Availability of Animal Production Facilities for Teaching of Animal Husbandry in Urban and Rural Public Secondary Schools in Akwa Ibom North-East Senatorial District

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Abstract
This study was carried out to assess the extent of availability of animal production facilities in public secondary schools in Akwa Ibom North–East Senatorial District. Descriptive survey design was used; two research questions and two hypotheses guided the study. 238 animal husbandry teachers from the 89 public secondary schools formed the population. Taro Yamane sample size determination formula, simple random and census sampling techniques were used in selecting 217 respondents from 70 public secondary schools. A structured questionnaire titled: extent of availability of animal production facilities questionnaire (EAAPFQ) was used for data collection. Cronbach Alpha statistic was used to determine reliability coefficient which was 0.84.Mean and standard deviation and t-test statistic were used in answering research questions and testing of hypotheses. The Results showed that the extent of availability of snail and rabbit husbandry facilities in urban and rural public secondary schools in Akwa Ibom North-East Senatorial District is generally low and that there is a significant difference in the extent of availability of animal production facilities in urban and rural public secondary schools in the area. It was recommended that Akwa Ibom State government should increase animal production facilities in all public secondary schools to enhance effective teaching of animal husbandry.

Keywords: Availability, Animal Production Facilities, Teaching, Animal Husbandry.

Introduction

The yearning of the society had always been that Education should solve societal problems. This is not out of context as Education had long been adopted globally as a tool for empowerment by way of enlightenment and training of humans so as to meet needs of the society. The desire that education should serve its function satisfactorily necessitated the call by Federal Government of Nigeria for a restructuring of the senior secondary school curriculum in 2008. This development led to the introduction of trade and entrepreneurial subjects among which is Animal husbandry to be taught in senior secondary Schools (FRN, 2013).

Animal husbandry is the scientific rearing of farm animal in a controlled environment with the aim of providing food and meeting other purposes for man (Olumese, 2018). It is the practice of rearing animal in a man-made environment, where these livestock are fed, bred, watered, harvested, processed and sold for man's benefit (Onyendi, 2019). Animal husbandry

is taught as trade and entrepreneurial subject in senior secondary schools in Nigeria to impart to student's livestock husbandry practices for skill acquisition and self-reliance after graduation. The husbandry practices taught in Animal husbandry includes that of: Cattle, Sheep, Goat, Poultry, Rabbit, Snail, Grass-cutter, Pig and Fish. It also delves into how genetic qualities and behaviours of farm animals considered to be advantageous to humans can be further developed and preserved.

Animal husbandry as a subject is of great significance and needs much attention as it is the only means by which humans' inevitable animal protein needs can be met, youths' unemployment reduced and crisis associated with extensive system of livestock rearing curbed. Also, problems associated with short supply of Fishes from the rivers and oceans can be minimised as such, its teaching in schools need not be handled with kid gloves hence, requisite animal production facilities must be made available and utilized for effective instructional delivery.

Animal production facilities are those structures, buildings, equipment and tools which are basically used in the livestock production processes (Essien, 2015). Uchenna (2018) defined animal production facilities as those production aids needed in every area of livestock production. Deriving from the observations, animal production facilities is seen as the structures, buildings and equipment needed for the housing, rearing, breeding and demonstration of livestock and poultry production processes for students to observe. The degree to which teaching and learning are successful is largely dependent on facilities' availability and effective utilization (Chima, 2017). In the secondary schools, animal production facilities are mostly required for effective teaching and learning of animal husbandry.

Kennethy (2016) posited that animal production facilities are of tremendous importance because without these facilities, domestication and commercial animal husbandry will not be possible. Obiyai (2017) asserted that in the secondary school system, availability of animal production facilities can increase overall performance of both teachers and students in the teaching and learning of animal husbandry. Where there is unavailability of needed facilities, Ezra and Akawo (2019) asserted that there will be inefficiency of labour and wastage of man hours. The authors stated further that availability of facilities enhances effective demonstration of concepts by the teacher and students' hands-on-experience, leading to skill acquisition and attainment of educational goals.

Uboho (2018) asserted that without animal production facilities, efforts in teaching of animal husbandry in schools will be futile as the facilities allow humans to have control over the animals, regulate their activities and provide the needed animal protein. Edu and Effiong (2017) asserted that acquisition of entrepreneurial skills and basic scientific knowledge that would facilitate efficient occupational job performance in Animal husbandry require availability of facilities to enhance field training in skill oriented instructional delivery. As stipulated in the National Policy on Education (FRN, 2013) that teaching should be practical, activity based, experiential and information technology (IT) supported, Animal production facilities make teaching: explaining, and demonstrating concepts in animal husbandry easier

for teachers and enable learners learn by doing thereby acquiring the relevant entrepreneurial skills to become self-reliant as well as gain employment in the public or private sector of the economy (Ayanwu, 2017).

The teaching of Animal Husbandry involves training students on animal rearing practices such as: housing, feeding, breeding, health care, products processing, storage, and marketing (Olumese, 2018). The teaching of animal husbandry was meant to be done in line with provisions of section 1:8, a, b, and c of the National Policy on Education (2013) which implies the teacher using all the specified animal production facilities, equipment and tools in an ideal environment to explain and demonstrate the subject's syllabus contents effectively, affording learners opportunity to learn theoretically and practically, having hands-on experience for positive impact on their cognitive, affective and psychomotor domains. Effective teaching is crucial to attainment of set goals and objectives of animal husbandry curriculum. According to Nsa, Umoyoh and Robert (2016), Teaching for transfer of specialised skills and competencies demands more than discussion to practical demonstration. As such, teaching of animal husbandry can be effectively done only where requisite facilities are adequately available and utilised. Some categories of animal production facilities prescribed for the teaching of Animal husbandry are: Snail husbandry facilities, Rabbit husbandry facilities, Poultry husbandry facilities, Goat husbandry facilities and Fish farming facilities. This study focused on Snail husbandry facilities and Rabbit husbandry facilities.

Snail husbandry facilities are those structures and equipment needed for successful rearing of snail (Geraldine, 2014). In their view, Offiong and Udoh (2017) opined that snail husbandry facilities are the basic requirement needed to rear snails outside the natural habitats and in training on vocational snail production. Snail husbandry facilities could be seen as those structures and equipment required for housing, feeding, watering, breeding, harvesting, processing and marketing of snails as well as teaching and demonstration of snail farm establishment and management practices in schools.

Jepther (2016) defined rabbit husbandry facilities as those structures, equipment, and other gadgets used for housing, feeding, breeding, slaughtering and processing of rabbits. Timothy (2018) averred that rabbit husbandry facilities are every man-made item required for the rearing of rabbits. In the teaching of rabbit husbandry as an aspect of animal husbandry in schools, rabbit husbandry facilities enable the teacher's effective demonstration of concepts and afford the students practical experience, enhancing skill acquisition on their part.

Teaching connotes systematic presentation of facts, ideas, skills and techniques by explaining and demonstration to learners. Ekong (2019) defined teaching as a process of imparting knowledge, facts, skills, attitudes, interests and aptitudes by a competent, knowledgeable and more experienced person to a less knowledgeable and inexperienced individual based on educational philosophy, school factor, teachers' factor as well as learners' related factor. Teaching is the only means to facilitate transfer of knowledge and learning. The aim of teaching is to; ensure the life-long career of the learners in the various entrepreneurial areas of agriculture, initiate learners into the acquisition of strategies for self-help, ensure the learners self-actualisation and development of the intellect, make the learners to acquire the

psycho-productive, affective and cognitive skills and to prepare students for self- reliance and honest contributions to the development of the society (Ekong, 2019). These objectives can be achieved only where facilities are adequately available for the teachers and learners to use in the teaching-learning in the secondary schools.

Secondary school refers to post basic level of education. Precisely, the senior secondary school classes where animal husbandry is taught and learned. Secondary schools are spread across all parts of the state, some are located within the boundaries of the state's capital city which comprises of the entire state capital and some parts of adjourning local government areas having common boundaries with the capital city; these schools are regarded as urban secondary schools while others located outside the boundaries of the capital city are referred to as rural schools. As contained in the National Policy on Education, senior secondary education was meant to prepare learners at that level for the world of work, wealth creation and entrepreneurship, and for tertiary education (FRN, 2013). Achievement of the senior secondary school objectives greatly hinge on effective teaching which centres on integrating classroom instruction and field experiences.

Statement of the Problem

Animal husbandry is a trade and entrepreneurial subject offered at the senior secondary school level. It is designed to impart basic livestock management knowledge, practical skills and competencies to students in order to prepare them for further studies at the tertiary level of education and /or occupation in the livestock industry. The animal husbandry teacher has to identify the skills embedded in any given topic, demonstrate them and allow the students to practice in the school livestock farm to acquire those skills and be able to function optimally along the animal production value chain from production through processing, storage, and marketing of animal products. It was envisaged that on completion of secondary school level course of instruction in animal husbandry, the student would either proceed to tertiary level of education or take up employment in the livestock industries. Recent observation revealed that Animal husbandry students seem to graduate from the senior secondary school without acquiring the embedded trade and entrepreneurial skills. This study presumes that these problems persist probably because of some school factors such as facilities' availability and teaching methods employed in teaching the subject. This study is therefore designed to assess the extent of availability of animal production facilities specifically for teaching and learning of Snail and Rabbit husbandry in urban and rural public secondary schools in Akwa Ibom North-East Senatorial District.

Purpose of the Study

This study assessed the extent of availability of animal production facilities for teaching of animal husbandry in urban and rural public secondary schools in Akwa Ibom North- East Senatorial District. Specifically, the study sought to assess:

i. the extent of availability of Snail husbandry facilities for teaching of Animal husbandry in urban and rural public secondary schools in Akwa Ibom north-east senatorial district.

ii. the extent of availability of Rabbit husbandry facilities for teaching of Animal husbandry in urban and rural public secondary schools in Akwa Ibom north-east senatorial district.

Research Question

This study sought to answer the following research questions

i. What is the extent of availability of Snail husbandry facilities for teaching of Animal husbandry in urban and rural public secondary schools in Akwa Ibom north-east senatorial district?
ii. What is the extent of availability of Rabbit husbandry facilities for teaching of Animal husbandry in urban and rural public secondary schools in Akwa Ibom north-east senatorial district?

Research Hypotheses

The following hypotheses were formulated and tested at .05 level of significance.

i. $H0_1$: there is no significant difference in the extent of availability of snail husbandry facilities for teaching of animal husbandry in urban and rural public secondary schools in Akwa Ibom North-East Senatorial District.
ii. $H0_2$: there is no significant difference in the extent of availability of Rabbit husbandry facilities for teaching of animal husbandry in urban and rural public secondary schools in Akwa Ibom North-East Senatorial District.

Methodology

The design adopted for this study was descriptive survey. The design was considered to be appropriate because it sought the opinion of the sampled respondents representing the population on the variables investigated. The study population comprised 238 Animal husbandry teachers in the 2020/2021 academic session from 89 public secondary schools in Akwa Ibom North-East Senatorial District. 51 public secondary schools were located in the urban area, with teachers' population of 126 while 38 public secondary schools were located in the rural area with 112 animal husbandry teachers. The Sample size for the study was 217 animal husbandry teachers drowned using Taro Yamane formula for sample size determination from 70 public secondary schools out of which 35 were in urban and 35 in rural areas. Stratified random sampling technique was used to select the sample since the population comprised of teachers from urban and rural public secondary schools, which makes two strata of the population. 108 animal husbandry teachers were randomly selected from the 35 secondary schools in each stratum to form the sample size of 216 while one chance was discarded to ensure equality in the sampling.

The researchers developed structured questionnaire titled: Extent of Availability of Animal Production Facilities Questionnaire (EAAPFQ) was used to obtain information from

animal husbandry Teachers. The instrument was subdivided into three sections: A, B and C. Section A serves as introduction of the instrument to the respondents, section B was used to elicit name and location of school of respondents while section C was used to elicit data on each the independent sub-variables of the study. Section C of the instrument contained two (2) clusters with five (5) items in each cluster. The items on the instrument were measured using a four (4) point likert- type scale of measurement. Extent of Availability of items on the questionnaire was rated as: Very High Extent (VHE) and assigned 4 point, High Extent (HE) 3point, Low Extent (LE) 2 point and Very Low Extent (VLE) 1 point. The cut-off point for high extent was 2.50 and above. Face validity of the instrument was established before it was administered to respondents. The instrument was given to two lecturers who major in animal husbandry and an expert in Test and Measurement Evaluation. All comments and corrections were incorporated into the final production of the instrument to make it suitable for the study.

The reliability of the instrument was determined by trial testing the instrument on 20 Animal husbandry Teachers selected schools that possessed the same qualities as those used for the study but did not take part in the actual study. Cronbach alpha coefficient showing internal consistency of the instrument was obtained; the high value proved that the instrument is reliable and suitable for the study. The researchers visited the sampled schools where permission to administer the instrument was obtained from the principal before the respondents were briefed on how to fill the questionnaire. The researchers administered the questionnaire with help of one research assistant in each of the sampled schools. On the spot guide was given to respondents who needed such to reduce external validity threat like falsification of data. All the 216 questionnaires administered were completely filled and retrieved from the respondents on the spots and this gave retrieval rate 100%

Data obtained were analysed using Mean and Standard Deviation and statistical t- test. Mean and standard deviation were used to provide answers to research questions while statistical t-test was used in testing the formulated hypotheses at.05 level of significance. Based on the four-point scale of the questionnaire, a mean cut-off point of 2.50 was established. The mean score of each item was compared with the criterion mean value to establish agreement or disagreement with the item. Mean score of 2.50 and above indicated agreement while below 2.50 indicated disagreement with the items on the questionnaire. Statistical t-test was used to test the null hypotheses at .05 level of significance.

Results

Analysed results were examined in accordance with the corresponding research questions and hypotheses were tested at 0.05 level of significance.

Research Question 1: What is the extent of availability of Snail husbandry facilities for teaching of Animal husbandry in urban and rural public secondary schools in Akwa Ibom North-East Senatorial District?

Table 1 Mean and Standard Deviation of Responses from Teachers on the Extent ofAvailability of Snail Husbandry Facilities for Teaching of Animal Husbandry in Urban and Rural Public Secondary Schools in Akwa Ibom North East Senatorial District *(N=216)*

S/N	Snail husbandry facilities	Urban Schools			Rural Schools		
		N	Mean	S.D	N	Mean	S.D
i.	Live Snails	108	2.29	0.49	108	1.94	0.44
ii.	Snail Pen	108	1.25	0.45	108	2.05	0.40
iii.	Hibernation room	108	1.80	0.82	108	1.36	0.51
iv.	Humidifiers	108	1.07	0.29	108	1.79	0.42
v.	Audio Visuals	108	2.21	0.69	108	1.01	0.13

Mean cut-off point = 2.50 SD – standard deviation

The result presented in Table 1 showed the extent of availability of snail husbandry facilities for teaching animal husbandry in urban and rural public secondary schools in the study area. The means of responses by teachers in urban secondary schools for live Snail, Snail Pen, Hibernation room, Humidifiers and Audio Visuals were: 2.29, 1.25, 1.80, 1.07 and 2.21 respectively while the Means of responses for these facilities in the rural area were 1.94, 2.05, 1.36, 1.79 and 1.01. This result revealed that animal husbandry teachers agree that live Snails and Audio visuals are available at a low extent while hibernation room, snail pen and Humidifiers are available at a very low extent in the urban secondary schools. This result also showed that the extent of availability of the snail husbandry facilities in rural public secondary schools is very low considering the mean scores which are all less than 2.50. From the result, it can be proven that the extent of availability of snail husbandry facilities for teaching of animal husbandry in urban and rural public secondary schools in Akwa Ibom North-East Senatorial District is generally low.

Research Question 5: What is the extent of availability of Rabbit husbandry facilities for teaching of Animal husbandry in urban and rural public secondary schools in Akwa Ibom North-East Senatorial District?

Table2: Mean and Standard Deviation of Responses from Teachers on the Extent of Availability of Rabbit Husbandry Facilities for Teaching of Animal Husbandry in Urban and Rural Public Secondary Schools in Akwa Ibom North East senatorial district (N=216)

S/N	Rabbit husbandry facilities	Urban Schools			Rural Schools		
		N	Mean	S.D	N	Mean	S.D
1.	Breeding Stock	108	2.19	0.55	108	2.04	0.39
2.	Rabbit Hutches	108	1.48	0.66	108	1.96	0.45
3	Pasture	108	3.07	0.87	108	1.29	0.49
4.	Weighing scale	108	1.12	0.42	108	2.84	0.47
5.	Audio Visuals	108	2.39	0.73	108	1.29	0.47

Mean cut-off point 2.50 SD – standard deviation

The results of the analysis presented in Table 2 showed the extent of availability of Rabbit husbandry facilities for teaching of animal husbandry in urban and rural public secondary schools in Akwa Ibom north-east senatorial district is low based on the mean responses of the Teachers for the various items except for Pasture which had mean value of 3.07, above the cut-off point in the urban schools. In the rural schools, the mean obtained for these facilities being below the cut- off mean of 2.50 indicated that the extent of availability rabbit husbandry facilities is low in the schools located in the rural areas. The extent of availability of weighing scale was low in urban schools with mean of 1.12 but available to a high extent in rural schools.

Hypothesis 1: There is no significant difference in the extent of availability of snail husbandry facilities for teaching of animal husbandry in urban and rural public secondary schools in Akwa Ibom north-east senatorial district.

Table 3: t-test comparison of means difference in the extent of availability of snail husbandry facilities for teaching of animal husbandry responses in urban and rural public secondary schools in Akwa Ibom North- East Senatorial District

Variables	N	Mean	SD	df	t-cal	t-crit	p-value
Urban schools	108	2.79	0.865	214	9.37*	1.962	0.000
Rural schools	108	1.93	0.403				

p≤0.05*

The result in Table 3 showed a calculated t-value of 9.37 which is greater than the critical t-value of 1.96 at 0.05 level of significance and a degree of freedom of 214. Since the calculated t-value is greater than critical t-value, the null hypothesis is rejected. Therefore, there is a significant difference in the extent of availability of snail husbandry facilities for teaching of animal husbandry in urban and rural public secondary schools in Akwa Ibom North East senatorial district.

Hypothesis 2: There is no significant difference in the extent of availability of rabbit husbandry facilities for teaching of animal husbandry in urban and rural public secondary schools in Akwa Ibom North-East Senatorial District.

Table 4: t test comparison of means difference in the extentof availability of rabbit husbandry facilities for teaching of animal husbandry responses in urban and rural public secondary schools in Akwa Ibom North East senatorial district

Variables	N	Mean	SD	df	t-cal	t-crit	p-value
Urban schools	108	2.21	0.698	214	4.29*	1.96	0.000
Rural schools	108	1.90	0.304				

p≤0.05*

As observed in Table 4, the calculated t-value (4.29) is greater than the critical t-value which is 1.96 at .05 level of significance and a degree of freedom of 214. The null hypothesis is rejected. Thus, there is a significant difference in the extent of availability of rabbit husbandry facilities for teaching of animal husbandry in urban and rural public secondary schools in Akwa Ibom North-East Senatorial District.

Discussion of Findings

Tables 1and 3 showed that the extent of availability of snail husbandry facilities for teaching of Animal husbandry in urban public secondary schools is low and very low in schools located in the rural areas. However, calculated t-value was greater than the critical t-value which indicated that there is a significant difference in the extent of availability of Snail Husbandry facilities for teaching of Animal Husbandry in Urban and Rural Public Secondary Schools in Akwa Ibom North East Senatorial District.

By this, it is evident that snail husbandry facilities put in place for teaching of snail husbandry which is an aspect of animal husbandry in urban and rural public secondary schools is grossly inadequate and that there is imbalance in the provision and distribution of this educational facilities to Schools against the fundamental right to equal and qualitative education by all Akwa Ibom students irrespective of their location. However, this finding is in line with that of Aneruo (2016) that snail husbandry as an aspect of animal husbandry is only taught in principles not in practice due to inadequacy of most of the needed facilities for effective practical teaching and learning.

The findings from Table 2 and 4, showed that the extent of availability of Rabbit husbandry facilities for teaching of animal husbandry in public secondary schools in Akwa Ibom North-East Senatorial District is low in urban and very low in the rural areas and that there is a significant difference in the extent of availability of rabbit husbandry facilities in urban and rural public secondary schools. Be that as it may, this finding is in consonance with the findings of Reufus (2017) that there is absence of animal production facilities needed for teaching rabbit production in public schools and with this situation, government had not provided adequate facilities for effective teaching of animal husbandry. This finding also agrees with that of Oluwaseun (2018) that non-availability of rabbit husbandry facilities in public secondary schools is responsible for non-teaching of rabbit husbandry practically in government owned secondary schools.

Conclusion

This study established that the extent of availability of various animal production facilities for teaching of Snail and Rabbit husbandry practices examined in this study are low in public secondary schools in Akwa Ibom North-East Senatorial District.

Recommendations

The following recommendations are made:

1. Animal production facilities for teaching of Snail and Rabbit husbandry practices should be provided in public secondary schools for effective teaching of these aspects of Animal husbandry.
2. Snail and Rabbit husbandry facilities should be adequately and evenly distributed to public secondary schools both in urban and rural locations to enhance equal learning opportunity for the students.

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