

Impacts of Computer Assisted Instruction and Gender on High-Flyers Pre-Service Teachers' Attitude towards Agricultural Economics in Southwest Nigeria

Authors : Alice Morenike Olagunju, Olufemi A. Fakolade, Abiodun Ezekiel Adesina, Olufemi Akinloye Bolaji, Oriyomi Rabi

Abstract : The use of computer-assisted instruction(CAI) has been suggested as a way out of the problem of Colleges of Education (CoE) in Southwest, Nigeria persistent high failure rate in and negative attitude towards Agricultural Economics (AE).The impacts of this are yet unascertained on high-flyers. This study, therefore, determined the impacts of CAI on high-flyers pre-service teachers' attitude towards AE concepts in Southwest, Nigeria. The study adopted pretest-posttest, control group, quasi-experimental design. Six CoE with e-library facilities were purposively selected. Forty-nine 200 level Agricultural education students offering introduction to AE course across the six CoE were participants. The participants were assigned to two groups (CAI, 22 and control, 27). Treatment lasted eight weeks. The AE Attitude Scale($r=0.80$), Instructional guides and Teacher Performance Assessment Sheets were used for data collection. Data were analysed using t-test. The participants were 62.8% male with mean age of 22 years. Treatment had significant effects on high-flyers pre-service teachers' attitude ($t = 17.44$; $df = 47$, $p < .5$). Participants in CAI ($=71.03$) had higher post attitude mean score compared to those in control ($= 64.92$) groups. Gender had no significant effect on attitude ($t= 3.06$; $df= 47$, $p > .5$). The computer assisted instructional mode enhanced students' attitude towards Agricultural Economics concepts. Therefore, CAI should be adopted for improved attitude towards agricultural economics concepts among high-flyers pre-service teachers.

Keywords : attitude towards agricultural economics concepts, colleges of education in southwest Nigeria, computer-assisted instruction, high-flyers pre-service teachers

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