreed

The data presented in Table 1 above indicated that 14 out of 15 items had mean ranged from 3.05 to 3.75 indicating that the respondent agreed to the items as motivational characteristics which teachers need to possess/adopt for effective teaching and learning of animal husbandry in secondary school in Ezza Central Educational Zone of Ebonyi State. However, item no 11 had mean value of 1.90. The value was below 2.50; indicating that the respondents did not agree to the item as motivational characteristics

which teacher need to possess for effective teaching and learning of agricultural science in secondary school in Ezza Central Educational Zone of Ebonyi State. The standard deviation added value to the reliability of the mean. In this first research question, the study revealed that teachers of agriculture require many motivational initiatives for effective teaching and learning of agricultural science in secondary school in Ezza Central Educational Zone of Ebonyi State. The initiatives as found in the study include: creating

learning environments for students participations and motivating students to learn agricultural science lesson among others. The findings of the study were in agreement with Agukogbuo (2014) who found that a professional teacher must command a body of knowledge and skills that are essentially intellectual to students. In line with this, Egbule (2004) emphasizes that every animal husbandry teacher must be effective, liberally educated, current in subject matter and its pedagogy, aware of what is expected of teachers and schools, skillful and conscientious in planning, preparing for, carrying out instruction. Therefore, the initiatives teachers require simply implies that the

major tasks for teachers is to make activities both in classroom and field so realistic, interesting and vigorous that students would show interest in what is being done.

RESEARCH QUESTION 2

What instructional materials would be used to improve the teaching of animal husbandry in Senior Secondary Schools in Ezza Central Educational Zone of Ebonyi State?

Data for answering the research question is presented in Table 2 below

Table 2: The mean responses of respondents on the instructional materials needed to improve the teaching of animal husbandry in Senior Secondary Schools in Ezza Central Educational Zone of Ebonyi State?

S/N	ITEM STATEMENT	Mean	SD	Remark
1	Providing moral and financial supports to schools for practical.	2.50	0.34	Agreed
2	Provide instructional materials such a textbook, desk, chairs, boards for teaching of agriculture.	3.23	0.56	Agreed
3	Complement government efforts in the provision of infrastructures e.g building, water and electricity	3.12	0.67	Agreed
4	Farm tools and equipments needed for practical works.	3.34	0.23	Agreed
5	Life animals and facilities required for demonstration.	3.34	0.56	Agreed
6	Provide some common agricultural laboratory equipment or tools.	3.20	0.60	Agreed

The data presented in Table 2 above revealed that all the items had their mean ranged from 2.50 to 3.34. Each of the mean values of the 6 items was above 2.50; indicating that respondents agreed to all the items as a motivational initiative which parents and government could provide for effective teaching and learning of animal husbandry in secondary school. The standard deviation of all the 6 items ranged from 0.23-0.67. Each of the values was less than 1.96 (95 % confidence level) indicating that the respondents were close to the mean and to each other in the responses. The standard deviation added value to the reliability of the mean. The

findings of this study were in agreement with Ndidi view (2007) who observed that having satisfactory facilities equipment and materials should not be minimized in establishing the curriculum because of their contribution to the effectiveness of the school. Their availability will enhance or inhibit the implementation of curriculum.

RESEARCH QUESTION 3

What are the challenges facing teaching of animal husbandry in Senior Secondary Schools in Ezza Central Educational Zone of Ebonyi State?

Data for answering the research question is presented in Table 3 below

Table 3: Mean responses of respondents on the challenges facing teaching of animal husbandry in Senior Secondary Schools in Ezza Central Educational Zone of Ebonyi State

S/N	ITEM STATEMENT	Mean	SD	Remark
1.	Inadequate land space for practical animal husbandry.	2.50	0.45	Agreed
2.	Poor recognition of teachers of animal husbandry worth	3.56	0.32	Agreed
3.	Lack of in-door agricultural laboratory for scientific research purpose	3.67	0.12	Agreed
4.	Inadequate fund to organize field trips for students of animal husbandry.	3.20	0.43	Agreed
5.	Lack of opportunities to teachers of animal husbandry to seek professional development.	3.76	0.32	Agreed
6.	Lack of proper supervision to animal husbandry teachers.	3.40	0.50	Agreed

The data presented in Table 3 showed that all the items had their mean ranged from 2.50 –3.76. Each of the mean values of the 6 items was above the cutoff point of 2.50 indicating that the respondents agreed to all the item as the major challenges which the community/government should address for effective teaching and learning of agricultural science in secondary school. The standard deviation of all the 6 items ranged from 0.12-0.50 indicating that the respondents were close to the mean and to each other in the responses. Each of the values was less than 1.96 (95 % confidence level) indicating that the respondents were close to the mean and to each other in the responses. The standard deviation added value to the reliability of the mean. The findings of this study were in

agreement with Ergun, 2013 who found that even if teachers are competent and well trained, they will often find it difficult to teach effectively because of poor working environment and lack of adequate teaching and learning resources among others that are relevant to the local agricultural situation.

RESEARCH QUESTION 4

What are the ways teaching of animal husbandry can be improved for skill acquisition in Senior Secondary Schools in Ezza Central Educational Zone of Ebonyi State?

Data for answering the research question is presented in Table 4 below

Table 4: The mean of responses of respondents on the ways teaching of animal husbandry can be improved for skill acquisition in Senior Secondary Schools in Ezza Central Educational Zone of Ebonyi State

S/N	ITEM STATEMENT	Mean	SD	Remark
1.	Provide adequate teaching facilities in animal husbandry subject	3.34	0.45	Agreed
2.	Allowing teachers of animal husbandry to participate in decision making as related to the subject.	3.20	0.32	Agreed
3.	Creating and maintaining agricultural laboratories and offices	3.12	0.23	Agreed
4.	Supervising properly agricultural teachers' statutory records	3.45	0.34	Agreed
5.	Visiting teachers in class room and drooping notes on their mail box about positive and negative actions about animal husbandry	3.56	0.26	Agreed
6.	Recognizing teachers of agriculture worth	3.50	0.34	Agreed
7.	Providing adequate fund for field trips	3.55	0.57	Agreed
8.	Providing opportunities to teachers of animal husbandry to seek professional development	3.21	0.25	Agreed
9.	Creating time-off to teachers of animal husbandry for refreshment and rejuvenation after a tedious work.	1.25	0.35	Disagreed
10.	Celebrating the end term with congratulatory gift including teachers of animal husbandry	3.29	0.45	Agreed

The data presented in Table 4 above indicated that 9 out of 10 items had their mean ranged from 2.23 to 3.56 indicating that the respondents agreed to items as a way in which teaching of animal husbandry can be improved for skill acquisition in Senior Secondary Schools in Ezza Central Educational Zone of Ebonyi State of the school management could provide for effective teaching and learning of agricultural science in secondary school. However, item no 9 had mean value of .25. The value was below 2.50; indicating that the respondents did not agreed to the item as motivational initiative require by teachers of agricultural science for teaching and learning of agriculture in secondary in Ezza Central Educational Zone of Ebonyi State. The standard deviation of all the 10 items ranged from 0.23-0.56 indicating that the respondents were close to the mean and to each other in the responses. Each of the

values was less than 1.96 (95 % confidence level) indicating that the respondents were close to the mean and to each other in the responses. The standard deviation added value to the reliability of the mean. The findings of this study were in agreement with Osinem(2008) who pointed out that, the effective teaching and learning of animal husbandry in the secondary school system is a strategy for increasing agricultural productivity on a long term basis. The author suggested that ways of improving the teaching and learning of animal husbandry should be embrace to enhance productivity.

Conclusion

Findings of the study reviewed that teachers of animal husbandry themselves required inbuilt motivational initiative before others stakeholders can provide for them. Teachers of agriculture should be competent

enough in classroom and field work management. They should have all round knowledge of animal husbandry lesson for effective teaching of the subject. It has been observed that efforts of parents, communities, schools and government are highly needed in motivating the teachers of animal husbandry for effective teaching. Teachers are highly motivated at work if parents can provide land for agricultural practice, allowing their children to go on field trips, providing moral and financial supports to schools practical or providing some common animal husbandry laboratory equipment or tools. The community can enhance teachers' performances by providing a large area of land for practical agriculture, giving encouraging words to teachers of animal husbandry and involving them during exhibition of agricultural products in schools. Therefore, for effective teaching of animal husbandry in school, all these mentioned above should be put in place. Above all, the teaching of animal husbandry would be enhanced if government should do the following: pay salary, allowances and promote teachers as at when due, making establishment of school farm compulsory in each school, providing adequate instructional facilities for agricultural practical, organizing

conferences, seminar and work shop and sponsoring relevant research activities in solving agricultural problems among others.

Recommendations

Based on the results from this study, the following recommendations are made:

1. Teachers of animal husbandry need to create learning environments for students' participation during animal husbandry lessons and practical, facilitate learning experiences that are meaningful to the students.
2. Parents and community should provide farmland for students' participation in practical work and allow their children to go on field trips.
3. The school should provide adequate teaching facilities in animal husbandry, recognize and allow teachers to take part in decision making as relating to agriculture.
4. Government on their own should pay salaries, allowances and promote teachers including teachers of animal husbandry, provide instructional material/facilities, organize conference, seminar and workshops yearly for teachers of agriculture for effective teaching of animal husbandry in secondary schools.

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