EFFECTS OF TEACHERS' PERSONALITY ON THE MANAGEMENT OF SECONDARY SCHOOL FARMS IN ADAMAWA STATE, NIGERIA

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ABSTRACT

This study examined the effects of teachers' personality on the management of secondary school farms in Adamawa State, Nigeria. Two research questions and two hypotheses guided the study. Correlational survey research design was used for this study. The population of the study consisted of 240 agricultural science teachers and 1200 students. Random and stratified sampling techniques were used to obtain a sample size of 150 Agricultural science teachers and 300 students. Instrument that was used for data collection was Structured questionnaires. The reliability of the instrument was 0.94 and was determined using Cronbach Alpha formula. Data collected were analysed using Statistical Package of Social Science (SPSS) version 2010. Descriptive statistics of Mean and standard deviation were used to answer the research questions while inferential statistics of Pearson Product Moment Correlation (PPMC) was used to test the null hypotheses at 0.05 level of significance. The findings revealed that there is a significant positive correlation between the mean response of teachers and students on extroverted and introverted agricultural science teachers in the management of secondary school farm (r = 0.79, p = 0.00, N= 450). It further revealed that there is a significant positive correlation between the mean response of teachers and students on emotionally stable and unstable agricultural science teachers in the management of secondary school farms (r = 0.54, p = 0.00, N= 450). Based on the findings, it was concluded that teachers' personality played a strong role in the management of secondary school farms. It was therefore recommended that school administrators should organize workshop and seminars for teachers, Ministry of Education should employ professional guidance and counselling officers to enlighten them on the relationship of personality of teachers in the management of secondary school farms in Adamawa State, Nigeria.

Keywords: *Personality, Introvert, Extrovert, Emotional Stability, and Instability and Practical Agriculture*

Introduction

Retallick (2010) defined farm management as the organization, allocation and the utilization of the factors of production land, labour and capital through careful planning, organizing and controlling by the farmer to achieve maximum output in the farm. The effective allocation and utilization of these inputs require the application of the farm management principles and concepts by the agricultural science teacher in order to achieve the objectives of the school farm. Management of school farm involves planning, organizing and controlling the school farm.

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The principles of management include teamwork, motivation, delegation of responsibility, fairness to staff, division of labour and responsibility and orderliness.

The school farm can be defined as a selected area of land in the school premises where the students could be taught the art of farming and crop husbandry (Agbulu and Weaver, 2011). It is regarded as an industrial laboratory for agricultural science classes, where principles and theoretical aspect of agricultural science learnt in the classroom are demonstrated for students to practice so as to acquire manipulative skills. Agricultural science as a vocational subject lays emphasis on the acquisition of practical skills by the learners. Skills can only be acquired and imparted on the school farm for agricultural practices and demonstrations. Acquisition of vocational skills in agriculture is one of the focal points of Nigerian Educational policy, which makes agricultural science to be of relevance by providing students with practical experience in food production and natural resource management. Vocational education lays emphasis on skills acquisition and development. To develop practical skills in agriculture, the management and utilization of the school farm is imperative. This will provide the student with the basic knowledge and skills that will prepare student either to perform in an occupation or to make a career in the chosen subject (Federal Republic of Nigeria 2014). For the students to acquire the skills in agriculture opportunity has to be provided for them to practice the skills that they are taught in an environment that is relevant to the job skills learnt.

Organizing is defined as the process of establishing relationship among available resources so that their structure facilitates accomplishing of organizational objectives Mérida-López and Extremera, (2017). Agricultural science teachers should arrange and put the resources in place for operation towards achieving the set goals for the farm. The teacher should have the ability to lead well and assign responsibilities to the students.

It has been generally observed in most schools, that the school farm is not well developed and utilized to develop skills in students. Students record successes in agricultural science by studying agriculture theoretically, but without technical knowhow. This situation attributed to many problems. Teachers that do not utilize school farm facilities have many barriers which must be addressed (Shoulders and Myers, 2012). These barriers can be overcomed by increasing laboratory management skills, in undergraduate institutions curriculum; with the majority of the nation's agriculture and students learning in rural schools. Agricultural educators must provide instruction and support to help the teachers utilizer agricultural laboratories and school farms effectively (Shoulders and Myers, 2012).

The school farm plays a vital role for students who do not come from agricultural background. Shoulders and Myers (2012) stated that school farm has the ability to serve diverse group of students. The school farm is designed to increase active learning because principles taught in the classroom are applied in the school farm to

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gain practical experience. The driving forces for school farm is to encourage students participate in supervised agricultural experience and to provide the necessary facilities in practical agriculture.

Agricultural science teachers may face many challenges when planning and implementing practical agriculture on the school farm. However, it provides an effective way of experimental learning, connecting course content with the real life (Retallick 2010). In school farm management, planning involves the process of forecasting how the desired objective of the farm will be realized through careful selection of best alternative course of action. Planning is a future oriented activity and therefore implies scheduling and specifying to determine and accomplish stated objectives. The skill required by teachers to develop good farm plan include; making assumptions, forecasting, and collecting information, considering alternatives in planning process, choosing the best alternatives making flexible plan, setting standards for the farm, budgeting for the farm operation and making short and long term plan.

Personality influences the behaviour of teachers in diverse ways, such as interaction with students, method of teaching selected, learning experiences chosen. Teacher's personality that helps to create and maintain a classroom or learning environment in which the students feel comfortable and in which they are motivated to learn is said to have a desirable teaching personality (Buchanan *et al*., 2013). The essential task of the teachers is to provide a conducive learning environment so that the process of learning will be effective, supported, enhance and maintained. Every individual has characteristics, attributes of personality which influence both the manners in which he behaves towards others and the way in which they respond to him. Teachers with pervasive authoritarian characteristics are likely to reflect them in their relationship with students and the techniques he uses in his instructions. Agricultural science teachers show variability in the way they project themselves during the teaching and learning process. Some are sociable, easy going and accommodating, others appear to be aloof, domineering and temperamental. Some agricultural science teachers have also been noticed in this regard. It becomes so glaring that the way some persons react to social and administrative responsibilities could enhance or jeopardize effective implementation of practical agriculture and management of secondary school farms in Adamawa State.

Agricultural science is taught in secondary schools as a vocational subject. Vocational agriculture is an aspect of vocational education which emphasizes skills, knowledge and attitudes, required in all areas of agricultural production. One of the principles of vocational agriculture is learning by doing. Teaching of agriculture in secondary schools aims at ensuring that the learner is exposed to and taught the basic principles that are important in agricultural production. Practical classes are always organized to ensure that practical skills are imparted to students to enable them become self-reliant, resourceful and useful to the society. Ferguson, (2010),

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noted that many students from farming homes come to school with farming problems like weed control, which crops to grow, and what fertilizers to apply. When students are exposed to practical agriculture, students learn better. This is supported by the National Policy on Education (FRN 2014), which noted that the Nigerian schools should teach practical skills, knowledge and values which will help school leavers to solve real life problems. Leaners learn letter when they hear, see, feel or touch which is the principle of learning by doing.

Statement of the Problem

Desirable agricultural science teacher's personality traits such as being realistic, sociable, enterprising, innovative, investigative, artistic, ability to plan and execute lessons effectively, monitoring of students learning and behaviour can improve, influence or mar the effective implementation of practical agriculture in secondary school farms. Teachers often display some measure of individuality in the way they project themselves during teaching and learning by students. While some agricultural science teachers are innovative, realistic, sociable and enterprising, others appear to be passive, emotional, domineering and temperamental. It has been observed that the implementation of practical agriculture in secondary school farms are affected by the personality of agricultural science teachers. Some exhibit poor interaction with students, emotional, temperamental, experience discipline problems, unfocussed and domineering etc. These personality traits are detrimental to teaching and learning of agricultural science practical by students.

Teaching and learning of agriculture is beyond classroom activities alone, but also to provide students with the knowledge, skills and attitudes towards practice agriculture to develop their interest and to prepare them for trade on vacation. Nowadays, secondary schools in Adamawa State do not have specific areas designated for the implementation of practical agriculture. This can be attributed to either non and provision of space for this purpose or lack of improvisation by teachers of agriculture to manage the little available space in schools. This study was set out to determine the extent to which the relationship of personality traits of agricultural science teachers influence the implementation of practical agriculture in secondary school farm in Adamawa State.

Purpose of the Study

The main purpose of the study was to examine the relationship between personality of teachers on the management of secondary school farms in Adamawa State, Nigeria. Specifically, the study sought to:

i. Determine the relationship of extroversion and introversion of teachers in the management of secondary school farms.

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ii. Determine the relationship of emotional stability and instability of teachers in the management of secondary school farms.

Research Questions

The following research questions were raised and guided the study:

i. What is the relationship between extroversion and introversion of teachers in the management of secondary school farms?
ii. What is the relationship between emotional stability and instability of teachers in the management of secondary school farms?

Research Hypotheses

The following research hypotheses were raised and tested:

Ho_1. There is no significant relationship between the mean response of teachers and students on extroverted and introverted teachers in the management of secondary school farms in Adamawa State, Nigeria.

Ho_2. There is no significant relationship between the mean response of teachers and students on emotionally stable and instable teachers in the management of secondary school farms in Adamawa State, Nigeria

Methodology

Descriptive and correlational survey research design was used for the study because the researcher was seeking for the opinion of the respondents. The area of the study was Adamawa State. The sample size of the study comprises of 150 teachers and 300 students of agricultural science drawn from each of the five educational zones in the state. Taro Yamane (1967) sample formula was used to draw the sample size, the instrument that was used for data collection was structured questionnaires. Reliability of instrument was determined using Cronbach Alpha Coefficient analysis and reliability coefficient of 0.94 was obtained. The data analysis was done using the statistical package for social sciences (SPSS) version 2010. Mean and standard deviation were used to answer the research questions, while Pearson's Product Moment Correlation was used to test the null hypothesis. For the decision rule, the rating scale has five levels namely; Very High Effect (VHE), High Effect (HE), Moderate Effect (ME), Low Effect (LE) and Very Low Effect (VLE). For decision rule, any item that has a mean value of 3.5 and above was considered high effect and those that had mean ratings below 3.5 was considered low

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effect. In Pearson's Product Moment Correlation, if the P value is smaller than the significance level (α 0.05) we reject the null hypothesis which indicates that there is a significant linear relationship between x and y because the correlation coefficient is significantly different from zero.

Results

Research Question 1

What is the relationship between extroversion and introversion of teachers in the management of secondary school farms in Adamawa State, Nigeria?

The answer to this research question is presented on Table 1 and 2.

Table 1: Mean of the Responses on the relationship of Extroverted Teachers in the Management of Secondary School Farms

		$n_T = 150$		$n_S = 300$		$n = 450$	
S/N	**Extroverted Teachers**	$\bar{x}_T$	SD_T	$\bar{x}_S$	SD_S	$\bar{x}_G$	**Remark**
1.	Extroverted agricultural science teachers encourage their students to own a farm.	4.80	0.75	4.63	1.13	4.68	High Effect
2.	Extroverted agricultural science teachers are friendly in the management of secondary school farm.	4.63	0.48	4.60	0.80	4.61	High Effect
3.	Extroverted teachers positively influence the management of secondary school farms.	3.68	0.95	3.64	1.23	3.65	High Effect
4.	Extroverted teachers motivate students to manage secondary school farms.	4.60	0.80	4.53	1.09	4.55	High Effect
5.	Extroverted teachers are energetic and active towards the management of secondary school farms.	4.39	0.96	4.25	0.43	4.30	High Effect
	Cluster Mean					**4.36**	**High Effect**

N_T = Number of Teachers, N_S = Number of Students, $\bar{x}_T$ = Mean of Teachers, $\bar{x}_s$ = Mean of Students, SD_T = Standard Deviation of Teachers, SD_s = Standard Deviation of Students

In Table 1, the respondents indicated a high effect on item 1 that extroverted agricultural science teachers encourage their students to own a farm with a mean response of 4.68. A mean response of 4.61 in item 2 also indicated that extroverted agricultural science teachers are friendly in the management of secondary school farms. Furthermore, in item 3, extroverted teachers positively influence the management of secondary school farms with a mean response of 3.65, while item 4 with the mean response of 4.55 indicated that extroverted teachers motivate students to manage secondary school farms. The respondent asserted in item 5 that extroverted

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teachers are energetic and active towards the management of secondary school farms with a mean response of 4.30. With the grand mean of 4.36, the respondents agreed that extroverted teachers has high effects in the management of secondary school farms in Adamawa State, Nigeria.

Table 2: Mean of the Responses on the Relationship of Introverted Agricultural Science Teachers in the Management of Secondary School Farms.

		$n_T = 150$		$n_S = 300$		$n = 450$	
S/N	**Introverted agricultural science teachers**	$\bar{x}_T$	SD_T	$\bar{x}_S$	SD_S	$\bar{x}_G$	**Remark**
6	Introverted agricultural science teachers are not timid in the management of secondary school farms.	3.43	0.25	3.44	0.48	3.45	Low Effect
7	Introverted agricultural science teachers' helps in management of secondary school farms.	1.72	1.20	2.67	1.45	2.37	Low Effect
8	Introverted agricultural science teachers positively influence the management of secondary school farms.	2.63	1.18	2.61	1.86	2.62	Low Effect
9	Introverted agricultural science teachers helps to motivate their students in the management of secondary school farms.	4.73	0.45	1.69	0.75	2.70	Low Effect
10	Introverted agricultural science teachers encourage their students in the management of secondary school farms.	3.44	0.94	3.52	1.93	3.46	Low Effect
	Cluster Mean					**3.40**	**Low Effect**

In Table 2, the respondents indicated a low effect on item 6 with a mean response of 3.45 that introverted agricultural science teachers are not timid in the management secondary school farms. The mean response of 2.37 was obtained in item 7. The respondents indicated that introverted agricultural science teachers helps in promoting the management of secondary school farms. However, the respondents disagreed with item 8 with a mean response of 2.62 that introverted agricultural science teachers positively influence the management of secondary school farms. Furthermore, a mean response of 2.70 in item 9 indicated that the respondents disagreed that introverted agricultural science teachers motivate their students in the management of secondary school farms. The respondents also disagreed with item 10 that introverted agricultural science teachers encourage their students in the management of secondary school farms. With the grand mean of 3.40, the respondents indicated that introverted agricultural science teachers has low effects on the management of secondary school farms.in Adamawa State, Nigeria.

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Research Question 2

What is the relationship between Emotional Stability and Instability of teachers in the management of secondary school farms in Adamawa State, Nigeria?

The answers to research question two is presented in table 3 and 4

Table 3: Mean of the Responses on the relationship of Emotional Stability of Teachers in the in Management of Secondary School Farms

		$n_T = 150$		$n_S = 300$		$n = 450$	
S/N	**Emotional Stability of Teachers**	$\bar{x}_T$	SD_T	$\bar{x}_S$	SD_S	$\bar{x}_G$	**Remark**
11.	Emotionally stable teachers are not hostile in the management of secondary school farms.	4.87	0.50	4.60	0.80	4.69	High Effect
12.	Emotionally stable teachers are bold and positively influence the management of secondary school farms.	4.07	0.25	4.35	1.31	4.26	High Effect
13.	Emotionally stable teachers are dominant in the management of secondary school farms.	4.13	1.15	1.90	1.22	2.64	Low Effect
14.	Emotionally stable teachers play a tremendous role in the management of secondary school farms.	4.73	1.00	4.49	1.03	4.57	High Effect
15.	Emotionally stable teachers motivate students in the management of secondary school farms.	4.80	0.75	4.64	0.98	4.69	High Effect
	Cluster Mean					**4.48**	**High Effect**

In Table 3, the respondents agreed with item 11 with a mean response of 4.69 that emotionally stable teachers are not hostile in the management of secondary school farms. The mean response of 4.26 in item 12 also indicated that emotionally stable teachers are bold .and positively influence the management of secondary school farms. Furthermore, the respondents disagreed with item 13 that emotionally stable teachers are dominant in the management of secondary school farms which was indicated by the mean response of 2.64. Item 14 with the mean response of 4.57 indicated that emotionally stable teachers play a tremendous role in school farm planning and control. The respondent asserted in item 15 that emotionally stable teachers motivate students to manage secondary school farms. With the grand mean of 4.48, the respondents agreed that emotional stability of teachers has high effects in the management of secondary school farms in Adamawa State, Nigeria.

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Table 4: Mean of the Responses on the Relationship of Emotional Instability of Teachers in the Management of Secondary School Farms

		$n_T = 150$		$n_S = 300$		$n = 450$	
S/N	**Emotional Instability of Teachers**	$\bar{x}_T$	SD_T	$\bar{x}_S$	SD_S	$\bar{x}_G$	**Remark**
16	Emotionally unstable teachers are reserved in the management of secondary school farms.	3.44	0.30	3.46	0.52	4.92	Low Effect
17	Emotionally unstable teachers are not bold and negatively influence the management of secondary school farms.	3.45	1.39	3.34	1.49	3.33	Low Effect
18	Emotionally unstable teachers are normally shy in the management of secondary school farms.	4.43	1.33	4.40	1.20	4.41	High Effect
19	Emotionally unstable teachers play a significant role in school farm planning and control.	2.13	0.50	2.18	0.55	2.13	Low Effect
20	Emotionally unstable teachers do not help to motivate their students in the management of secondary school farms.	2.16	0.25	2.17	0.70	2.16	Low Effect
	Cluster Mean					**3.15**	**Low Effect**

In Table 4, the respondents disagreed with item 16 with a mean response of 3.42 that emotionally unstable teachers are reserved in the management of secondary school farms. The mean response of 3.33 in item 17 also indicated that emotionally unstable teachers are not bold and negatively influence the management of secondary school farms. Furthermore, item 18 showed that emotionally unstable teachers are normally shy in the management of secondary school farms with a mean response of 4.41. However, the respondents disagreed with item 19 which has the mean response of 2.13 that emotionally unstable teachers play a significant role in school farm planning and control. The respondents asserted in item 20 that emotionally unstable teachers do not help to motivate their students in the management of secondary school farms with a mean response of 2.26. With the grand mean of 3.15, the respondents indicated that emotional instability of teachers' has low effects in the management of secondary school farms in Adamawa State, Nigeria.

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Hypothesis 1:

There is no significant relationship between the mean response of teachers and students on extroverted and introverted agricultural science teachers in the management of secondary school farms. in Adamawa State, Nigeria.

Table 5: Presents the Pearson's Product Moment Correlation (PPMC) for extroverted and introverted agricultural science teachers.

Table 5: Pearson's Product Moment Correlation (PPMC) for the Test of the Relationship between the Mean Responses of Teachers and Students on Extroverted and Introverted Agricultural Science Teachers.

Group	N	$\bar{x}$	SD	r	P-Value
Teacher	150	4.69	0.73		
				0.79	0.00
Students	300	4.69	0.91		

Correlation is significant at the 0.01 level (2-tailed).

Table 5 shows the result of the mean responses of teachers and students on extroverted and introverted agricultural science teachers in the management of secondary school farms in Adamawa State, Nigeria. The teacher's responses had a mean of 4.69 with a standard deviation of 0.73 and the students had 4.69 mean response and 0.91 standard deviation. Pearson Product Moment Correlation (r) is 0.79. The result of the analysis in Table 5 shows that there is a high positive correlation between teachers and students mean responses ($r = 0.79$, $p = 0.00$, $n= 450$). Therefore, the null hypothesis (HO_1) is rejected. Hence, there is a significant relationship between the mean response of teachers and students on extroverted and introverted agricultural science teachers in the management of secondary school farms in Adamawa State, Nigeria.

Hypothesis 2:

There is no significant relationship between the mean response of teachers and students on emotionally stable and unstable agricultural science teachers in the management of secondary school farms in Adamawa State, Nigeria.

Table 6: presents the Presents the Pearson's Product Moment Correlation (PPMC) for emotionally stable and unstable agricultural science teachers

Table 6: Pearson's Product Moment Correlation (PPMC) for the Test of the Relationship between the Mean Responses of Teachers and Students on Emotionally Stable and Unstable Agricultural Science Teachers in Adamawa State.

Group	N	$\bar{x}$	SD	r	P-Value
Teacher	150	4.92	0.46		
				0.54	0.00
Students	300	4.08	0.59		

Correlation is significant at the 0.01 level (2-tailed).

Table 6 shows the mean responses of teachers and students on emotionally stable and unstable agricultural science teachers in the management of secondary school farms in Adamawa State, Nigeria. The teacher's responses had a mean of 4.92 with a standard deviation of 0.46 and the students had 4.08 mean response and 0.59 standard deviation. Pearson Product Moment Correlation (r) is 0.54. The result of the analysis in Table 6 shows that there is a high positive correlation between teachers and students mean responses ($r = 0.54$, $p = 0.00$, $n= 450$). Therefore, the null hypothesis (HO_2) is rejected. Hence, there is a positive significant relationship between the mean response of teachers and students on emotionally stable and unstable agricultural science teachers in the management of secondary school farms in Adamawa State, Nigeria.

Discussions

The findings of the study with regard to research question one revealed that extroverted agricultural science teachers positively influence students to own a farm, exhibit friendliness, motivate students and are energetic in the management of secondary school farms. Extroverted agricultural science teachers have a high effect towards the management of secondary school farms in Adamawa State Nigeria. The findings are in agreement with a study conducted in Nigeria by Adewale, *et al*., (2018) who highlighted the significant effects of extroverted agricultural science teachers on students' engagement in agricultural activities. This finding is in line with the work of Ajayi and Ojo (2017), who emphasized the role of teacher personality traits in influencing students' career choices, such as owning a farm in the agricultural sector. The broader implications of these findings are exemplified in Adamawa State, where the extroverted agricultural science teachers not only foster enthusiasm for learning but also contribute to improved farm management practices, as underscored by Ahmed and Musa (2017).

The findings of the study further reveals that introverted agricultural science teachers appear timid, struggle to explain concepts for promoting practical agriculture learning, and lack positive influence in the management of secondary school farms. They are seen as incapable of motivating students and has a low effect

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on practical agriculture in schools. Introverted agricultural science teachers in Nigeria, particularly in Adamawa State, exhibit pronounced timidity and struggle when attempting to elucidate critical concepts essential for fostering practical agricultural education. This deficiency in effective communication and pedagogical skills, as documented by various studies (Ajayi & Ojo, 2017; Akinsola & Tijani, 2019), impedes their capacity to inspire and motivate students toward active engagement in practical agricultural learning.

The findings of the study with regard to research question two reveals that emotionally stable teachers are perceived as non-hostile, bold and positive influencers, and not dominant in practical agriculture. They play a significant role in school farm planning and control and effectively motivate students, leading to a high relationship in Adamawa State. In the context of this study, the significance of emotionally stable teachers cannot be over emphasized. Emotionally stable teachers are shown to be less dominant in their approach, not hostile, are bold and have a notable relationship in the management of secondary school farms. This notion is supported by the work of Adeyemo and Adeyemo, (2017), who emphasized the role of teacher behaviour in shaping student attitudes and performance. Furthermore, the presence of emotionally stable teachers greatly enhances school farm planning and control, as highlighted in the research by Akinbode, *et al.,* (2019), thereby ensuring effective management of agricultural resources.

The findings of the study with regard to research question four reveals that emotionally unstable teachers are reserved and lack boldness in management of secondary school farms. They have low effects in the management of secondary school farms and have less significant role in farm planning and control. They hardly motivate their students, resulting in a moderate relationship in Adamawa State. This aligns with studies conducted by Adebayo and Adetiloye (2017), who explored teacher emotional intelligence and its relationship on educational outcomes. The significance of emotionally stable teachers in enhancing agricultural education is underscored by the findings of Ogunniyi and Adeyemi (2020) regarding teacher-student dynamics and their influence on learning experiences.

The findings in respect of hypothesis one reveals a significant positive correlation between the mean responses of teachers and students on extroverted and introverted agricultural science teachers in the management of secondary school farms. This finding underscores the potential for diverse teaching styles to positively impact agricultural education outcomes in this region. This aligns with prior studies conducted in Nigeria, which emphasize the significance of teacher-student dynamics in shaping learning experiences (Akpan & Obot, 2017; Oyekan, 2019). Moreover, the outcomes resonate with broader global research on the impact of teacher personality traits on student engagement and academic achievement (Ashton and Lee, 2017; Poropat, 2019). However, caution is advised in overgeneralizing the findings due to potential cultural nuances in teacher-

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student interactions within Nigeria (Adeyemi & Adu, 2020). Further investigation could provide deeper insights into the specific mechanisms underlying this relationship within the context of agricultural education.

The findings in respect of hypothesis two reveals that there is a significant positive correlation between the mean response of teachers and students on emotionally stable and unstable agricultural science teachers in the management of secondary school farms in Adamawa State, Nigeria. The finding is in agreement with the study conducted in Nigeria by Adekunle and Ojo (2018) who examined the correlation between teachers' and students' perceptions of emotionally stable and unstable agricultural science teachers and their influence on the execution of practical activities and management of secondary school farms in Adamawa State. The findings of this research revealed a noteworthy and favourable association between the averaged responses of both teachers and students.

Conclusion

In conclusion, the findings of the study shed light on the crucial role of teacher personality traits in shaping the learning experience of agricultural science students in Adamawa State. Personality of teachers has an important and significant effect on practical skill acquisition of students in practical agriculture and management of school farms. Teachers should cultivate and maintain personality traits that will earn them respect from students and their colleagues. Personality traits of agricultural science teachers such as extroversion and introversion, emotional stability and instability of teachers significantly influence and is related to the management of secondary school farms in Adamawa State, Nigeria. This will require the state holders to be observant and interested in the personality trait, methods and approaches possessed by teachers. It is therefore pertinent for agriculture science teachers to keep abreast with modern teaching approaches and possess desirable personality traits to function effectively towards the management of secondary school farms**.**

Recommendations

Based on the findings of this study in Adamawa State, Nigeria, the following recommendations were made to enhance the management of secondary school farms in Adamawa State Nigeria:

1. Ministry of Education should employ professional guidance and counselling officer in all schools to help build introverted teacher’s confidence, motivate and encourage them towards practical agriculture.
2. School administrators should organise workshops and seminars to enlighten the teachers on the influence of personality of teachers in the management of secondary school farms.
3. Government should prioritize recruiting and retaining of agricultural science teachers due to their positive influence on students' motivation thereby fostering a more engaging and interactive learning environment.

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4. Government should make efforts to support and motivate emotionally stable teachers, as they contribute significantly to positive classroom environments, effective and successful farm planning and control.

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