

ACHIEVING SUSTAINABLE NATIONAL ECONOMY THROUGH TRAINING OF AGRICULTURAL EDUCATION STUDENTS IN POLITICAL IDEOLOGY IN COLLEGES OF EDUCATION

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Abstract

The study focused on achieving sustainable National economy through training of Agricultural Education students in political ideology in Colleges of Education. Two research questions and two Null Hypotheses guided the study. The researcher adopted a survey research design. The population of the study comprised of all the 28 Agricultural Education lecturers in the two Colleges of Education in Anambra State that offer Agricultural Education. Structured questionnaire was used for data collection. The questionnaire items were structured on a four-point rating scale. The instrument was validated by three experts. The reliability of the instrument was established using Cronbach Alpha and a reliability coefficient of 0.83 obtained. Data collected were analyzed using mean, standard deviations and t-test statistics. The study revealed that the aspects of political ideology that students need training include conservatism, liberalism, socialism, fascism and environmentalism. Ways of training Agricultural Education students in political ideology include inclusion of political ideology in the curriculum of Agricultural Education and organizing workshops on political ideology. Significant differences does not exist between the mean responses of the respondents on all the items. The study recommends amongst others that students should be involved in conducting national exercises like census.

Key words: Sustainable, National economy, Agricultural Education, Political ideology, Colleges of Education.

Introduction

The concern of every Nigerian is that our education should be made to serve as an instrument of sustainable National development. National economy is described as an integration of a country's economic system including labour, capital, land resources and manufacturing of trade, distribution and consumption of goods and services of that country. Donskoli (2010) maintained that the socio-economic nature of any national economy is its structure, and rate of development is determined by the character of the dominant production relationships in the society.

Sustainable National economy is concerned with the relationship between production, trade and the supply of money in particular nation or region in order to ensure growth and stability. It is a manifestation of the peculiar characteristics of the economic system of a country within a stipulated period. If Agricultural Education must have a firm root, students should be given opportunity to learn about the economy and political ideology.

Political ideology is a set of beliefs, values and principles that shape an individual or groups understanding of politics, governance and social issues. It influences their views on economy (capitalism), government (e.g. democracy), social justice (e.g. individual freedom) and international relations (e.g. nationalism). According to Jordan (2018), common political ideologies include conservatism which emphasizes tradition, liberalism which advocates for individual freedom, socialism which seeks to redistribute wealth, communism which aims for a classless society, fascism which emphasizes nationalism and progressiveness which advocates for social reform and human rights. Naomi (2007) opined that understanding political ideology helps a person to analyze complex issues, evaluate policy proposals, engage in informed discussions, make informed voting decisions and develop your own political views.

Formal education plays a crucial role in shaping individuals, understanding of political ideology. Through lectures, discussions, case studies, and group projects, students can gain a comprehensive grasp of various political systems and principles incorporating debates and role playing activities, encourages critical thinking, effective communication and empathy. According to Fredrick (2004), experiential learning is vital aspect of political ideology training, internships with political organizations and participating in elections provide hand-on-experience and practical application of theoretical knowledge.

Fanon (2021) opined that one-to-one mentorship with experienced activist peer mentoring and support groups offer guidance, encouragement and valuable insights. The author further stated that self directed learning is essential as individuals can explore political ideology at their own pace.

Community engagement is vital for applying theoretical knowledge to real-world contexts, organizing community events, participating in local politics, collaborating with organizations, and conducting public opinion surveys, help individuals develop practical skills and connections. (Cheikeh, 2020). If the students are to be trained in political ideology, many methods must be adopted. There is the need to explore various methods of training these students in political ideology.

Statement of the Problem

The researcher as a lecturer has observed that most of the students do not have knowledge of political systems, principles and theories. They are not even aware of political ideologies. Now that the country is laying emphasis on National economy, it becomes necessary that these students are trained in political ideology to enable them contribute effectively to the nation.

Purpose of the Study

The main aim of the study is to find out how to achieve sustainable National economy through training of Agricultural Education students in political ideology in Colleges of Education in Anambra State. Specifically the study intends to:

1. find out the aspects of political ideology that Agricultural Education students need training in Colleges of Education.
2. determine ways of training students in political ideology in Colleges of Education.

Research Questions

The following research questions guides the study:

1. What are the aspects of political ideology that Agricultural Education students need training in Colleges of Education?
2. What are the ways of training Agricultural Education students in political economy in Colleges of Education?

Hypotheses

The following hypotheses guides the study:

Ho₁: There is no significant differences between the mean responses of male and female Agricultural Education lecturers on the aspects of political ideology that students need training.

Ho₂: There is no significant differences between the mean responses of male and female Agricultural Education lecturers on the ways of training Agricultural education students on political ideology.

Methodology

The study was conducted in two Colleges of Education in Anambra State that offer Agricultural Education namely Federal College of Education (Technical) Umuze and Nwafor Orizu College of Education Nsugbe. The population of the study comprised of all the 28 Agricultural Education lecturers in these two Colleges of Education. Structured questionnaire were the instruments used for data collection. The instruments consist of items which were developed by the researcher. The questionnaire items was validated by three experts from Department of Agricultural Education and Measurement and Evaluation in Federal College of Education (Technical), Umuze. Their corrections were used to produce the final draft of the questionnaire. The reliability of the instrument was obtained by administering the items to 10 Agricultural Education lecturers at Federal College of Education (Technical) Asaba. Data collected was subjected to reliability test using Cronbach Alpha which yielded 0.83. The questionnaire was structured on a four-point rating scale of Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD) representing 4, 3, 2 and 1 respectively and the appropriate options for all the items to show their ratings. The questionnaire was personally administered to the respondents and all were collected back representing 100% return rate. Data calculated were analyzed using mean and standard deviations to answer the research questions while t-test statistics was used to test the Hypotheses. The decision was based using real limits of the mean

Strongly Agreed (SA):	3.50	-	4.00
Agreed (A):	2.50	-	3.39
Disagreed (D):	1.50	-	2.49
Strongly Disagreed (SD):	1.00	-	1.49

Results

The following results were presented by the study:

Research Question 1: What are the aspects of political ideology that Agricultural Education students need training?

Table 1: Mean and Standard Deviations of Respondents on the Aspects of Political Ideology that Agricultural Education Students Need Training

S/No	Political Ideology	$\bar{X}$	SD	Remark
1.	Conservatism	3.10	0.73	Agreed
2.	Liberalism	2.99	0.53	Agreed
3.	Socialism	3.17	0.76	Agreed
4.	Communism	3.01	0.88	Agreed
5.	Libertarianism	3.14	0.61	Agreed
6.	Fascism	2.77	0.82	Agreed
7.	Environmentalism	2.55	0.67	Agreed
8.	Nationalism	2.98	0.77	Agreed
9.	Populism	2.75	0.63	Agreed
10.	Progressivism	2.70	0.66	Agreed
11.	Anarchism	3.15	0.70	Agreed
12.	Democratic Socialism	3.11	0.88	Agreed
13.	Monarchism	3.02	0.72	Agreed
14.	Social democracy	3.16	0.57	Agreed
15.	Theocracy	2.81	0.75	Agreed

All the items had main values above the cut-off point of 2.50 and were all agreed by the respondents.

Research Question 2: What are the ways of training Agricultural Education students in political ideology?

Table 2: Mean Responses of Respondents on Ways or Strategies for Training Agricultural Education Students in Political Ideology.

S/No	Items	$\bar{X}$	SD	Remark
1.	Organizing workshops/seminars on political ideology for students.	2.88	0.52	Agreed
2.	Inclusion of political ideology in the curriculum of Agricultural Education.	2.75	0.69	Agreed
3.	Involving students in National assignments like census.	3.11	0.82	Agreed
4.	Lecturers to be retrained on political ideology to enable them impart the knowledge.	3.01	0.55	Agreed
5.	Case studies and group project.	2.99	0.68	Agreed
6.	Debates and role playing	3.11	0.56	Agreed
7.	Field trips	2.92	0.71	Agreed
8.	Online resources and multimedia.	2.58	0.81	Agreed
9.	Volunteer work with advocacy group.	2.91	0.53	Agreed
10.	Internship with political organization.	2.75	0.91	Agreed
11.	Community service projects.			
12.	One-on-one mentorship with experienced activists.	2.51	0.71	Agreed

All the items had mean values above the cut-off point of 2.50 and were all agreed by the respondents.

Testing of Hypotheses

Ho1: There is no significant differences between the mean responses of male and female Agricultural Education lecturers on the aspects of political ideology that students need training.

Table 3: t-test of Significant Differences between the Mean Responses of Male and Female Education Lecturers on the Aspects of Political Ideology that Students Need Training.

S/No		$\bar{X}$	SD	N	df	t-cal	t-crit	Decision
1.	Male	3.11	0.58	17		0.76	1.96	Do not
2.	Female	2.98	0.45		26			Reject
				11				Ho ₁

The calculated t is 0.76 while the critical or table t is 1.96 at 0.05 level of significance and df of 26. Since the calculated t is less than critical t, therefore, the Null hypothesis is not rejected.

It implies that there is no significant difference between the mean responses of male and female Agricultural Education lecturers on the aspects of political ideology that students need training. **H₀₂:** There is no significant differences between the mean responses of male and female Agricultural Education lecturers on the ways of training Agricultural Education students on political ideology.

Table 4: t-test of Significant Differences between the Mean Responses of Male and Female Agricultural Education Lecturers on the Ways of Training Agricultural Education Students on Political Ideology.

S/No		$\bar{X}$	SD	N	df	t-cal	t-crit	Decision
1.	Male	2.50	0.71	17	26	0.23	1.96	Do not
2.	Female	2.75	0.55	11				Reject H ₀₂

The calculated t-value is 0.23 while the critical t-value is 1.96 at 0.05 level of significance and df of 26. Since the calculated t-value is less than critical t-value, therefore the Null hypothesis is not rejected. It implies that there is no significant difference between the mean responses of male and female Agricultural Education lecturers on the ways of training Agricultural Education students on political ideology.

Discussion

Research question 1 was designed to find out the aspects of political ideology that Agricultural Education students need training. Results of the study revealed that the aspects includes conservatism, liberalism, communism, anarchism e.t.c. The results of the study were in line with the work of Naomi (2004) who stated that notable ideologies includes anarchism, capitalism, green politics, environmentalism, fascism, socialism and republicanism. These findings were in line with the work of Fanon (2021) who opined that political ideologies to be learned by individuals include populism, anarchism and monarchism.

Research question 2 seeks an answer to the ways of training Agricultural Education students in political ideology to achieve National economy. Results of the study revealed the following ways: organizing seminars and workshops on political ideology for students, inclusion of political ideology in the curriculum of Agricultural Education, involving students in National assignment like census, lecturers to be retrained on political ideology to enable them impart knowledge. Cheikeh (2020) stated that individuals can be trained on political ideologies through face to face discussion, simulations, and involving students in National assignment.

The study also revealed other training methods like debates and role playing, field trips, online resources and multimedia, volunteer work with advocacy groups, internship with political organizations, community service projects, one-on-one mentorship with experienced activists. The findings concur with the work of Agajelu (2022) who opined that for individuals to have knowledge of political ideology, they must be involved in community service projects, volunteer work with advocacy groups and also involve in online discussions.

The test of hypotheses revealed that a significant differences does not exist between the mean responses of male and female Agricultural Education students on the aspects of political ideology that students need training and the ways of training students on political ideology. The t-calculated of 0.23 and 0.76 respectively at 0.05 level of significance and df of 26 showed that no significant differences existed as between the mean responses as these values are less than the critical value of 1.96.

Conclusion

Educating students on political ideology will make them to foster deeper understanding of what is happening in their environment. Training students on political ideology requires a comprehensive approach, incorporating various methods and resources by fostering critical thinking, debate and informed citizenship, students can be empowered to engage meaningfully in political discourse.

Recommendations:

The following were recommended by the study:

- (1) Political ideology should be added in the curriculum of Agricultural Education.
- (2) Agricultural Education students to always be involved in community services.
- (3) Students should be encouraged to engage in online forums and discussions.
- (4) Students also should be involved in group presentations of current issues in the country.

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