# QUALITY ASSURANCE OF TEACHERS IN IMPLEMENTING THE CONTENT OF PRE- VOCATIONAL AGRICULTURE CURRICULUM IN PRIMARY SCHOOL IN IMO STATE, NIGERIA

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**ABSTRACT:** *This study was carried out to ascertain the quality assurance of teachers in implementing the content of the pre-vocational curriculum of primary school. Two research questions were formulated and answered by the study. The study was carried out in Mbaitoli Local Government Area of Imo State, Nigeria. Evaluation and survey research designs were adopted for the study. Sample for the study was 42 teachers of primary school in the area of study. A 35-item psycho-productive multiple choice test and 24 cluster items questionnaire were used to collect data from respondents. Data collected were analyzed using frequency and percentage score (for the multiple choice test), weighted mean and performance gap analysis (for the questionnaire items). It was found out from the study that the teachers were of average quality, and needed improvement for effective teaching of agriculture to pupils in primary school. It was therefore recommended that the findings of this study should be packaged by relevant stakeholders for retraining the teachers through workshops, seminars, or short duration courses for improved performance on the content of pre-vocational agriculture curriculum in primary school.*

**KEYWORDS**: Curriculum, Pre-vocational agriculture, Quality assurance, Primary school, Teachers.

## INTRODUCTION

Agriculture is the growing of crops, rearing of animals and processing of crops and animals materials for human use. International Labor Organization – ILO (1999) stated that agriculture is the cultivation of plants, rearing of animals, fungi and other life forms for food, fiber, biofuel, medicinal, and other products to sustain and enhance human life. In the opinion of Rimando (2004), agriculture is the systematic raising of useful plants and livestock under man's management. The National Geographic Society - NGS (2015) explained that agriculture is the art and science of cultivating the soil, growing crops and rearing livestock, including the preparation of plant and animal products for man's use, and their distribution to markets. Agriculture as it relates to primary school is one of the pre-vocational subjects that pupils learn. Pre-vocational studies as explained by Nigerian Educational Research and Development Council-NERDC (2012) are new Universal Basic Education subjects created by combining Agriculture and Home economics. According to the author, the pre-vocational subjects start at primary 4 through JSS 3 with increasing level of depth and coverage as learners progress from middle to upper basic. For the purpose of this study, pre-vocational studies here refer to agriculture content of the curriculum which teachers teach to pupils at the middle basic education level, (primary 4 to 6). At the middle basic education level, agriculture is concerned with the teaching of rudimentary processes of producing plant and animal materials to pupils; that is, pupils are taught to acquire knowledge, attitude and rudimentary skills involved in the process of producing plant and animal materials for human consumption. In sum, agricultural education and training program for pupils at the primary school level requires ideal or quality learning environment for the impartation of the right knowledge and skills covering various aspects of agriculture (Alawa, Ajigo, Unimna, Udie & Adie, 2020)

The Nigerian Educational Research and Development Council - NERDC (2012) in its 9- Year Basic Education Curriculum stated the following objectives of pre-vocational studies (Agriculture) for primary 4 to 6:

1.      Develop interest in Agriculture

2.      Acquire basic knowledge in Agriculture

3.      Become aware of the occupational areas in Agriculture

4.      Acquire basic skills required for entry into the occupational areas in Agriculture, and

5.      Appreciate the dignity of labor and entrepreneurship in Agriculture

To fully achieve the stated objectives of the curriculum of pre-vocational agriculture, the services of competent teachers are required.

A teacher is an individual who had been trained on an accredited teacher education program in a relevant institution to acquire pedagogical and technical competencies (knowledge, attitudes and skills) in a particular area or subject matter, and charged with responsibility of imparting the competencies in the given area or subject matter to learners in school. In the view of Pearson (2009), a teacher is an individual who has been professionally trained to teach learners, especially in a school. In the context of this study, a teacher is an individual who has been trained pedagogically and technically in a teacher preparatory institution to teach (implement)

the curriculum content of various school subjects including Agriculture to pupils in Primary School.

Curriculum in the view of Kelly (2009) is the totality of students' experiences that occur in the educational process. Gulzar (2021) stated that the curriculum includes all the activities which are utilized by the school to attain the aims of education. In the context of this study, curriculum refers to the body of knowledge and all experiences in Agriculture studies, presented to pupils in primary school. Teachers in the Primary school are responsible for the implementation of Agriculture content of pre-vocational studies curriculum to pupils. Such curriculum ought to be effective and fool proof, otherwise, the pupils' turnout from the schools may become ill-equipped to apply knowledge of the subject when the need arises (Edet, 2020).

Implementation in the view of Olaitan (2003) is the process or means of extending the content of what is planned. As explained by Tech Target (2015) implementation is the carrying out, execution, or practice of a plan, a method or any design, idea, model, specification, standard or policy for doing something. Hence, implementation is the action that must follow any preliminary thinking in order that something may actually happen. Implementation in the context of this study is a procedure of handing on knowledge, attitudes and skills in agriculture to pupils in primary school following an acceptable, approved and sequential logical arrangement as it concerns what to teach, what things to use to teach, when to teach, and others in order to realize expected behavior change by the pupils. It is the teachers' responsibility to implement the content of the curriculum in order to impart relevant knowledge, attitudes and skills in agriculture to pupils. For efficiency in carrying out the entrusted responsibility, the teacher must demonstrate quality assurance.

Quality assurance as defined by Tech Target (2006) is any systematic process of determining whether a product or service meets specified requirements. According to the author, quality assurance establishes and maintains set requirements for developing or manufacturing reliable products. A quality assurance system, the author continued, is meant to increase customer confidence, and a company's credibility, while also improving work process and efficiency, and it enables a company to better compete with others. In the opinion of Marketing Accountability Standards Board - MASB (2010), quality assurance is the systematic measurement, comparison with standard, monitoring of process and associated feedback loop that confers error presentation. In the context of this study, quality assurance is a systematic process of obtaining evidence or an indication that teachers in primary school are competent in implementing the content of pre-vocational agriculture curriculum, and that their implementations will yield products that are assuring in the society.

Competence is the ability to apply relevant knowledge, attitudes and skills required to accomplish a task in a given area or subject matter. As explained by Gove in Alaribe et al. (2020), competency is a quality of being functionally adequate or having sufficient knowledge, judgment, skills or strength (for a particular duty or in a particular respect). In the context of this study, competence is the demonstration of ability by the teacher to effectively impart knowledge, attitudes and skills in agriculture, using available resources to achieve good results. But, if the teacher is not able to demonstrate effectively knowledge, attitudes and skills claimed to have been acquired in the profession, it shows lack of competence, that is, there is a gap to be filled. The gap here means that the observed performance of the teacher is below expectation. Therefore the teacher needs to improve.

Need as recorded by Cambridge University Press and Assessment (2023), is a state of desiring to have, or acquire something that you do not have, especially something that you must have so that you can have a satisfactory life. Need in the context of this study is the relevant knowledge, attitude and skills that teachers require to fill the existing gap between the observed and expected for effective implementation of the content of pre-vocational Agriculture curriculum in Primary school (Primary 4 to 6). To properly ascertain the actual need of the teacher, he must go through assessment.

In the area of study, it was observed by the researcher that parents complain bitterly during Parents/Teachers' Association (PTA) meetings that their children and wards do not assist them on the farm despite studying Agriculture in school. Interaction of the researchers with some of the parents and guardians revealed that their children and wards are not interested in joining them on the farm, but are rather interested in taking from the harvest to eat. Further interactions of the researchers with some of the pupils (in middle basic, that is, primary 4 to 6) revealed that they do not possess the relevant work-skills required for growing either crops or rearing animals. This situation does not promote the appropriate orientation to work and self-reliance which pre-vocational subjects such as agriculture is meant to inculcate in pupils in primary school. An orientation which aims to among other things contend with the negative paradigm of Nigeria being one of the poorest and most unequal countries in the world, with over 76 million or 64 percent of her population living below poverty line due to hunger and poverty (Ettah, Emmanuel, Ikutal & Ubi, 2020) It is obvious that many factors could be responsible for the inability of pupils to assist their parents on the family farms. Incompetence on the part of teachers in implementing the content of pre- vocational Agriculture curriculum could be one of the problems; but to exonerate the teachers, it is necessary that they go through an assessment on their mastery of the topics of Agriculture content of the curriculum which they teach pupils in primary school.

Assessment in the view of Ajuonuma in Ifeakor (2015) is the process of gathering data and fashioning them into an interpretable form for decision-making. Ifeakor (2015) reiterates that assessment involves collecting data with a view of making value judgments about the quality of a person, object, group or event. Mulebo (2023) stated that assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving learning and development. Assessment in the context of this study is the process of determining the quality of teachers in relation to their mastery of the Agriculture topics contained in the pre-vocational curriculum. This assessment will reveal the extent to which the teachers have mastery of the Agriculture topics they teach pupils in the primary school, in relation to their pupils' behavior towards Agriculture. Therefore, the major purpose of this study is to determine the quality assurance of teachers in implementing the content of pre-vocational Agriculture curriculum in primary school.

Specifically, the study sought to:

1.  Determine the performance of primary school teachers in the topics they teach to pupils in Agriculture

2.  Identify the areas of the Agriculture topics where the teachers need improvement.

**Research Questions**

The following research questions were formulated to guide the study**:**

1.  How competent are the teachers in teaching the content of pre-vocational agriculture curriculum to pupils in primary school?

2.  What are the areas of the curriculum of pre-vocational agriculture where teachers need improvement?

**METHODOLOGY**

Evaluation and descriptive survey research designs were adopted for the study. Evaluation in the submission of International Center for Alcohol Policies-ICAP (1995), is a systematic determination of a subject's merit, worth, and significance using criteria governed by standards. According to the author, evaluation can assist an organization to program, design, project or any other intervention or initiative to assess any aim, realizable concept/proposal, or any alternative, to help in decision making; or to ascertain the degree of achievement, or value in regard to the aim and objectives of results of any such action that has been completed. Psycho-productive multiple choice test was used to collect data from the teachers in the primary school on their performance on the content of pre-vocational Agriculture curriculum which they teach their pupils.

Descriptive survey research design in the view of McClosky in Mathiyazhagan and Nandan (2010) is a procedure in which data are systematically collected from a population or a sample thereof through some form of direct solicitation, such as face to face interviews, or telephone, or interviews, or mail questionnaires. According to the author, it is descriptive in nature, used to collect primary data based on verbal or written communication with a representative sample of individuals (respondents) from a defined population. In this study, a questionnaire was found suitable for use in obtaining information from a sample of a target population.

The study was carried out in Mbaitoli Local Government Area in Owerri education zone 2, Imo State, purposely selected on the basis of: a. manageable size of respondents, b. availability of school farms. Population for the study was 427 teachers in primary schools in the area of study. Sample for the study was 42 obtained through proportionate (10%) random sampling technique.

Two sets of instrument were developed for the study: A 35-item psycho-productive multiple choice test covering the pedagogical and technical areas of the pre-vocational agriculture curriculum which include, skills in: teaching, farm tools, soil enrichment, growing of crops, rearing of animals, farm produce preservation, marketing of farm produce and record keeping. A 24 cluster item questionnaire covering the same areas as the multiple choice test above, was developed for the study. The questionnaire had two categories of needed and performance, with 4- point response options each. The needed category had a response scale of Highly Needed (HN), Averagely Needed (AN), Slightly Needed (SN), and Not Needed (NN), with a corresponding value of 4, 3, 2, and 1 respectively. The performance scale had a response scale of High Performance (HP), Average Performance (AP), Little Performance (LP) and No Performance (NP) with corresponding values of 4, 3, 2 and 1 respectively.

The psycho-productive test and the questionnaire were validated by three experts. The experts are: two lecturers from Department of Agricultural Science; and one lecturer from Department of Measurement and Evaluation, all in Alvan Ikoku Federal College of Education, Owerri. Their suggestions and corrections were used to improve the questionnaire. Cronbach alpha method was used to determine the internal consistency of the instruments; the questionnaire yielded a coefficient value of 0.82, while the multiple choice test yielded a coefficient value of 0.80

Forty-two copies of the multiple choice test were administered to respondents (teachers) on one to one basis for about 30 minutes. After three weeks, 42 copies of the questionnaire were administered to respondents (teachers) on one to one basis for about 20 minutes. These administrations (of questionnaire and test) were carried out through the help of two research assistants.

Copies of the multiple choice test and the questionnaire were collected on 100% return rate, and were analyzed using percentage scores to determine teachers' performance on the curriculum. The level of performance was determined thus:

70% or above    very high performance

60% to 69%     high performance

50% to 59%     average performance

40% to 49%     low performance

Below 40%     poor performance

The improvement needed by the teachers on the content of the pre-vocational agriculture curriculum was determined as follow:

a.    the weighted mean ($\underline{X}_n$) of the needed category was calculated for each cluster;

b.    the weighted mean ($\underline{X}_p$) of the performance category was calculated for each cluster.

c.    The Performance Gap (PG) was determined by finding the difference between weighted mean of needed ($\underline{X}_n$), and the weighted mean of performance ($\underline{X}_p$), which is expressed as, $\underline{X}_n - \underline{X}_p = PG$.

Where PG is positive (+), it means improvement is needed because the level at which the teachers could perform that cluster is lower than the level at which it is needed. Where PG is negative (-), it means improvement is not needed because the level at which the teachers could perform that cluster is greater than the level at which the cluster is needed. Where PG is zero (0), it means improvement is not needed because the level at which teachers could perform that cluster is equal to the level at which that cluster is needed.

## RESULTS

The result for this study was obtained from the research questions answered through data collected and analyzed.

**Research Question 1:** How competent are the teachers in the areas (content) of the pre-vocational agriculture curriculum which they teach pupils in primary school?

The data for answering research question one are presented on table one.

**Table 1: Percentage mean scores of teachers on psycho-productive multiple choice test items in areas (content) of pre-vocational agriculture curriculum which they teach pupils in primary school**

| | | | n= 42 | |
|---|---|---|---|---|
| s/n | Pre-vocational agriculture cluster items | Frequency | Percentage | Remark |
| **A** | **Pedagogical skills** | | | |
| 1 | Planning instructions in agriculture | 27 | 64.29 | High performance |
| 2 | Implementing instructions in agriculture | 26 | 61.90 | High performance |
| 3 | Evaluating instructions in agriculture | 23 | 54.76 | Average performance |
| | **Cluster average** | 25 | 59.52 | Average performance |
| **B** | **Skill performance on farm tools and equipment** | | | |
| 4 | Use of farm tools and equipment | 26 | 61.90 | High performance |
| 5 | Care and maintenance of farm tools | 22 | 52.38 | Average performance |
| | **Cluster average** | 24 | 57.14 | Average performance |
| **C** | **Skills in soil enrichment** | | | |
| 6 | Compost manure preparation | 21 | 50 | Average performance |
| 7 | Storage of compost manure | 19 | 45.24 | Low performance |
| 8 | Application of compost manure | 24 | 57.14 | Average performance |
| 9 | Management of soil erosion | 23 | 54.76 | Average performance |
| | **Cluster average** | 21 | 50 | Average performance |
| **D** | **Skills in growing crops** | | | |
| 10 | Pre-planting operations | 22 | 52.38 | Average performance |
| 11 | Planting operations | 23 | 54.76 | Average performance |
| 12 | Post-planting operations | 21 | 50 | Average performance |
| 13 | Harvest operations | 26 | 61.90 | High performance |
| | **Cluster average** | 23 | 54.76 | Average performance |
| **E** | **Skills in rearing farm animals** | | | |
| 14 | Selecting non-ruminant animals | 19 | 45.24 | Low performance |
| 15 | Selecting ruminant animals | 17 | 40.48 | Low performance |
| 16 | Feeds and feeding of farm animals | 21 | 50 | Average performance |
| 17 | Housing of farm animals | 27 | 64.29 | High performance |
| 18 | Maintenance of farm animal health | 23 | 54.76 | Average performance |
| | **Cluster average** | 21 | 50 | Average performance |
| **F** | **Skills in farm produce preservation** | | | |
| 19 | Processing of farm produce | 23 | 54.76 | Average performance |
| 20 | Storage of farm produce | 20 | 47.62 | Low performance |
| | Cluster average | 22 | 52.38 | Average performance |

| G | Skills in marketing and record keeping of farm produce | | | |
|---|---|---|---|---|
| 21 | Packaging of processed farm produce | 23 | 54.76 | Average performance |
| 22 | Advertisement | 28 | 66.67 | High performance |
| 23 | Record of input and output | 19 | 45.24 | Low performance |
| 24 | Record of profits and losses | 27 | 64.29 | High performance |
| | **Cluster average** | 24 | 57.14 | Average performance |
| | **Overall cluster average** | 23 | 54.76 | Average performance |

Table one showed that teachers in primary school in the area of study obtained average performance in pedagogical skills (59.52%), farm tools and equipment (57.14%), soil enrichment (50%), growing of crops (54.76%), rearing farm animals (50%), farm produce preservation (52.38%), marketing and record keeping of farm produce (57.14%).

Generally, the teachers had an average performance of 54.76% in teaching the content of pre-vocational agriculture curriculum in primary school in the area of study.

**Research question 2:** What are the areas (content) of the pre-vocational agriculture curriculum where teachers need improvement?

The data for answering research question two are presented on table two.

**Table 2**: **Performance gap analysis of the mean ratings of the responses of teachers in primary school on the areas of pre-vocational agriculture curriculum where they need improvement**

**n= 42**

| s/n | Pre-vocational agriculture cluster items | $X_n$ | $X_p$ | PG ($X_n$-$X_p$) | Remark |
|---|---|---|---|---|---|
| A | **Pedagogical skills** | | | | |
| 1 | Planning instructions in agriculture | 3.24 | 3.37 | -0.13 | Improvement not needed |
| 2 | Implementing instructions in agriculture | 2.96 | 1.24 | 1.72 | Improvement needed |
| 3 | Evaluating instructions in agriculture | 3.41 | 2.26 | 1.15 | Improvement needed |
| | **Cluster average** | 3.20 | 2.29 | 0.91 | Improvement needed |
| B | **Skill performance on farm tools and equipment** | | | | |
| 4 | Use of farm tools | 3.32 | 3.36 | -0.04 | Improvement not needed |
| 5 | Care and maintenance of farm tools | 2.88 | 2.25 | 0.63 | Improvement needed |
| | **Cluster average** | 3.10 | 2.81 | 0.29 | Improvement needed |

| C | **Skills in soil enrichment** | | | | |
|---|---|---|---|---|---|
| 6 | Compost manure preparation | 3.48 | 2.34 | 1.14 | Improvement needed |
| 7 | Storage of compost manure | 3.36 | 1.48 | 1.88 | Improvement needed |
| 8 | Application of compost manure | 3.40 | 2.58 | 0.82 | Improvement needed |
| 9 | Management of soil erosion | 3.28 | 1.62 | 1.66 | Improvement needed |
| | **Cluster average** | 3.38 | 2.01 | 1.37 | Improvement needed |
| D | **Skills in growing crops** | | | | |
| 10 | Pre-planting operations | 3.58 | 2.16 | 1.42 | Improvement needed |
| 11 | Planting operations | 3.44 | 1.39 | 2.05 | Improvement needed |
| 12 | Post-planting operations | 3.28 | 1.48 | 1.8 | Improvement needed |
| 13 | Harvest operations | 3.21 | 2.53 | 0.68 | Improvement needed |
| | **Cluster average** | 3.38 | 1.89 | 1.49 | Improvement needed |
| E | **Skills in rearing farm animals** | | | | |
| 14 | Selecting non-ruminant animals | 2.96 | 1.12 | 1.84 | Improvement needed |
| 15 | Selecting ruminant animals | 2.93 | 1.16 | 1.77 | Improvement needed |
| 16 | Feeds and feeding of farm animals | 3.20 | 1.33 | 1.87 | Improvement needed |
| 17 | Housing of farm animals | 3.47 | 2.21 | 1.26 | Improvement needed |
| 18 | Maintenance of farm animal health | 3.33 | 1.42 | 1.91 | Improvement needed |
| | **Cluster average** | 3.18 | 1.45 | 1.73 | Improvement needed |
| F | **Skills in farm produce preservation** | | | | |
| 19 | Processing of farm produce | 2.88 | 1.66 | 1.22 | Improvement needed |
| 20 | Storage of farm produce | 3.27 | 2.34 | 0.93 | Improvement needed |
| | **Cluster average** | 3.08 | 2.00 | 1.08 | Improvement needed |
| G | **Skills in marketing and record keeping of farm produce** | | | | |
| 21 | Packaging of processed farm produce | 3.18 | 2.13 | 1.05 | Improvement needed |

| 22 | Advertisement | 3.26 | 2.41 | 0.85 | Improvement needed |
| 23 | Record of input and output | 2.9 | 1.38 | 1.52 | Improvement needed |
| 24 | Record of profits and losses | 3.26 | 2.61 | 0.65 | Improvement needed |
| | **Cluster average** | 3.15 | 2.13 | 1.02 | Improvement needed |
| | **Overall cluster average** | 3.21 | 2.08 | 1.13 | Improvement needed |

Key: $\underline{X}$n = Mean of Needed, $\underline{X}$p = Mean of Performance, PG ($\underline{X}$n – $\underline{X}$p) = Performance Gap:

Data In table 2 revealed that the teachers needed improvement in the pre-vocational agriculture curriculum of primary school in the following areas: pedagogy, farm tools and equipment, soil enrichment, growing of crops, rearing of farm animals, farm produce preservation, marketing and record keeping of farm produce. The table also revealed that they did not need improvement in planning instructions in agriculture (under pedagogical skills), also, the teachers did not need improvement in the use of farm tools (under farm tools and equipment). Generally, the table revealed that the teachers need improvement in all the seven cluster areas as indicated in the overall cluster average performance gap of 1.13.

**DISCUSSION OF RESULT**

Results of the study on table one revealed that teachers obtained high performance in pedagogical skills, and in farm tools and equipment. They obtained average performance in soil enrichment, growing of crops, rearing of farm animals, farm produce preservation, and in marketing and record keeping of farm produce. On the basis of overall performance of skills on the content of pre-vocational agriculture curriculum, the teachers were on average (54.76) in quality. The average performance exhibited by the teachers indicated that the teachers are of average quality, and can only perform averagely in teaching agriculture to their pupils.

The finding of this study on Table 1 is in line with the statement in the national policy on education (Federal Republic of Nigeria 2013), that all teachers in the educational institutions shall be professionally trained, and that teacher education programs shall be structured to equip teachers for effective performance of their duties. The finding of this study is in consonance with the view of Agwu and Dorgu (2015) who stated that, teacher education programs are basically to train prospective teachers in the act of teaching, thereby exposing them to various policies and procedures designed to equip them with the knowledge, attitudes, behaviors and skills they require in performing their tasks effectively in the classroom. According to the authors, the quality of a teacher ascertains the knowledge, attitudes, values and skills which he imparts on learners.

Result of the study In Table 2 revealed that the teachers need improvement in the following content areas of pre-vocational agriculture curriculum of primary school: pedagogical skills, farm tools and equipment, soil enrichment, growing of crops, rearing of farm animals, farm produce preservation, marketing and record keeping of farm produce. However, it was revealed that the teachers did not need improvement in two cluster areas which are: planning instructions

in agriculture, and use of farm tools. Generally, the table showed that the teachers needed improvement in the seven cluster areas as indicated in the overall cluster average performance gap value of 1.13.

The finding of this study In Table 2 is in agreement with the finding of Ogbuanya and Fakorede (2009) in a study on 'technical skill improvement needs of metalwork technology teachers for entrepreneurship in response to Millennium Development Goal for quality assurance' where it was found that metalwork technology teachers in technical colleges need improvement in modern metalwork technology skills for quality training of metalwork students in technical colleges for occupation in metalwork industry and productive self-employment. The finding of the study is also in accord with the finding of Alaribe et al. (2022) in a study on 'Work-skill Improvement Needs of Teachers in Vegetable Production for Effective Teaching of Pupils in Primary School in Enugu State, Nigeria', where it was revealed that primary school teachers in the study area needed improvement on pre-planting operations, planting operations and post-planting operations in vegetable production for effective teaching of crop production activities to pupils in primary school.

From the performance scores of the teachers in the psycho-productive multiple choice test, the teachers had an average score on the overall cluster average (54.76%). Though the teachers had high performance scores in some cluster items such as planning instructions in agriculture, care and maintenance of farm tools, and others, they had an average performance score in all the seven clusters (A to G). The performance of the teachers in the psych-productive multiple choice test is in agreement with the perceived improvement needs of the teachers as indicated in each of the cluster average performance gap values, and on the overall cluster average performance gap value of 1.13. It can be observed that the performance of the teachers in the test and their responses on the questionnaire towards their perceived improvement needs are reliable in determining their quality in teaching agriculture in the primary school.


**CONCLUSION AND RECOMMENDATION**

In the area of study, it was observed by the researcher that parents complained that their children who study agriculture in school are unable to assist them in farm activities. Interaction of the researcher with some pupils in the middle basic (that is, primary 4 to 6) reveal that they do not possess the relevant skills required for carrying out farm operations. This situation does not promote the appropriate orientation to work and self-reliance which pre-vocational subjects such as agriculture are meant to inculcate in pupils in primary school. Parents blame teachers and regard them responsible for the inability of their children to carry out farm activities on their family farms. Many factors could be responsible, but to exonerate the teachers, there is a need to ascertain their quality assurance through assessment to find out if they are to blame or not. Therefore, this study was carried out to determine the performance of teachers on the content of pre-vocational agriculture curriculum which they teach the pupils. They were assessed in pedagogical and technical areas of pre-vocational agriculture in primary school. It was found out from the study that the teachers were of average quality, and needed improvement for effective teaching of agriculture to pupils in primary school.

It was therefore recommended that the findings of this study should be packaged by relevant stakeholders for retraining the teachers through workshops, seminars, or short duration courses

for improved performance on the content of pre-vocational agriculture curriculum in primary school.

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