

CHALLENGES FACED IN TEACHING AGRICULTURE AS A FUNDAMENTAL

by:

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Effectiveness and efficiency are demanded of teachers in their line of work. However, if they faced challenges in their area of expertise, they would fail to grow proficient and effective. Teachers of agriculture are no exception to this rule, since they also struggle to manage their students and the subject matter. The science, art, and business of cultivating soil, growing crops, and rearing farm animals is known as agriculture. Practical agriculture and classroom education are two ways to learn about agriculture as a subject. Therefore, in order to facilitate a variety of activities, agriculture teachers must possess a solid foundation in both the conceptual and practical parts of the topic.

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Persevering through challenges and adversity is a necessary component of effective teaching. One subject that teachers have difficulties and issues with is agriculture. Harper (2004) asserts that teaching agriculture necessitates more teaching time, effort, and journey beyond of the regular school day. The greatest approach to study agriculture, according to Awuku et al. (1991), is by doing, hence learning will not take place through straightforward lectures but rather by application. Due to a shortage of in-service training programs, Thobega et al. (2011) stressed that this could not occur if the teacher has the competences and abilities that the learners need to learn.

Having stated that, instructional methods are crucial to teaching-learning agriculture. According to Kisirikoi et al. (2008), contemporary educational trends place a strong emphasis on particular methodologies that dictate the best course of action. The most popular methods for teaching agriculture, according to Vandesboch (2006), are

lectures, demonstrations, discussions, educational tours, projects, debate sessions, assignments, and hands-on activities. These will offer the chance to add interest to the educational process. Therefore, in order to enhance learning, particularly in the area of agriculture, students' activities should incorporate experiences that are well within their comprehension and areas of interest.

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