FUDMA Journal of Sciences (FJS)
ISSN: 2616-1370
Vol. 2 No. 2, June, 2018, pp 233 – 243

FACTORS AFFECTING AGRICULTURAL TEACHERS' WORK ATTITUDE IN SELECTED SECONDARY SCHOOLS: A CASE OF *ABEOKUTA*-SOUTH AND *SAGAMU* LOCAL GOVERNMENT AREAS, *OGUN* STATE, NIGERIA

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ABSTRACT

This study assessed the relationship between agricultural teachers' socioeconomic characteristics and their work attitude. A structured questionnaire was used to elicit information from a total of 96 agricultural teachers in selected secondary schools in *Abeokuta* South and *Sagamu* Local Government Areas of *Ogun* State, through a multi-stage sampling procedure. The data collected were subjected to descriptive, Pearson Product Moment Correlation (PPMC) and Chi square analyses. Results indicated that 61.3% of the agricultural teachers were females, with modal (49.6%) age between 41 and 50 years. Majority (73.0%) were married and 59.1% held the position of class teacher. In terms of work attitude, results showed that agricultural teachers exposed students to both theory and practical aspects of agriculture ($\bar{x}$= 4.53 SD= 0.58) and at times used local languages to drive home important points ($\bar{x}$ =4.24, SD =0.87). Also, results revealed significant association between agricultural teachers' work attitude and their sex (r = -0.230, p<0.05), teaching experience (r = -0.217, p<0.05), income (r = 0.255, p<0.05) grade level (r = -0.237, p<0.05) as well as position (r = 0.215, p<0.0). The major constraints affecting optimum performance of respondents were absence of well-equipped laboratory ($\bar{x}$=2.37, SD = 0.83) and inadequate incentives ($\bar{x}$=2.05, SD = 0.03) among others. The study concluded that agricultural teachers work attitude in the study area was affected by their socio-economic and work-related characteristics. The study recommended among others that the State government should provide adequate incentives for agricultural teachers in order to further excel in their duty.

Key words: *Work attitude, Agricultural teachers, Secondary schools, Nigeria*

INTRODUCTION

Agriculture remains an important sector of the Nigeria economy since it has a high potential in providing job for the unemployed and underemployed, and at the same time generates foreign exchange for the country (Institute for Entrepreneurship Development-IED, 2018). It was in the realization of this that the Nigerian governments (past and present) have encouraged the teaching of agriculture in both primary and secondary schools to give background knowledge which could equip individuals, especially students, to become interested in Agriculture as a source of livelihood (Olomola, 2007; Okuneye 2011; Alkali, Ikehi & Okorie, 2016).

Teachers are important instrument in educational development as they play major roles in shaping the educational system (National Association for Gifted Children-NAGC, 2013). They can influence the teaching and learning outcomes either positively or negatively because they determine the quality of instructional delivery and also influence quality education when it comes to implementation of school curricula and educational policies. They are to be considered when addressing issues such as quality assurance, quality delivery (teaching), quality contents and quality learning outcomes (Onocha, 2002). In fact, no educational system can rise above the level of a teacher; therefore, teachers continue to

retain their influence in the process of teaching and learning.

The importance of the teacher is recognized throughout the world (Tamir & Amir, 2006; Alkali *et al.*, 2016)), therefore, enhancing their roles in the context of motivation and training to improve their methods and tools cannot be over-stressed, because high motivation enhances productivity which is naturally in the interests of all educational system (Ololube, 2005; Boudersa, 2016; Kelly, 2017).

Teaching agriculture in secondary school is a very complex job with various facets that must be considered. According to Ricketts, Duncan, Peake & Uessler (2005) and Mlangeni, A., Symon, Kaperemera, Elijah, Malinda & Kapito (2015); teaching agricultural science is more than content and pedagogical process. Teachers are the most important factor in the teaching-learning process thus having the greatest influence in a school. In order for the teachers to play a key role in the educational process therefore, they need to be satisfied with their job so as to maximise realisation of the objectives of government educational policies.

The best output in terms of quality and progress depends on the zeal an individual invests on his or her job. Individual's job should be a primary source of enjoyment that can spark-up zeal to invest his/her best. That zeal is proportional to the motivation, work attitude and satisfaction an individual get from it (Mlangeni *et al.,* 2015). Work should provide for material and psychological rewards. The extent to which this is possible cannot be over emphasised, such that, it is a point of discussion in several researches and textbooks (For example, Marison & McIntyre, 2004). Such discussion usually consists of change of values, attitude and motivation that occur over a period of time with a particular work role. There are groups of concepts referring to the subjective experience of work roles and these ranges from the more general to the less i.e. attitude, motivation and satisfaction.

According to Ukpong (2000), and Hogg and Vaughan (2005), attitude is defined as a relatively enduring organisation of beliefs, feelings, and behavioural tendencies towards socially significant objects, groups, events or symbols. In the educational environment, teachers (and students) attitudes play a significant role in the achievement of educational objectives. Teacher's attitudes play a prominent role in educational interaction as well as instructional choices and are fundamental in examining the outcome of technological integration in the classroom (Albion & Ertmer, 2002; Baliyan & Nenty, 2015; Ackay, Arslan, & Guven, 2018).

Work Attitude describes the general approach that a person has to work as a result of accepting or rejecting certain values. These values are reward system, training and development, motivation, leadership style (Albarracin, Johnson, Kumkale & Zanna; Lockwood, 2009), general working condition (Blanchflower & Oswald, 2000); staff recognition (Lockwood, 2009), organisational commitment, job satisfaction (Lane, Esser, Holte & McCusker, 2010), job enrichment, teachers' cohesiveness and students' behaviour (Leach and Wall, 2004). These which are explained below, can affect the work attitude of agricultural teachers either positively or negatively:

- Reward system: This includes compensation and benefit structures and policies which are adopted by educational system. The compensation package includes salaries and other types of related benefit that an employee (teacher) is entitled to. Rewarding employees (teachers) when appropriate shows them that they are valued and that their hard work and achievements are noticed. As direct financial incentives, salaries and wages are the most emphasized among the teachers because it takes a centre stage as far as reward for work is concerned
- Training and development: This is a process of enabling the teachers to acquire skills, knowledge and attitude to improve on their performance and mastery of their areas of specialization in which they belong to.
- Motivation: This is an individual desire and self-drive directed towards accomplishment of assigned roles and responsibility.
- Leadership style: It is a type of formal relationship that exists between the supervisor (Principal) and the supervisee (agricultural science teachers) in a working environment.
- General working condition: Job security and working condition are the elements clustered under the working environment. Job security is feeling safe at work which is a basic requirement that must be addressed before high level needs can be met, at least on a systematic basis. When there is feeling of insecurity at work, it will lead to a lower level of job satisfaction.

- Staff recognition: Recognition given to teachers as regard their profession.
- Organisational commitment: It fosters the commitment of members of staff to the organization and the extent of their commitment will have a major influence on the level of work performance.
- Job satisfaction: This is considered to be a function of the perceived relationship between what one wants from one's job and what one perceives it is offering. Job satisfaction as a topic, has been studied by many researchers previously. Job satisfaction is defined as "a general attitude toward one's job; the difference between the number of rewards workers receive and the amount they believe they should receive" (Lockwood, 2009).
- Job enrichment: Job enrichment is a type of job intended to reverse the effects of task that are repetitive requiring little autonomy. Some of these effects are boredom, lack of flexibility and employee dissatisfaction.
- Teachers' cohesiveness: This is the interaction and communication among teachers, between teachers and supervisors. These provide teachers with critical information needed to perform their job and contributes to teachers' positive work attitude.
- Student behaviour: This refers to the way students behave when being taught.

PROBLEM STATEMENT

Teachers' condition of employment is a very important factor affecting teachers' competence and this is expectedly manifested in students' performance (Marison & Mclntre, 2004; Ackay *et al.*, 2018). Furthermore, it was directed that when the school management or government exhibits lackadaisical disposition to teachers' working condition or even refuse to pay salaries, teachers could decide to embark on industrial action or absenteeism or even exhibit lax attitudes towards teaching (NUT, 2014). This strike-induced attitude impinges upon teachers' competence with attendant far-reaching implications on students' performance. Hence, students' interest in key subjects such as agricultural science will be seriously hampered. The kind of work attitude exhibited by agricultural teachers can be positive and negative. Positive attitude refers to favourable mental disposition which is directed to a target stimulus. In this case, teachers would want to achieve instructional goals regardless of low level of motivation. Negative attitude on the other hand produces an aversion by teachers to teaching responsibilities in the face of any disturbance that affect their well-being in general (For example, non-payment of salary or cooperative deductions, among others).

Recently, disaffection in the State with respect to non-remittance of teachers' cooperative deductions (from their salaries) generated a feeling of deprivation by teachers and these were found to affect teachers attitude to work (NUT, 2014) thus threatening the hitherto perceived positive attitudes exhibited by the teachers (inclusive of agricultural teachers) in secondary schools. Recent emphasis on agricultural education in secondary schools (especially in the formative years), as a way of boosting agricultural development at the grassroots necessitates that teachers should develop more positive attitudes and readiness to impart adequate and up to date instructions in agricultural science, so that the Federal Government's revolutionary programmes in agriculture, will be complemented by the agricultural science teachers.

Many studies (Olukoya, Oyedeji & Johnson, 1992; Hooley & Jones, 2006; Camilus, 2014; Baliyan & Nenty, 2015;) but they have either focussed on attitudes teachers in general perspectives (Tamir & Amir, 2006). Specific journals relating to attitude of teachers in teaching a particular course are reported in the case of teaching family life education (Olukoya *et al.*, 1992), mathematics programming (Hooley & Jones, 2006), or both general and different country (E.g. Baliyan & Nenty, 2015) as well as attitude of teachers in teaching agricultural science with focus on financial initiative perspective (E.g. Camilus 2014); but relatively little emphasis was paid to attitude of teachers teaching agricultural sciences. These therefore, calls for the need to assess the factors affecting work attitude of agricultural teachers in selected secondary schools in Ogun State, focussing on Abeokuta South and Sagamu LGAs by attempting to find answers to the following research questions:

a) What are the personal characteristics of agricultural teachers in *Ogun* State?
b) What is degree of association exist between agricultural teachers work attitude and the work attitude descriptors in *Ogun* State?

c) What is the relationship between agricultural teachers' personal characteristics and their attitude to work
d) What are the constraints affecting the work attitude of agricultural teachers in *Ogun* State?

OBJECTIVES OF THE STUDY

The broad objective of this study is to assess the factors affecting work attitude of agricultural teachers in selected secondary schools in *Ogun* State.
Specifically, the study seeks to:

a) Describe the personal characteristics of agricultural teachers in Ogun State.
b) Determine the degree of relationship of agricultural teachers work attitude to set of work attitude descriptors in Ogun State.
c) Describe he constraint affecting the work attitude of agricultural teachers.
d) Determine the association between agricultural teachers' personal characteristics and their attitude to work.

HYPOTHESES

H_{01}: There is no significant relationship between the respondents' personal characteristics and their attitude to work.
H_{02}: There is no significant association between agricultural teachers work attitude and established work attitude descriptors.

METHODOLOGY

Primary data were used for this study, and these were obtained through the use of structured questionnaire, administered on agricultural science teachers in *Ogun* State, who constituted the respondents for this study. The questionnaire comprised information such as socioeconomic characteristics of respondents, a set of questions on depicting work attitude descriptors among others, in order to achieve the study objectives.
The population of the study was a total of 869 agricultural science teachers enrolled across the four zones of Ogun State; which are *Egba*, *Ijebu*, *Remo* and *Yewa* according to the list obtained from the *Ogun* State Teaching Service Commission, *Abeokuta* as at 2014.
Multi-stage sampling technique was used for the selection of the respondents. In stage 1, *Egba* and *Remo* divisions were randomly selected. Stage 2 involved the stratification of agricultural science teachers' population into two strata for convenience and ease of data collection. These were stratum A (Egba division) and Stratum B (Remo division). Stage 3 entailed random sampling of *Abeokuta* South L.G.A from Egba division and *Sagamu* LGA from Remo division. In Stage 4, given the limited samples in the two LGAs, total enumeration was used to select all available agricultural science teachers in the secondary schools, according to the following order:

Stratum A: Total enumeration of 70 respondents in *Egba* division (*Abeokuta* South LGA).
Stratum B: Total enumeration of 26 respondents in *Remo* division (*Sagamu* LGA).

Therefore, out of 869 agricultural teachers in the State, 96 (11.05%) agricultural teachers participated in the research. However, a total of 93 questionnaire could be used for meaningful analysis, giving a response rate of 96.9%. The questionnaire was subjected to both content and face validity using appropriate methods of verification respectively.

The data collected were analysed using descriptive statistics such as frequency distribution, mean, percentages, standard deviation, while inferential statistics analytical tools such as Pearson Product Moment Correlation (PPMC) and Chi square were used to test the two proposed hypotheses.
PPMC was used to analyse hypothesis one which reads that 'There is no significant relationship between the respondent personal characteristics and their attitude to work' while hypothesis two (There is no significant association between agricultural teachers work attitude and established work attitude descriptors) was tested was tested using Chi square test.

RESULTS AND DISCUSSION

Description of Agricultural Teachers' Personal Characteristics:
Table 1 reveals the summary statistics of personal characteristics of the agricultural teachers. The analysis revealed that majority (61.3%) of the agricultural teachers were females, married (73.0%) with Bachelor's Degree (64.1%). The mean age of agricultural teachers was 44years, indicating that they were in their active age group and as such, if they cultivate adequate work attitude and are provided a conducive environment, their service delivery will be improved.

Table 1: Distribution of agricultural teachers according to their personal characteristic

Variables		Frequency	Percentage	Mean	SD
Sex	Male	36	38.7		
	Female	57	61.3		
Age	≤ 30	5	2.2	43.5years	7.13
	31-40	27	29.2		
	41-50	46	49.6		
	≥ 50	15	16		
Marital Status	Not Married	19	20.7		
	Married	73	79.3		
Educational level	NCE	11	12		
	HND	7	7.6		
	Bachelor's Degree	59	64.1		
	Master's Degree	15	16.3		

Source: Field Survey (2015)

Perception of Agricultural Teachers on their Work Attitude:
Table 2 shows that the variables developed to measures the perception of agricultural teachers on their work attitude.

Table 2: Perception of agricultural teachers on work attitude statements
Source: Computed from field survey (2015)

Agricultural teachers work attitude	SD (1) F(%)	D (2) F(%)	U (3) F(%)	A (4) F(%)	SA (5) F(%)	$\bar{x}$	S.D
I give my students extra lesson to get good results.	-	8(9.1)	4(4.5)	42(47.7)	34(38.6)	4.16	0.88
I give my students better explanation supplementing with the local language.	1(1.1)	6(6.5)	2(2.2)	44(47.3)	4(43.0)	4.24	0.87
I combine both practical with theory while teaching my students.	-	1(1.1)	1(1.1)	38(41.3)	53(56.5)	4.53	0.58
I commence my daily work immediately after morning assembly.	2(2.2)	2(2.2)	1(1.1)	39(41.9)	49(52.7)	4.40	0.81
I am less concerned about back sitters in my class.	51(56.0)	27(29.7)	2(2.2)	7(7.7)	4(4.4)	1.74	1.11
Offenders in my class go through manual labour often.	15(16.5)	39(42.9)	11(12.1)	21(23.1)	5(5.5)	2.58	1.17
I give notes to my students to write rather than dictating to them.	13(14.0)	13(14.0)	2(2.2)	34(36.6)	31(33.3)	3.61	1.43
I skip classes that are designated to hold at the times I considered not conducive.	42(46.2)	31(34.1)	4(4.4)	6(6.6)	8(8.8)	1.98	1.26

From the table, the respondents strongly agreed that they combined both practical and theory aspects during their classroom instructions ($\bar{x}$ = 4.53). This expectedly will improve perception of agricultural science instruction to secondary school students, if adhered to. Further, respondents perceived that the showed more concern to back seaters with their response ("I am less concerned about back seaters students in my class"; $\bar{x}$ = 1.74). This is not unconnected with the fact teachers are expected to adopt the educational principle of "individual differences" among students which portends that no two students can perceive at the same wave length (NAGC, 2013) and probably because agricultural teachers were committed to students' perception of the subject matter.

In the same vein, agricultural teachers were subjected to respond to a set of work attitude descriptors (Table 3).

Table 3: Distribution showing response of agricultural teachers to some work attitude descriptors

Work attitude descriptors of agricultural teachers	**SD (1) F (%)**	**D (2) F (%)**	**U (3) F(%)**	**A (4) F (%)**	**SA (5) F (%)**	$\bar{x}$	**SD**
In case of decision making, management listens to agricultural teachers.	8(8.6)	17(18.3)	5(5.4)	51(54.8)	12(12.9)	3.45	1.18
There is improved performance of the students offering agricultural science as a subject.	1(1.1)	10(10.8)	4(4.3)	52(55.9)	26(28.0)	3.40	0.93
There is full cooperation among agricultural teachers.	-	4(4.3)	5(5.4)	60(64.5)	24(25.8)	4.12	0.69
There is great interest for the knowledge of agriculture among students.	-	8(8.6)	3(3.2)	60(64.5)	22(23.7)	4.03	0.79
The benefit gained from the field work is useful to the students.	-	3(3.2)	4(4.3)	46(49.5)	40(43.0)	4.32	0.71
Agriculture as a subject has a positive influence to the school at large.	3(3.3)	3(3.3)	-	44(47.8)	42(45.7)	4.33	0.83
Teaching agricultural science is very tedious.	21(23.1)	43(47.3)	3(3.3)	14(15.4)	10(11.0)	2.44	1.30
Mean perception scores						**3.73**	

Source: Computed from field survey (2015)

The table shows a high perception among respondents that agricultural science as a subject has positive influence on the school at large ($\bar{x}$= 4.33) while benefits gained from the field work was beneficial to the students ($\bar{x}$= 4.32). These imply that agricultural science was able to generate interest in secondary schools perhaps because of harvest of food produce sold to staff (which is a common phenomenon). Furthermore, respondents perceived that full cooperation existed among agricultural teachers ($\bar{x}$ = 4.12) and "there is great interest for the knowledge of agricultural among students ($\bar{x}$ = 4.03). This is expected, as collaboration is widely observed amongst agricultural teachers especially in knowledge sharing on practical items during WASC examinations. In addition, agricultural teachers opined that teaching of agricultural science was not tedious (as shown by the negative statement that "teaching agriculture is very tedious"; $\bar{x}$ = 2.44). This implies that agricultural science teachers enjoyed teaching agriculture science in the secondary schools.

Constraints to Teaching Agricultural Science in Secondary Schools:

The challenges faced by agricultural science teachers in the secondary schools under study are shown in Table 4.

Table 4: Constraints to agricultural teachers' work attitude

Constraint affecting the work attitude of agricultural science teachers	**NS F (%)**	**PS F (%)**	**S F (%)**	**x**	**S.D**
Lack of proper administration.	41(46.1)	31(34.8)	17(19.1)	1.73	0.77
Absence of well-equipped laboratory for agricultural practical.	21(22.6)	17(18.3)	55(59.1)	2.37	0.83
There is no insurance scheme for teachers.	17(18.3)	21(22.6)	55(59.1)	2.41	0.78
Incentives for agricultural teachers is adequate.	21(22.6)	55(59.1)	17(18.3)	2.05	0.03

NS – Not Severely=1, PS – Partially Severe=2, S – Severe=3

Source: Computed from field survey (2015)

The major constraints affecting agricultural science teachers' optimum performance (as reflected in table 4) were absence of well-equipped laboratory for agricultural practical ($\bar{x}$ = 2.37), lack of incentives ($\bar{x}$ = 2.05). Agricultural teachers also felt that absence of insurance scheme for teachers in general ($\bar{x}$ = 2.41) was also a major constraint. Addressing these issues therefore, will go a long way to improving the work attitude of secondary school agricultural teachers in the study area.

Hypothesis Testing:

The first hypothesis (no significant association between the personal characteristics of the respondent and their attitude to work) was tested using PPMC analysis (Table 5).

Table 5: Association between agricultural teachers' personal characteristics and work attitude

Variables	Correlation coefficient	p-Value	Decision
Sex	0.230**	0.028	S
Age	0.198*	0.061	NS
Marital status	0.080	0.451	NS
Teaching experience	0.217**	0.039	S
Educational Status	0.022	0.838	NS
Monthly income	0.255**	0.015	S
Grade level	-0.237**	0.022	S
Position	0.215***	0.045	S

*** Correlation is significant at the 5% level; * Correlation is significant at the 10% level

The personal characteristics considered were sex, age, and marital status, religion, teaching experience, educational status, monthly income, grade level and position. Table 5 reveals a significant association between work attitude and, sex of respondents ($p<0.05$), age ($p<0.10$), teaching experience ($p<0.05$), monthly income ($p<0.05$), grade level ($p<0.05$) as well as position ($p<0.05$). The null hypothesis was thus rejected. Since most of the significant variables shows positive linear correlation to work attitude, it means that attitude of agricultural teachers will improve with enhancement in the variables. For example, as the age, teaching experience, monthly income and position of agricultural science teachers improve, there is possibility that their work attitude will improve. Conversely, as the grade level of teachers increase, work attitude tends to decrease. This may be as a result of the fact agricultural teachers who take appointments such as examination officers, vice-principals and principals may develop low attitude to teaching of agricultural science subject, given administrative assignments before them. These results imply therefore, the acceptance of Ho, meaning that significant association exist between the personal characteristics of the agricultural science teachers and their attitude to work.

Agricultural Teachers' Work Attitude and Work Attitude Descriptors:

From table 6, respondent's perception that permanence of their job (with attendant job security) is significantly (χ^2=23.713, $p<0.05$) related to work attitude descriptors is an indication that providing teachers with permanent jobs will enhance their attitude and job delivery. Also, access to training to update the teaching skills of agricultural science teachers was found to be significantly (χ^2 = 41.476, $p<0.01$) with work attitude. This implies that exposure of agricultural science teachers to training would impact the necessary skills and sense of belonging in them, for improvement positive work attitude (Camilus, 2014; NUT, 2014) and students' performance (Ackay *et al*., 2018). Also, lack of teaching facilities to aid practical work as they affect teachers delivery had significant association (χ^2=37.738, $p<0.05$) with work attitude. This implies that lack of teaching facilities to aid practical work is likely to make teaching difficult with attendant negative work attitude (Alkali, *et al*., 2016). Furthermore, interest shown by students for the knowledge of agriculture had significant association (χ^2= 30.199, $p<0.05$) with work attitude of agricultural science teachers in the study area. This is expected, given the assertion that teaching-learning activity is a reciprocal activity for which interest of learners should stimulate the teacher to do more (Baliyan and Nenty, 2015). Lastly, results also

indicated a significant association (χ^2=35.865, p<0.01) between work attitude of agricultural science teachers and contribution of agriculture to the school at large, This is also expected to boost the morale of teachers, and that, positive influence of employers on the teachers would predicate additional support to teachers to further excel in their work (Mlangeni, *et al.*, 2015). Hence the null hypothesis is accepted, indicating that significant association exist between the work attitude descriptors of agricultural teachers and their work attitude.

Table 6 shows the association between agricultural teachers' work attitude descriptors and work attitude.

Table 6: Test of association between work attitude descriptors and work attitude.

Attitudinal statement	χ^2	df	p-Value	Decision
Being a permanent staff gives a high sense of job security which is like a tonic towards effective teaching.	23.713	12	0.022	S
Training is conducted to update the skills of agricultural teachers.	41.476	12	0.000	S
Teaching facilities to aid practical work is lacking and this affects teachers' delivery.	37.738	16	0.004	S
In case of decision making, management listens to agricultural teachers.	24.476	16	0.080	NS
Incentives are not available to teachers for good performance.	21.087	16	0.175	NS
There is great interest for the knowledge of agriculture among students.	30.199	16	0.017	S
Agriculture is as a subject contributes positively to the school at large.	35.865	12	0.000	S
The benefit gained from the field work is beneficial to the student.	11.285	12	0.505	NS

Source: Computed from field survey

CONCLUSION AND RECOMMENDATION

The study has been able to establish the fact that high degree of correlation exist between agricultural teachers' personal characteristics and their work attitude. Of particular interest is that increase in teaching experience, income and position show positive correlation to work attitude of agricultural science teachers. Improvement in the work attitude of agricultural science teachers would therefore, be enhanced if regular incentives by way of promotion, increase in elevation to higher ranks are provided for the agricultural science teachers.

In order to improve the work attitude of agricultural science teachers therefore, the following recommendations are pertinent:

Provision of adequate incentives to agricultural science teachers would motivate positive attitudes amongst them and stimulate better job delivery that will be beneficial to agricultural students. This should be in the areas of regular payment of salaries and other allowances, as well as elevation to higher positions as at when necessary.

Work attitude of agricultural science teachers would also be enhanced if there is adequate job security. Hence it is recommended that State governments should de-emphasise hiring of teachers on part-time basis while ensuring adequate condition of service to serving teachers.

Provision of conducive environment to improve agricultural science teachers optimum work attitude cannot be over-emphasised. This should be in the areas of adequate laboratory facilities for practical classes among other support facilities.

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