

Quality Assurance for Effective Agricultural Teacher Preparation and School Administration in Nigeria

Camilus Bassey Ben

Agricultural Education Unit, Department of Vocational and Special Education, University of Calabar,
Calabar – Nigeria

Email: camilusben@yahoo.com, camilusbassey@gmail.com

Keywords: Quality assurance, Agricultural teacher education, Educational practices for teacher preparation

Abstract. This study was aimed at finding out practices that could elicit quality assurance in agricultural teacher preparation for effective school administration in Nigeria. Two research questions and two null hypotheses were formulated to guide the study. The target population for this study was 2,231 respondents comprising 2,021 lecturers from universities and 210 from colleges of education. A total of 202 university lecturers and 21 college lecturers were selected using simple random sampling technique. Practices for Quality Assurance and Application in Teacher Education (PQAATE) questionnaire was the instrument used to elicit the needed information from the respondents. The data collected were analyzed using mean and standard deviation statistics to answer the research questions and independent t-test statistical tool to test the hypothesis at 0.05 level of significance and 221 degree of freedom. From the analyses, it was found out that practices that ensure quality assurance in agricultural teacher preparation were not effectively utilized in teacher education programme in Nigerian Universities and Colleges of Education. Based on the findings, it was recommended that all quality assurance practices identified in the study should be fully integrated and applied in agricultural teacher education programmes in Nigeria.