



PERCEIVED INFLUENCE OF AGRICULTURAL EDUCATION ON COMMUNITY

DEVELOPMENT IN DELTA STATE

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Abstract

The aim of this paper is to examine perceived influence of agricultural education on community development in Delta State. The study adopted three specific objectives, three research questions and three null hypotheses. The study reviewed the variable stated in the research questions. Human development theory was used by the researcher to ascertain influence of agricultural education towards community development. The study reviewed some literature appraisal propounded by other scholars. Cross sectional survey research design method was used in the study. The population of the study comprises 500 hundred respondents and it includes teachers and farmers. A simple random sampling technique was used to select (200) respondents of 90 teachers and 110 farmers for the study. Questionnaire was the major instrument used for data collection and it was validated by two experts. One from Department of Measurement and Evaluation, while the second one from Department of Vocational and Technical Education all from University of Benin, Edo State. Data obtained from the respondents showed a reliability index of 0.89 using Pearson's Product Moment

Correlation Coefficient. Data collected was analyzed using mean and standard deviation to answer the research questions while analysis of variance (ANOVA) was used to test the hypotheses at

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0.05 level of significance. The finding of the result showed that agricultural education improve the development of community through provision job for over 99% of unemployed youths in Delta State. The study concluded

that government need to provide loan for farmers in order for them to practice commercial farming system across the twenty five local government area of delta state for adequate food supply. The study recommended that university of agriculture should be created across

the state that will education students on how to invest largely on both commercial and peasant farming system in Delta State.

Introduction

Community development in Delta State grows faster as long with agricultural education which is old as human kind. There is serious evidence from the number of youth that engage in the fast supply of food security to urban and rural community across the state as well as well meaning Nigeria. Community development entails the advancement of perceived influence of agricultural education practice including a common sense of farming system and implication of various tools used by individual farmer in Delta State.

Agricultural education play a serious role in the development of community according to Nucachukwu (2022), agricultural education is a multi-sectional industry that support and promote positive change in the standard of living of every urban or rural community. The principle development of the community is because of agricultural education that aims at the improvement of social welfare and materials achievement of the citizen of the state. Hence agricultural education is classified as sub-section of community development due to the fact that about 90% of the community engage in the practice of agricultural system be you a graduate or not. Every house hold depends on agricultural productivity. Therefore, community always create enabling farming environment for both young and old people to farm in as much as agriculture stands as major source of revenue for the government of a country.

The key factors of community development, especially Delta North for example is based on agriculture productivities. there is tendency of plain teaching of practical skill that are needed in the farming system, women contribute to the farm work because they have less access work to improved seed, better technique and technologies, supply of marked food crops, creating of large market equipment, yields of employment and constant income annually for the people. The average development that took place in urban area in delta state lies on the knowledge of the training given to farmer while they were in school as undergraduate (Adakule, 2021).

Agricultural education adopted training of community farmers with utilization of modern technologies, machine and other important facilities that will facilitate efficient development to the area within a certain period of time. The engagement of male and female in the cultivation of food crops have covered the gap of poor economic growth of urban community development in delta state. The subsequent increase in undergoing

vocational training in agricultural sectors leads to the enhancement of knowledge acquisition on how to introduce technical knowhow in their productivity in other to improve food supply to the market for main sake. Therefore, community development can only take place on time with the help of agricultural education because it has been the source of gainful employment from which the state can feed it teaming population, providing the state with modern industries, with local view materials, and as a reliable source of government revenue (Adegoye and Dittah, 2022).

Agriculture is the pant of science of cultivating soil, cultivating crops and raising animals for the use of mankind. Gok (2018) said agricultural education is vocational course taught in senior secondary school to equip the student with vocational skills that can be used in a work place. Agricultural education is defined as entrepreneurial subject taught in secondary school to prepare the student with mechanical skill that can consequently encourage and lead them to the realization of self employment. Agricultural education is taught for inculcation of practical skills for efficient production of food and for consumption purpose. The contribution of agricultural to employment creation, creation of market might encourage foreign investor to the state and settle due to the fast development of that state (Ucheh, 2022).

Egbule (2019) opined that agricultural education is taught in secondary schools and universities for preparations of individual for further economic recession and as a way of self reliance. The perceived influence of agricultural education is to build family support with good read, employment, food security training of mankind on the knowledge of new technology, used in crop cultivation in urban community. The perceived influence of agricultural education is the development of society with the following aims and objectives: i) Providing different farming system to the local area, ii) Providing or developing basic skills in the student who use modern farming tools in cultivating crops today.

A community development is a system whereby a community people gather together to take collective action and generates solution to common problems. Community development is a practical process that involves the interference of different group of individual, stakeholder, whose live hood project are geared at improving government and non governmental agencies, funding organization project for effective executor with short period of time (Akande and Nill, 2022). Bbakwale (2019) defined community development as group of citizen that plan and interact for the assistance of each other, and are bound by shared experience, characters as a mean belonging to the benefit of social welfare. In decay, the strategic struggle to eradicate poverty and maintain a satisfying standard of living has been the collection effort between the people and government. Community development is a structural process or intervention that gives communities the higher control over the condition that hindered the live of the people

(Anam, 2014). Eleben and Anthony (2019) said community development improvement, and industries strategies build to handle social economic activity and development. Community develop aim to enhance the life style of the group of people. It assist the community strengthen itself in other to increase citizen lives and address issues that have been identified by the community. Hence, agricultural education program helps in building community development by providing people with entrepreneurial skill used for self employment. Agricultural education has create sustainable development with the state through the engagement of youth into poultry, piggery, plantation farming today and these has created small market with the urban area of the Delta State (Uche, 2022). Based on this fact, the researcher draw the following question for answer; i. how does agricultural education influence community development in Delta State?, Therefore, the study examine perceived influence of agricultural education on community development in Delta State.

Statement of the Problem

The challenges of agricultural education increases day after day because of poor government interference on the management after the colonial government and this might hinder community development. The country is the issue of how to reach out the problem of providing and training for rural development rather than agricultural alone. The old days pattern of cultivation of production, agriculture is no longer taught in the educational system and these might affect the production of people who can deal with of using agriculture for community development. There is the problem of shift attention from agricultural education training to change the orientation of the older circulation of the cultivation to modern farming system and this affect community development because of lack of improvement in knowledge transformation from professional trained farming persons. The absence of practical base agricultural education training has constituted effect to the improvement of community development. This challenge remains because of the theoretical knowledge given to farmer in urban community rather than practical (Williams, 2019).

Purpose of the Study

The main purpose of this study is to examine perceived influence of agricultural education in development of coin Delta State. The specific purpose of this study are:

- i. To determine influence of agricultural education to community development in Delta State.
- ii. To examine the problem facing agricultural education teachers during community development in Delta State.

- iii. To investigate the roles of agricultural education towards community development in Delta State.

Research Questions

The following questions were to guide the researcher.

- i. How does agricultural education influence community development in Delta State?
- ii. What are the problems of agricultural education toward community development in Delta State?
- iii. What are the roles of agricultural education towards community development in Delta State?

Hypotheses of the Study.

The following hypotheses are tested at 0.05 level of significant.

- Ho₁: There is no significant different between the mean response of teachers and farmers on the perceived influence of agricultural and community development in Delta State.
- Ho₂: There is no significant different between the mean response of teacher and farmers and the problem of agricultural education teachers during community development in Delta State.
- Ho₃: There is no significant different between the mean response of teacher and farmers and the roles of agricultural education towards community development in Delta State.

Literature Review

Conceptual Framework

Defining the Concept of Community

The earlier scholars of Nigeria serious profound the scope and nature of 'community' by saying that community refers to citizens existing in a place who have face-to-face contact with each other. Tönnies (2019) define community as house hold or genotype that refer to pressure group of people that engaged in social formation of living in face-to-face contact tribal society. For example, a change in industrial environment will led to change in community growth. Community development is define as a society belief which people can use to work together as well as to shaping their own idea if opportunity is given to them to participate in a free, open and non-threatening environment. Community development is a process of bringing the welfare of the people to higher level of economic growth in Nigeria. Community development can be defined as mean of using available resources to improve people life with specific knowledge and skills to facilitate the process. Community development before Nigeria's colonization existed in a different

form from what we have today. For instance, communal living and collective actions were engaged by members of the community for sustenance. Also, age grade systems were used to check-mate and regulate behaviour of youths. The youths also participated in festivals that were some form of leisure and recreation activities for community members. These activities improved the mental health of individuals, families and the community. The elderly were also taken care of by family members and younger women. Community self help was employed in constructing homesteads, pathways, roads, bridge, market (Idode, 2021).

Concept of Agricultural Education

Agriculture can be defined as the practice of cultivating the soil and raising livestock to produce plant and animals useful to humans and in some instances animals (Asoegwu and Asoegwu, 2017). According to Udoh (2020), agriculture is the economic mainstay of the majority of households in Nigeria and is a vital sector for the economy. The important benefits of the agricultural sector to Nigeria's economy include: the provision of food, contribution to the gross domestic product, provision of employment, provision of raw materials for agro-allied industries and foreign exchange earnings (Oni, Nkonya, Pender, Philips and Kato, 2019).

Agricultural education can be seen as application in real settings of knowledge transformation. In the public schools, the term has evolved from farming program to supervised practice to supervised occupational experience and now to supervised agricultural experience. Through extension teaching, application is achieved through projects and through adoption by farmers and others. Application in real settings at the collegiate level is achieved through internships, practical and student teaching. Across each setting, the premise is the same. Effective teaching of agricultural knowledge requires an application phase. This is unique to agricultural education because many state standard of living grow due to efficient impact of agricultural education. Agricultural education serves as the gap between agricultural science and the other disciplines. As Stanley, Smith, Benne, and Anderson (2020) related: In devising and developing teaching methods, the teacher will find a major opportunity not only to assist his pupils to become intelligent, self-directing personalities but also to contribute to the contemporary task of social reintegration...teaching methods must incorporate the values inherent in both the scientific method and the democratic point of view it is not enough that the teacher be skilled in effective and valid methods of solving problems cooperatively. He must find ways of building this skill into the minds and characters of the pupils (p. 572)

Influence of agricultural education community Development Component

In the civil works and rural infrastructural apparatus, all projects included the provision of feeder roads, the construction of the Farmers Service Centre (FSC) for input supply in the rural areas and the establishment of projects offices and staff houses were achieved through agricultural education programmed established by federal, state and local

government of a nation. Agriculture has positive influence on community development in different stages such as:

Institutional of Training and Support for Community Development

The main institution building components of the project were directed at establishing or enhancing the capacity of the Agricultural Development Programmes in a community whereby the citizens are left among themselves to implement the development on their own way in order to improve the growth of the people.

Infrastructural Development on Roads

The perceived influence of agricultural education today has brings about the vital development stage for every rural community in Delta Sate. Relevant development factors over seen in the agricultural education is the roads which have been rehabilitated or newly constructed through the Agricultural developmental programmed established by government in rural areas in Nigeria has constituted approximately one sixth of the tertiary road network in the states or parts of the state concerned. The programme had significantly improved accessibility to large areas of the respective state. For instance, from 2015 to 2022 alone a total of 2.134.8km and 4.726.2km of road were constructed and rehabilitated respectively by Delta Sate government and this has brought good development to most community particularly in Delta North. Despite the rural roads being highly valued by the benefiting populations, they have not had desired effect on the LGAs or on the aptitude of the beneficiaries towards road maintenance and its associated costs.

Rural Water supply

Community development expands uniquely because of agricultural education programmed. This programme was impressive and exceeded its targets in most urban area by an impressive margin; between 1999 and 2012 a total of 28.987.7 water points (earth dams, tubewells, wash bores and boreholes) were constructed by state and local government. Their benefits would be realized in an improved level of human health and economic benefit, in time saved in water collection by rural women. For the borehole water, which has a stock water objective, in Agbor and Umunede, insufficient account was taken of traditional cattle routes from Niger so that often-full use is not made of the investments (Reddy, 2019).The possibilities offered in fish culture in these water supplies have not been fully exploited.

Commercial services

The state-owned input supply companies have generally not been able to develop into viable commercial organizations. This was parity attributed to their obligation to handle

fertilizer distribution without a profit margin and to refinance its transport costs to FSCs, often without reimbursement. However, Obiaruku, Kwale, Asaba, and Abraka states established Agricultural Input Supply Companies (AISC) from their commercial services programme because they were given a free hand to operate (privatization). The programme are meant to great positive influence of agricultural education in community development. The foundation of the community development comprises of commercial service render to general public of Delta State (Abbey, 2011).

Achor (2003) observes that food security is one of the major challenges facing the third world nations. He discovers that government inability to provide sufficient food for its ever increasing population has been the root cause of extreme poverty and hunger among the citizens. Anyanwu and Anyanwu (2008) report that cases of food insecurity ensued due to sudden population increase which meant that the quantity of food and fruit gathered during hunting and local farming are now insufficient. They argue that it is easy to make more food available to the ever increasing populace and conclude that food security issue is not peculiar to Nigeria alone as many other developing nations are also facing acute food shortage due population explosion, poor management of resources, inability to adapt to new technology and utilizing education to explore new challenges. Environmental degradation and unsustainable water use: Environmental constraints are already posing serious limitations to food security in several African countries particularly in areas where population densities are increasing rapidly.

Problems facing Agricultural Education teachers during Community Development

Soil erosion caused by water and wind is one of the main problems of agriculture in Africa. The lack of development in low-lying flood plains also hinders the development of agriculture in the continent. In addition, the dependence on imported foods has disincentive effect on investment in local farming. Specifically, some of the problems confronting agricultural productivity include:

Soil Infertility: The problems of agriculture in Africa begin with the soil. Most of the farmable land in Nigeria contains soil that is low to medium in productivity. The main problem that affects soil fertility is soil erosion and this affect community development. Wind erosion, in particular, is quite damaging. Overtime, strong winds expose seedlings and crop root systems by blowing away loose, fine grain soil particles. Another effect is the accumulation of soil particles in drifts, which can cover crops. Also, wind erosion changes the texture of the soil. The particles responsible for water retention and fertility, such as clay, silt and organic matter are generally lost, leaving behind a sandy soil. Wind erosion can be greatly reduced by planting trees near farming areas which will absorb most of the wind and prevent the loss of soil particles (Sort, 2021).

Poor Irrigation: The low-lying flood plains are very fertile during the rainy season, but the lack of rain during the dry season hinders agricultural development. The lack of water management systems in these areas is a concern for many agriculturalists and farmers. By adding irrigation canals and access roads to these areas, yearly production yields are expected to increase. Unfortunately, irrigation system in Nigeria is poor.

Food Processing Issues: It is estimated that about 20-40% of the yearly harvest is lost during processing. The primary cause is the lack of efficient harvesting techniques. Most farmers harvest crops by hand, instead of using machines. Also, storage methods are not generally up to standards. Most of the crops are lost to physical damage caused by insects, bacteria or fungus.

Impact of Imported Food: Africa is a net importer of food.

Infrastructural Inadequacies: Infrastructure here includes roads and railway system, educational and health facilities, social services such as electricity and communication system. Indeed, community development decline if government fail to improve agricultural education institute that generate effective infrastructural facilities. There most adequate perceived influence of agricultural education on community development across the country.

Role of Agricultural Education to community Development in Delta State

Providing food for citizen through agriculture has well documented effects in terms of the community development, provision efficient health care service for community. However, there is limited evidence in terms of the benefits of providing a reliable market for small-holder farmers through “home-grown” school feeding approaches. The role of agricultural productivity in Delta State is among the lowest in the world. In Delta State, the majority of farmers are involved in the production of food crops, with the main cereals being millet and sorghum. Production is carried out using a low level of technology: fertilizer use is minimal and access to credit is limited. Crop yields are not only low but also highly variable due to the fact that most farmers depend on rain-fed farming while rainfall fluctuates considerably from year to year and season to season.

Furthermore, no local sector has developed yet to provide employment for such huge community population (Fan, 2017). Therefore, country needs to have many high earring sectors that can provide the employment. Moreover, a country needs agricultural education with high level of technology that is able to maintain the supply chain of food for vast population and raw materials for other heavy industries with employing a reasonable number of populations. But unfortunately, this is not the case since many developed nation do not prioritize agriculture in designing policy for their national development forcing poor community to engaged in agricultural” dependency on

agriculture and to be remained them as poorer. Things would be changed if the agricultural dependent on other state can make a difference as people of every community must need food. Likewise, industrialized countries must use raw materials for their heavy Industries produced by agriculture sector (Gabre-Madhin and Haggblade, 2020).

Theoretical Framework

Human Development Theory

According to Becker (2014), agricultural education lies on training of individual students and community citizens in specific area of vocational skills because workers do not benefit from higher productivity after changing their jobs. Both in perfect and imperfect agro labor markets, community farmers can recoup their community development with specific agricultural education skills acquire during training and thus are willing to use some of the knowledge for creation of job, industry, commercial farming that will yield 89% the state GDP as well as their individual investments. The theory confirms that government invest in specific human capital assets that like fish farming, Pam oil farming, poultry as well as building road, tap born water, health care for individual in order to attain adequate community development in Delta State. Human development is about much more than the raising of national incomes. It is about creating an environment in which people can develop their full potential and lead productive, creative lives in accordance with their needs and interests. People are the real wealth of nations. Development is thus about expanding the choices people have to lead lives that they value. And it is thus about more than economic growth, which is only a means if a very important one of enlarging people"s choices. The researcher adopted this theory for the present study.

Empirical Studies

Bratton and Gold (2022), carried out an investigation on impact agricultural education on rural development. The study was carried in Kano state metropolis. The study adopted five research questions and hypothesis. The population of the study consist of (520) male and female students, while a random sample techniques was used to select 200 respondents out of the entire population. Questionnaire was used as instruments for data collection date collected was compute in the table and analyzed with chi-square statistical tool, mean while T-test was use to test the hypotheses at 0.05 level of significance. Finding indicates that agricultural education has positive impact on rural community development. The finding recommended that agricultural education farming skill should used to improve rural community development.

Bolandifar (2021) carried out a research on the determinant of Agricultural education teachers commitment toward students academic achievement of senior secondary

school. The study was carried in Benin City Edo State. Three research questions and hypotheses were drafted by the researcher. The population of the study comprises of 200 male and female teachers of the school. A stratified sample technique was used to select (120) respondents, item collected was tested with Pearson Product Moment Correlation Coefficient and a reliability of 0.86 was accepted. One hundred and twenty (120) copies of the questionnaire were distributed to the respondents. Data collected was analyzed with the use of mean and standard deviation, and t-test was used to test the null hypotheses at 0.05 level of significance. The finding concluded that effective agricultural education teachers commitment motivate students academic achievement in Benin City. It was recommended that agricultural education teacher should be committed with the method used to impact knowledge on students in public school.

Methodology

The study employed a survey designed. The study was carried out in Delta State. The population of the study comprises of (500) teachers and farmers. A random sampling technique was used to select 90 teachers and 110 farmers across the state which gave the total number of 200 that was drawn from the entire population as a whole. The researchers designed a structured questionnaire containing 12 items based on four-point rating scale of frequency usage. The usage ratings were:

Strongly agreed	SA	4 points
Agreed	A	3 points
Disagreed	D	2 points
Strongly disagreed	SD	1 point.

The internal consistency of the instrument was computed using Cronbach Alpha Coefficient measure of internal consistency. Subsequently a value of 0.89 was obtained as the reliability index. The instruments were personally administered to the respondents. The entire instrument administered was returned. Data collected for the study were analyzed using mean score, standard deviation, while t-test and analysis of variance (ANOVA) were used in testing the hypotheses 1 and 3 through SPSS version 20. The data collected whose mean are 2.50 and above were accepted, while mean below 2.50 were rejected. The hypotheses were tested based on 0.05 level of significance.

Data Analysis and Interpretation

Research question 1

How does agricultural education influence community development in Delta State?

Table 1: Mean rating of agricultural education influence community development in Delta State.

S/No	Items	Mean (\bar{X})	Decision
1.	Agricultural education leads to provision of full employment for community development.	3.92	Accepted
2.	Provision of agro-industrial for community development.	3.42	Accepted

3.	Agricultural education influence community development through agricultural extension programme.	3.56	Accepted
4.	Agricultural education influence community development through commercial system of farming.	3.47	Accepted

Table 1 showed that the respondents had a positive response to all the items because the mean (\bar{X}) is above 2.50. It showed that there is perceived influence of agricultural education on community development in Delta State.

Research question 2

What are the problems of agricultural education teachers during community development in Delta State?

Table 2: Mean rating of problems of agricultural education teachers during community development in Delta State.

S/No	Items	Mean (\bar{X})	Decision
1.	Problem of agricultural education soil erosion.	3.31	Accepted
2.	Poor agricultural education infrastructural facilities.	3.42	Accepted
3.	Poor agricultural education irrigation facilities.	3.46	Accepted
4.	Poor agricultural education storage facility.	3.33	Accepted

Table 2 showed that the respondents had a positive response to all the items because the mean (\bar{X}) is above 2.50. It revealed that agricultural education face problems during community development in Delta State according the item listed in the table.

Research question 3

What are the roles of agricultural education towards community development in Delta State?

Table 3: Mean rating on the roles of agricultural education towards community development in Delta State.

S/No	Items	Mean (\bar{X})	Decision
1.	Agricultural education provides born whole water for community development.	3.47	Accepted
2.	Agricultural education provides good health care service for community.	3.50	Accepted
3.	Agricultural education provides local market for community.	3.45	Accepted

4.	Agricultural education provides food and income for community farmers.	3.42	Accepted
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Table 3 showed that the respondents had a positive response to all the items because the mean (\bar{X}) is above 2.50. It showed that agricultural education provides good road, provides health care service, provides small market within community, and provides food community farmers in Delta State.

Hypothesis one

Ho₁: there is no significant different between the mean response of teachers and farmers on the perceived influence of agricultural and community development in Delta State.

Table 4: Mean, standard deviation and t-test of teachers and farmers on the perceived influence of agricultural and community development in Delta State.

Gender	N	Mean (\bar{X})	SD	df	t	p-value	Decision
Teachers	90	13.88	1.305	118	-2.954	.004	Rejected
Farmers	110	14.60	1.249				

Table 4 showed that a total of 90 teachers had a mean value of 13.88 and a standard deviation of 1.305 while a total of 110 farmers had a mean value of 14.60 and a standard deviation of 1.249. The result showed a t-value of -2.954 and a p-value of .004. Testing at an alpha level of .05, the p-value is less than the alpha level. Therefore, the null hypothesis is rejected. This implies that there is a significant difference between the mean response of teachers and farmers on the perceived influence of agricultural and community development in Delta State.

Hypothesis two

Ho₂: There is no significant different between the mean response of teacher and farmers on the problem of agricultural education teachers face during community development in Delta State.

Table 5: Mean, standard deviation and t-test of teacher and farmers on the problem of agricultural education teachers face during community development in Delta State

Gender	N	Mean (\bar{X})	SD	df	t	p-value	Decision
Teachers	90	12.95	1.894	118	2.412	0.017	Accepted
Female	110	13.80	1.782				

Table 5 showed that a total of 90 teachers had a mean value of 12.95 and a standard deviation of 1.894 while a total of 110 farmers had a mean value of 13.80 and a standard deviation of 1.782. The result showed a t-value of 2.412 and a p-value of 0.017. Testing at an alpha level of .05, the p-value is less than the alpha level. Therefore, the null hypothesis is accepted. This means that there is no significant difference between teachers and farmers on the problem of agricultural education teachers face during community development in Delta State.

Hypothesis three

There is no significant different between the mean response of teacher and farmers on the roles of agricultural education towards community development in Delta State.

Table 6: Mean, standard deviation and t-test of male and female students on the roles of agricultural education towards community development in Delta State.

Gender	N	Mean (\bar{X})	SD	df	t	p-value	Decision
Teachers	90	13.40	1.464	118	-2.051	.042	Rejected
Farmers	110	14.06	1.760				

Table 6 showed that a total of 90 teachers had a mean value of 13.40 and a standard deviation of 1.464 while a total of 110 farmers had a mean value of 14.06 and a standard deviation of 1.760. The result showed a t-value of -2.051 and a p-value of .042. Testing at an alpha level of .05, the p-value is less than the alpha level. Therefore, the null hypothesis is rejected. This implies that there is a significant difference between teachers and farmers on the roles of agricultural education towards community development in Delta State.

Discussion of Findings

Agricultural Education Influence Community Development in Delta State

The study revealed that all the items listed under research question 1 are agreed to by the respondents. The study showed that there is significant difference between teachers and farmers on the perceived influence of agricultural and community development in Delta State. The findings showed that agricultural education leads to provision of full employment for community development respondents strongly agreed that agricultural education leads to provision of agro-industrial for community development, while respondents agreed that agricultural education influence community development through agricultural extension programmed and findings indicate that agricultural education influence community development through commercial system of farming. The

findings is in line with Reddy, (2019) who said that the relevant development factors over seen in the agricultural education is the roads which have been rehabilitated or newly constructed through the agricultural developmental programmed established by government in rural areas of Nigeria has constituted approximately one sixth of the tertiary road network in the states or parts of the state concerned.

Problems of Agricultural Education during Community Development in Delta State

Still on the findings, the study reveals that there is no significant difference between teachers and farmers on the problem of agricultural education teachers face during community development in Delta State on items stated in research question 2. The findings show that there is problem of agricultural soil erosion, respondents agreed that poor agricultural education infrastructural facilities affect community development, while respondents strongly agreed that poor irrigation facilities affect community development, the findings showed that poor agricultural education storage facilities affect community development in Delta State. The findings reveal study carried out by Sort, (2021), whose view proved that lack of development in low-lying flood plains also hinders the development of agriculture in the continent. In addition, the dependence on imported foods has disincentive effect on investment in local farming.

The Roles of Agricultural Education towards Community Development in Delta State

The findings revealed that there is no significant difference between the mean responses of the respondents on the item listed under research question 3. The finding showed that agricultural education provides tape born whole water for community development. Respondents agreed that agricultural education provides good health care service for community, while respondents strongly agreed that agricultural education provides local market for community. The findings showed that agricultural education provides food and income for community farmers. The findings justify Fan, (2017) who said that the providing food for citizen through agriculture has well documented effects in terms of the community development, provision efficient health care service for community. However, there is limited evidence in terms of the benefits of providing a reliable market for small-holder farmers through “home-grown” school feeding approaches. The role of agricultural productivity in Delta State is among the lowest in the world.

Conclusions

Community development can be achieved through agricultural education programmed established by federal, state and local government of Nigeria. The improvement of agricultural infrastructural facilities such as good access to road, electricity, health care service, small market born whole water. Moreso, the provision of effective agricultural

education skill programmed bring perceived influence of agricultural education to community development in Delta State.

Recommendations

The following recommendations are as follows.

- i. Agricultural education should be use to provides tape born whole water for community development.
- ii. Agricultural education should be use to provides good health care service for community.
- iii. Agricultural education should be used to provide local market for community.
- iv. Government should establish university of agriculture across the state for effective practical teaching of agricultural education skill.

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