

**Reducing Teachers Instructional Difficulties in Identified
Content Area of Agricultural Science Syllabus of Senior
Secondary School for Better Understanding in Nigeria**

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KEYWORD Reactions in the soil; phobia; production; genetics; syllabus

ABSTRACT The study examined some areas of the Senior Secondary School Certificate syllabus which teachers find difficult to teach and students find difficult to understand. One hundred teachers and one hundred and fifty students constituted the sample of the study while all the teachers and students in the North Senatorial District of Delta State served as the population. A 28 item questionnaire served as instrument for collecting data while mean and t-test were employed in the analysis of data. Findings include that there is no significant difference between the areas teachers find difficult to teach and areas students find difficult to understand, that sex of the teachers have no significant effect in teaching the identified content areas of the syllabus and that level of qualification affects the ability to teach the identified areas. Recommendations amongst others include the employment of qualified teachers in the basic sciences of Biology, Chemistry and Geography; the reduction of teaching load of Agricultural Science teachers and sponsorship of Agricultural Science teachers to seminars, workshops and in-service training.