

## Research Article

## Roles of Parents and Teachers in Student Subject Selection in Agriculture: A Case Study of Secondary Schools in Kisii and Nyamira Counties

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**Abstract:** Agriculture is an important sector of Kenya's economy. It's viewed as a measure of attaining food security, employment industrialization among others. Hence efficient agricultural production can be used as a means of propelling economic development to greater heights. The objective of this study was to evaluate the role of parents and teachers in students' choices of agriculture subjects in Kisii and Nyamira Counties. The study employed a descriptive design. The sampling frame for this study was principals, teachers and all agriculture students and the sample size was 375 respondents. The study adopted both quantitative and qualitative data where the quantitative data was cleaned, coded and keyed in into Statistical Packages for Social Scientists (SPSS Version 20) software and analyzed using descriptive statistics and inferential statistics. The findings showed that most of the respondents had an age bracket of 15-18 years which translate to 69.6% followed by students with age of 19 years and above which translate to 24.0% and those in age below 14 years were represented by 5.3%. The findings further revealed that, most students choose agriculture since they consider it a booster as compared to other technical subjects. The findings further showed that, parents/teachers that influenced students on subject selection which was represented by 23.1%, student subject performance in agriculture which was presented by 74.4% play a critical role on the choice of the subject while the school policy at 2.6% where students ought to do a certain subjects regardless other factors such as, what student feel about the subject, what the parents/teachers feel about the students' capability to do the subject or how the students perform in agriculture which either comes as an added advantage to the students or as burden to the students. Based on the findings, the following recommendations were reached: Students to have a positive attitude towards agriculture subjects. They are also required to consider their academic goals, and interests, while choosing subjects. Teachers need to adapt their subjects to better meet the objectives to their students.

**Keywords:** economy, employment, SPSS Version 20, statistics and inferential statistics.

### INTRODUCTION

There has been serious concern among the professionals and leaders that in future they might lack qualified agricultural professions. Decline in students' enrollment in agriculture is worrying and this is attributed to negative perceptions in agriculture subject among secondary high school students. Majority of them are unaware of many of career opportunities that come along with agriculture and instead they equate agriculture with farming alone (Opare *et al.* 2004). A study conducted by Frazee *et al.* (2011), reached the similar conclusion that students perceive agricultural career as ranching and farming only these is because many students are not exposed to agricultural farming as a way of life (Esters & Bowen, 2004).

Some parents and guardians make decision for their children on the courses or subjects they want pursue both at secondary schools and in college level. Research has shown that the low interest of students in agriculture should left to the decision makers and the educational stakeholders in the industry to sensitize and use research findings to get more students interested in taking Agriculture at secondary school and the tertiary level colleges. Agricultural Education in tertiary colleges attracts very fewer students than other areas of study due to the apathetic perceptions towards agriculture; attitudes towards of Agriculture is considered as a less profitable profession and less prestigious career to some parents/ or guardians from

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both rural and urban areas thus discourages their children from taking Agriculture as a career choice since the subject is considered non-profitable as most of the rural farmers lives in absolute poverty (Gibbs (2005).

Parents/ or guardians and teachers play a crucial role in career advisory to their children and students. Their influence on students' career choice is so significant particularly in Africa. According to Okeke (2000), parents and teachers have significant influence on students' subject selection. To encourage more learners into science subject, then students require rich opportunities to get to know more about the numerous ways sciences subject can be used in many interesting careers, majority of the learners have not been assisted by their parents/guardians or teachers when making decision on their career subject choices. In addition, the school son their part have significant role to perform in influencing students' choice of subjects especially in African counties by supporting careers and subjects decision making. This will go a long way to motivates learners' choice of science subjects. Furthermore, students require more information concerning the content and structure of the science subjects they want to pursue and will help to influence their subject choice.

According to Malgwi *et al.*(2005), parents or guardian are more likely to influence their children's decisions in subject selection than teachers who use guidance and counseling. Students are more likely to take in subjects if they discuss with their parents or guardians first, this signify that parents do have an influence on their children's decisions on career subjects (Tenenbaum, 2008). Most parents and guardians judge new teachers 'competency by looking at the final grades their children score (Smith *et al.*, 2006). Parents will therefore motivate their children to pursue a variety of subjects where they feel they can excel. In most cases, fathers are more likely to discourage their children from pursuing certain difficult subjects, especially their female child (Tenenbaum, 2008).

Teachers in the secondary schools are required to offer guidance to their students on subject selection, however, research has shown that teachers are not as influential as parents/ or guardians or peers in a learner's choice of subjects or courses they want to pursue (Malgwi *et al.*, 2005). Consequently, some teachers do have more effects over a learner's decision on subject selection than guidance counselors (Malgwi *et al.*, 2005). Either way, guidance counselors and teachers are not likely to demoralize students from enrolling in some subjects, but to motivate the enrollment in other subjects (Anderson *et al.*, 2008).

## MATERIALS AND METHODS

### Study Area

#### 3.1. Location of the Study

The study areas covered two counties Kisii and Nyamira. Kisii county is located on Latitude 0<sup>0</sup> 41' 0N and Longitude 34<sup>0</sup> 46' 0 E to the South of Lake Victoria.

#### Research Design

This study employed descriptive survey design. According to Doyle (2004), a descriptive study refers to a body of techniques for collecting data from individuals to a set of prepared questions. Surveys are important in research and have been found to be useful in describing a population under study in an attempt to explain why the situation is in the way it is (Kothari, 2004). This survey then was taken appropriate design to be used in this study. A survey was employed to assess the influence of the student's perception towards farming on the choice of agriculture as a learning subject in secondary school in Kisii and Nyamira Counties with a view of providing necessary information regarding the set objectives.

#### Target Population

A population is a complete set of individuals, cases, events or objects with some similar observable characteristics (Mugenda & Mugenda, 1999). The target population in this case will include one (1) school principals, two (2) subject teachers from each school and twenty (20) students from each selected national, extra county, county and private schools in Kisii and Nyamira counties as shown in Table 1.

**Table 1: Target population statistics**

Category of schools	Selected schools	School principals	Subject teachers	Students
National schools	4	4	8	40
Extra county schools	14	14	28	280
County schools	14	14	28	280
Private schools	8	8	16	160
<b>TOTALS</b>	<b>40</b>	<b>40</b>	<b>80</b>	<b>760</b>

#### Sample Size and Sampling Techniques

Stratified random sampling was adopted since the three categories of the respondents (the principals, subject teachers and the students) selected from four categories of schools were relatively heterogeneous. The three categories of respondents represent three

strata. Within each stratum, the respondents were required to be homogenous. In addition, simple random sampling and purposive sampling techniques were conducted amongst the respondents drawn from each stratum. It is alleged that stratified random sampling return less error than using simple random sampling

alone (Ndunda, Ngahu & Wanyoike, 2015), this further justified its applicability in this study.

Simple random sampling was therefore used to sample the students being interviewed while the school principals and subject teachers were purposively

selected from each stratum on the basis of who meets the purpose of the study at its best. The study applied fisher formulae to yield a representative sample size (Mugenda & Mugenda, 2003). The formula is as shown in equation 1.

$$n = \frac{Z^2 pq}{\ell^2} \dots\dots\dots \text{Equation 1}$$

**Where:**

- n = the desired sample size.
- Z = the standard normal deviation at the required confidence level normally set at 1.96
- p = the proportion in the target population estimated to have characteristics being Studied and 50% will be used in this study).
- q = Estimated proportion in the target population that does not have characteristics being studied being studied.
- ℓ = Margin of error or level of precision usually expressed in decimal, in this case 5% will be used (standard value of 0.05).

By substituting in the variables in equation 1 above, it gives the sample population of 384 respondents as shown below

$$n = \frac{1.96^2 \times 0.5 \times 0.5}{0.05^2}$$

$$n = \frac{3.84 \times 0.25}{0.0025}$$

$$n = \frac{3.84 \times 0.25}{0.0025}$$

$$n = \frac{0.9604}{0.0025}$$

$$n = 384 \text{ Respondents}$$

Since the target population (880) is less than 10,000, a modified fisher model shown in equation 2 below was applied to estimate the minimum sample size required (Mugenda & Mugenda, 1999).

$$n_f = \frac{n}{1 + \frac{n-1}{N}} \dots\dots\dots \text{Equation 2} \quad \text{Where:}$$

- $n_f$  = the desired sample size when the target population is less than 10,000
- n = the desired sample size when the target population is more than 10,000
- N = the estimation of the population size

By substituting in the variables in equation 2 above is as shown below:

$$n_f = \frac{384}{1 + \frac{384-1}{760}}$$

$$n_f = \frac{384}{1 + \frac{383}{760}}$$

$$n_f = \frac{384}{1 + 0.504}$$

$$n_f = \frac{384}{1.504}$$

$$n_f = 255 \text{ Student respondents}$$

Since the 40 school principals and 80 subject teachers will be purposively selected making a total of 120 respondents, the required sample size therefore will be 255 Student respondents plus 120 that gives a minimum sample size of 375 respondents for this study.

**Data Collection Procedures**

The study applied non-probability sampling design to select the respondents for this study, where the respondents were selected deliberately. The selection of the schools across the two counties particularly where the student respondents was drawn from were purely apply probability where pieces of paper were cut, written names of all the schools, the piece of papers were then rub-folded put in a container, shaken and poured on a table; one piece after another was handpicked with eyes closed to select the anticipated number of the schools to draw respondents from. The name of the school was then identified.

**Data Collection Instruments**

Structured questionnaire with both open and closed ended questions were developed and also interview schedules for the principals and subject teachers. The five-point Likert scale designed in a manner that it captures all the variables being investigated were administered to the respondents to collect primary data while secondary data was obtained from published reports, journals and unpublished documents.

**Validity of the Research Instrument**

Content Valid Index (CVI) was used to determine the validity of the research instrument. According to (Kothari, 2004), Content Valid Index is a scale designed to compute or rate the relevancy of items contained in the instrument or questionnaire by checking their clarity, their meaningfulness in line with all objectives stated dividing by the total number of items. The validity was described as follows:

$$CVI = \frac{\text{Relevant Items}}{\text{Total Number of Items}}$$

The threshold of the Content Valid Index was taken to be 0.7, below which the research instrument was considered invalid. For the present study CVI was found to be 0.87 which validated the research instrument. The validity was also tested through expert assistance at the faculty, supervisors and even sharing with peers where their comments and suggestions were used to improve the instrument.

**Reliability of Research Instrument**

According to Kothari (2004), reliability is described as a measure of the degree to which research instruments produce consistent results or data after several trials. Mugenda & Mugenda, (2003) argue that, an instrument is consistent when it produces the expected outcomes. The research instrument was subjected to pre-test using test-retest method and their

responses scored. After sometimes the same instruments was administered to the same respondents and their responses scored again. By using Pearson Product Moment Correlation, a coefficient of correlation factor was calculated at 95% confidence level to determine the similarity between the first and second scores. Where, a coefficient factor of 0.7 was considered the threshold of the reliability co-efficient of this study below which the instrument would be considered invalid (Frankel & Wallen, 2000).

**Data Types and Source**

Both qualitative and quantitative data were collected from both primary and secondary data sources. The primary data sources were those responses from the research respondents. Type of data included: Demographical data, learners’ perceptions on the value of the subject, the subject teacher on choice of subject, gender attitudes on choice of subject, parents/guardians and teachers on choice of subject, student’s environment, family expectations and farming background whereas secondary data sources will include: Reports, published and unpublished documents.

**Data Analysis and Presentation**

Data from the field were edited, coded and entered into statistical package for social sciences (SPSS) software version 22. Data were cleaned in order to remove any anomalies and the missing values. Descriptive and inferential statistics were used. Descriptive statistics involved frequencies and percentages while inferential statistics made use of ANOVA and linear regression analysis to determine the relationship between independent and dependent variables.

**RESULTS AND DISCUSSION**

**Demographic Information**

The demographic information of this study comprised of: gender, age of the respondents and the Status of the school.

**Respondent’s Gender**

Out of the returned questionnaires, 263 were completed by males which translated to (57.3%) while 112 represented by (42.7%) were completed by female Figure 1

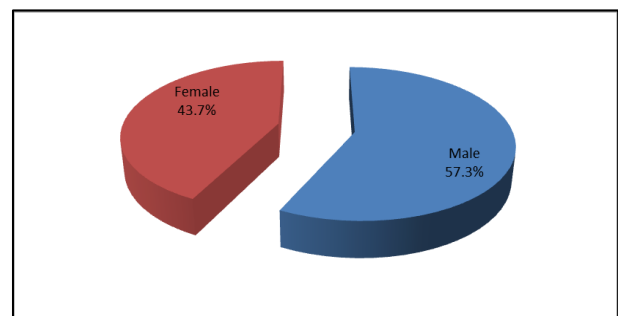


Figure 1: Distribution of Respondents by gender

### Respondent's Age

The age of learners was sought to show if there was any significant relationship between the age of students and how it might have influenced the students' perception towards farming on the choice of agriculture as a learning subject in secondary. The findings showed that most of the respondents had an age bracket of 15-18 years which translate to 69.6% followed by students with age of 19 years and above which translate to 24.0% and those in age below 14 years were represented by 5.3% (Figure 2). Previous researchers suggests a strong investments in early childhoods, both because the critical age for knowledge acquisition occur early at tender age in life, but also because the foundation for successful learning early in life is the successful learning later in life (Meghir & Palme, 2005). In addition, Heckman (2006) argued that studies of human capital formation indicate that the quality of the early childhood environment is a strong predictor of adult productivity, and that early enrichment for disadvantaged children increases the probability of later economic success.

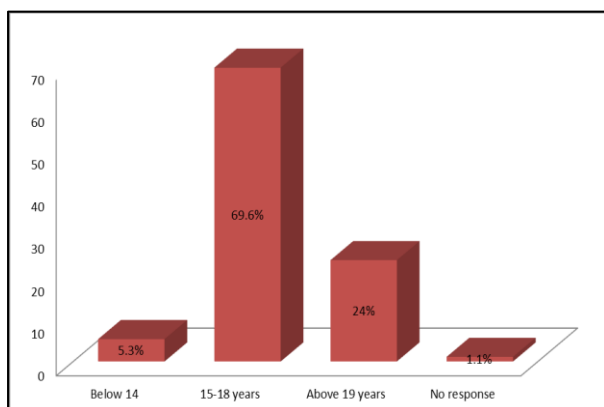


Figure 2: Distribution of age of the respondent

### Status of the school

The findings revealed that, the bulky of the respondents came from the boys' school represented by 47.7% followed by mixed school (Boy and Girls) at 32.0% whereas girls came third at 18.4% and 1.9% did not respond (Table 2)

Table 2: Status of the school frequency table

Status of the school	Frequency	Percent (%)
Boys schools	179	47.7
Girls' schools	69	18.4
Boys and Girls	120	32.0
No response	7	1.9
<b>Total</b>	<b>375</b>	<b>100.0</b>

### Learner's perception on the value of agriculture as subject compared to other technical subjects or applied sciences.

Most students choose agriculture since they consider it a booster as compared to other technical subjects. However when it comes to gender wise there was more male students selecting agriculture subjects

compared to female counterparts at 55.5% and 24.3% respectively. followed by business studies at 9.6% male and 0.5% female while those preferred geography stood at 1.6% male and 1.1% female whereas the selection in computer and home science was at 0.5% male and 0.3% female and 0.3% male and 0.5% female respectively Table 3. The findings concurs with the study conducted by Kabugi, S. W. (2013 that, in general the conclusion that can be drawn from this findings was that majority of the learners who undertake Agriculture as subject were male than female counterparts. The findings is backed by Ngesa (2006) that while agriculture as an elective subject at the secondary educational level in Kenya many public and private school teach the subject regardless the status of the school. The finding thus is true reflection of the necessity of agriculture in the school's curriculum and the society at large.

Table 3: Subject chosen frequency table

Subject chosen in form three	Gender of the respondents			
	Male		Female	
	Frequency	%	Frequency	%
Computer	3	0.5	0	0.3
Home science	1	0.3	2	0.5
Agriculture	208	55.5	91	24.3
Business study	36	9.6	2	0.5
Geography	6	1.6	4	1.1
No response	22	5.9	0	0
<b>Total</b>	<b>276</b>	<b>73.3</b>	<b>99</b>	<b>26.7</b>

### Reasons for not choosing agriculture as subject

The respondents were asked to indicate why they prefer certain subjects other than agriculture and this was how they responded according to description were given. On whether there were no teachers to teach the subject, about 22.1% of the respondents were in strongly disagreed with the statement, whereas 15.5% of the respondents completely disagreed and the respondents with complete agreement to the statement were 5.9% and about 1.3% of the respondents neither agreed nor disagreed to the statement. in terms of whether there were other options like business studies, computer and home science, about 26.4% were in agreement that other subjects are equally easy and can give them practical aspects like home science on the other hand 10.4% disagreed with the statement. On issue concerning availability of textbooks for agriculture in school, majority of the students (37.6%) indicated that since it was the responsibility of the students to buy his/her books it does not hinder one from selecting agriculture whereas about 5.6% of the respondents indicated that yes availability of text book pray critical role on choice of the subjects one want to do. Other item such as, whether agriculture involves a lot of farming, is a difficult subject, whether the subject content is too wide to cover, No agriculture teaching resources like tools and equipment, it pay poorly, student taking agriculture have no career future and finally whether parents don't want their children to work in agriculture related careers all these does not



affect the subject selection Table 5. The finding were in consistency with that of Mwiria (2005) who found out that time set aside for agriculture subject in most schools in Kisii and Nyamira counties is hardly enough

for effective learning and teaching of both practical and theory lessons as the subject teachers of agriculture pointed out that syllabus is too wide.

**Table 4: Reasons for not choosing agriculture**

Factors	Level of Agreement (%)				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
There are no teachers to teach the subject	22.1	15.5	1.3	2.9	2.4
There are other options like business studies, computer and home science	7.5	2.9	8.5	10.1	16.3
There are no textbooks for agriculture	31.2	6.4	0.8	4.3	1.3
Agriculture involves a lot of farming	16.0	12.8	0.8	1.1	12.5
Agriculture is a difficult subject	26.1	11.2	2.9	5.9	-
Agriculture subject content is too wide to cover	13.1	13.6	1.9	8.5	5.3
No agriculture teaching resources like tools and equipment					
Agriculture jobs have low pay	30.7	6.7	4.0	2.4	1.3
Student who take agriculture have no career future	19.3	16.3	3.2	1.1	4.8
My parents don't want me to work in agriculture related careers	15.5	23.7	-	0.3	1.3
	24.3	11.5	-	0.3	1.1

### Parents and teachers as role model on students subject choice

The students respondents were asked to rate the level of satisfaction according to the given statements as indicated below. The findings were then tabulated on Table 5. The findings revealed that about 45.3% of the respondents were satisfied, about 20.8% of the students were dissatisfied and 18.9% did not take any sides on the statement that some parents decide the subjects/course/careers for their children on the statement that some students whose parents are literate tend to follow careers similar to their parents the responses were as follow, about 47.8% of the respondents indicated that they were satisfied with it whereas 32.5% indicated they were dissatisfied and about 5.3% were undecided. It's clear that some parents consult with teachers about career choices of their children represented by 57.9% of satisfactions and in terms of parent's motivation to their children to pursue career which they feel they can excel, about 59.4% indicated that they were satisfied and about 68.0% of the respondents indicated satisfaction that parents normally give advice on subject career choice to their children.

The findings of this study concur with Muchena, (2013) and Ngome (1993) that, the backgrounds of the learners and parental influence attributing to find out which technical subjects' learners willing to pursue. They further indicated that several students willing to do technical subjects end up abandoning them simply because of parent's pressure to take up a certain subjects. This is then a clear indication that these factors greatly influence the choice of subject to be done by the students as indicated by both the parents, teachers and even their learners responses that majority of the learners are influenced on subject choice by their parents. On the same note, the findings furthers agree with Mwiria (2005) when he stated in his study that most students opting for a vocational subject have no choice but to select from a range of subjects offered in their respective schools. The findings further agree with Hussein (2006), who observed that students who are properly guided by their parents or teachers seem to perform well in their examinations. Individual student's beliefs and attitudes greatly contribute to student's performance in some careers.

**Table 5: Role of parents and teachers choices of subjects**

Factors	Level of Satisfaction (%)				
	Strongly satisfied	Satisfied	Undecided	Dissatisfied	Strongly dissatisfied
Some parents decide the subjects/course/careers for their children	11.7	33.6	18.9	7.2	13.6
Some students whose parents are literate tend to follow careers similar to their parents	17.1	30.7	5.3	20.0	12.5
Parents at times consult with teachers about career choices	20.3	37.6	11.5	3.7	7.2
Most parents motivate their children to pursue career which they feel they can excel	39.7	19.7	8.3	16.3	2.1
Parents normally give advice on subject career choice	38.4	29.6	1.1	7.7	10.7

### Other factors that influence students' choice of subjects

Teachers were asked to indicate other factors outside what students feel and parents/teachers influence and the responses were recorded in Table 6. The findings revealed that, other than parents/teachers that influenced students on subject selection which was represented by 23.1%, student subject performance in agriculture which was presented by 74.3% play a critical role on the choice of the subject while the school policy at 2.6% where students ought to do a certain subjects regardless other factors such as, what student feel about the subject, what the parents/teachers feel about the students' capability to do the subject or how the students perform in agriculture which either comes as an added advantage to the students or as burden to the students. This findings differ with a study done by Malgwi *et al.*(2005), that parents or guardian are more likely to influence their children's decisions in subject selection than teachers who use guidance and counseling. Students are more likely to take in subjects if they discuss with their parents or guardians first, this signify that parents do have an influence on their children's decisions on career subjects (Tenenbaum, 2008). The findings further revealed that most parents and guardians judge new teachers' competency by looking at the final grades their children score (Smith *et al.*, 2006). Parents will therefore motivate their children to pursue a variety of subjects where they feel they can excel. In most cases, fathers are more likely to discourage their children from pursuing certain difficult subjects, especially their female child (Tenenbaum, 2008).

Teachers in the secondary schools are required to offer guidance to their students on subject selection, however, research has shown that teachers are not as influential as parents/ or guardians or peers in a learner's choice of subjects or courses they want to pursue (Malgwi *et al.*, 2005). Consequently, some teachers do have more effects over a learner's decision on subject selection than guidance counselors (Malgwi *et al.*, 2005). Either way, guidance counselors and

teachers are not likely to demoralize students from enrolling in some subjects, but to motivate the enrollment in other subjects (Anderson *et al.*, 2008).

**Table 6: What influence agriculture selections by students**

Selection of agriculture	Frequency	Percent (%)
Performance in agriculture	29	74.3
Parents/teachers influence	9	23.1
Schools policy	1	2.6
<b>Total</b>	<b>39</b>	<b>100.0</b>

The students respondents were then asked to rate the level of satisfaction on what they feel about the given statements indicated in Table 7 and the results were then tabulated. The findings were as follow, on learners' gender the students indicated that about 67.2% agreed that gender might affect the choice of agriculture since most girls don't want to soil their hands as opposed to boys, about 12.8% disagreed that learners' gender had no influence on subject selection while 17.9% did not take sides (neutral). On child labour on farm activity, about 76.9% indicated neutrality whereas 92.3% of the students disagreed that farming environment where the learner hails from does not influence the choice of subjects as many thought. About 74.4% of the students disagreed that cultural background (traditional/beliefs) influence one to do a certain subjects such as agriculture. The findings of this study disagree with the previous reports that child labour on small scale agricultural activities might influence the student's perception on agriculture since they are used to supplement farm labour they may grow up disliking the subject thus fell to choose it. According to Colleta (2001) he observed that Kenya had an estimated 3 million children working under intolerable conditions mostly in agricultural sector picking coffee, tea, weeding maize or chasing birds in barley, wheat and rice farms. In institutions where corporal in outlawed alternative manual punishment is meted out including weeding flower beds or school farms hence they develop poor attitudes to the subject.

**Table 7: level of satisfaction on other factors influencing the choice of agriculture subject**

Factors	Level of Satisfaction (%)				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Learners gender	-	12.8	17.9	69.2	-
Child labour on farm activity	-	15.4	76.9	7.7	-
Farming environment where the learner hails from	2.6	92.3	5.1	-	-
Cultural background (traditional/beliefs)	-	74.4	25.6	-	-
Use of manual work as an alternative mode of punishment	-	-	-	-	-
Career prospects	2.6	35.9	35.9	17.9	7.7
Family expectations	-	-	-	-	-

### Influence of the Subject Teacher on Students' Choices of Subjects

The study sought to determine the influence of the subject teacher on the choice of the subject. From

the results revealed that about 66.1% of the students indicated satisfaction that content delivery influence one to do agriculture subject or any other subject, about 74.1% of the respondents were satisfied that career talk

influence them to do a certain subjects whereas about 58.9% of the students indicated satisfaction that subject resource persons on the basis of previous performance of students/progress report influenced the subject choice of the students and about 70.7% of the students said that they were much satisfied with teaching style of the teachers thus can influence one to do the subject. On the identification of learner's strength and weaknesses by the teacher, 65.1% showed satisfaction that it may influence one to do a certain subject; however majority of the students represented by 43% indicated neutrality that school curriculum design had no impact at all in subject choice Table 8. The method of handling the subject by teachers used to find out how the learners performed in the subject hence choice of subject. Kungania (2006) did a study to investigation on the various factors influencing attitude of diploma trainee

teacher towards mathematics and science in Kenya. The findings revealed that learners have a positive attitude towards physics subject, perceive the teachers of physics as competent and hardworking, they also perceive the physics laboratories as the most well equipped than other laboratories.

Learners prefer teachers who are enthusiastic in handling their subjects, caring, knowledgeable, well-spoken teachers whose words flows with easy and always ready to help students as opposed to teachers who are rigid, and unclear in making his or her presentations (Curran & Rosen, 2003). If teachers are unclear and rigid they are likelihood that students might get it difficult in learning from the same teachers, which is the main concern for learners (Smith *et al.*, 2006).

**Table 8: Influence of the subject teacher on students' choices of subjects**

Factors	Level of Satisfaction (%)				
	Strongly satisfied	Satisfied	Undecided	Dissatisfied	Strongly dissatisfied
Content delivery	25.3	40.8	6.1	2.1	2.1
Through career talks	28.8	45.3	6.4	7.2	1.1
Through subject resource persons on the basis of previous performance of students / progress report	20.0	38.9	19.2	10.4	10.1
Teaching style	22.7	48.0	9.6	5.6	1.3
School curriculum design	22.7	37.9	43.0	10.4	5.3
Identification of learner's strength and weaknesses by the teacher	30.7	34.4	11.7	8.0	3.2

#### Role of the school on choice of agriculture subjects

The study sought to determine the learners' level of satisfaction on the role of the school on subject choice. A five-point likert scale was used where 1 represented strongly disagree, 2 represented disagree, 3 represented neutral, 4 represented agree and 5 represented strongly agree. From the findings, about 69.2% of the students agreed that a type of school influence the choice of subject undertaken by the

students whereas 76.9% indicated neutrality and about 92.3% of the students disagreed that course content does not have any impact on subject choice. On teaching approaches, about 74.4% of the students showed disagreement that it does not influence choice of subject finally; on previous enrolment and tools/equipments available the findings indicated that both do not have any impact on students' subject choice Table 9.

**Table 9: Role of the school on choice of agriculture subjects**

Factors	Level of Satisfaction (%)				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Type of school	-	12.8	17.9	69.2	-
Category of the school	-	15.4	76.9	7.7	-
Course content	2.6	92.3	5.1	-	-
Teaching approaches	-	74.4	25.6	-	-
Previous enrolment	2.6	35.9	35.9	17.9	7.7
Tools/equipments availability	-	-	-	-	-

The students were asked to rate the level of satisfaction on the role of teachers on the choice of subjects or future career according to the given statements as indicated in Table 10. The findings revealed that, 42.1% of the students were satisfied that category/type of school can influence the subject choice, about 73.6% were satisfied by teachers offering guidance on subject selection can influence subject choice whereas about 41.8% of the students indicated satisfaction that the school designed career selection for

students influence subject section. in the case where the subject selection starts right from Form one upon admission, students indicated a satisfaction of 34.1% that it influences the subject selection and finally, about 61.1% of the students indicated a satisfaction that subject choice is based on the learner's performance/pass mark influence student to select a certain subject. Some school force they learners to do certain science subjects as a compulsory in the school.

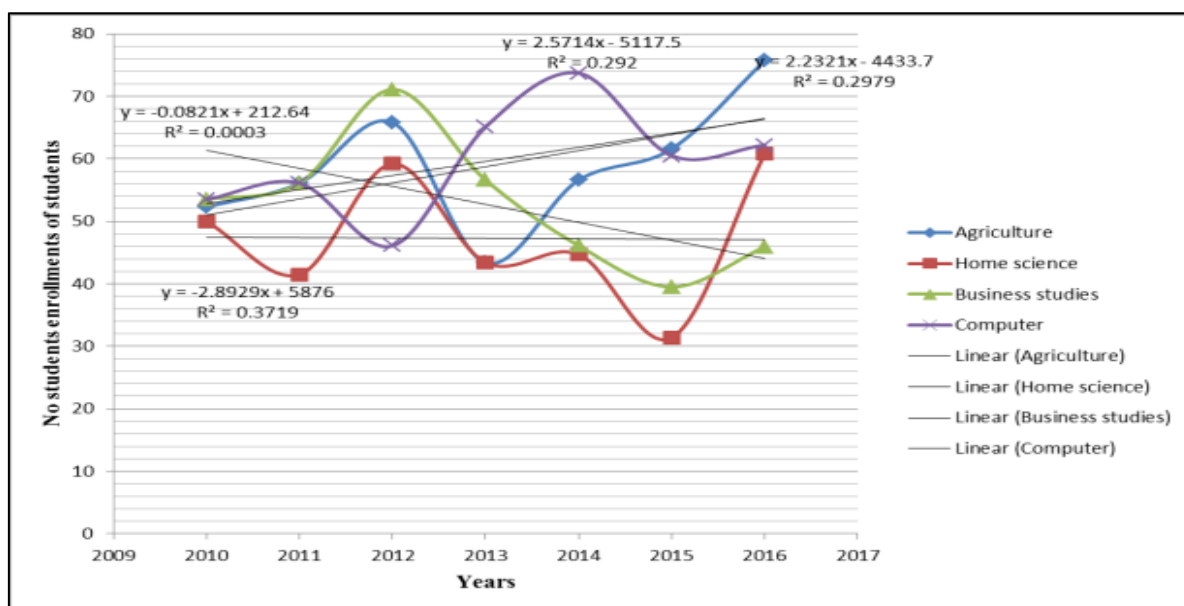


**Table 10: Role of school on the choice of subjects or future career**

Factors	Level of Satisfaction (%)				Strongly dissatisfied
	Strongly satisfied	Satisfied	Undecided	Dissatisfied	
Category/ type of school	20.0	21.1	4.8	8.0	3.5
Teachers offer guidance on subject selection	34.1	39.5	4.5	1.6	1.1
The school has designed career selection for students	26.1	15.7	14.1	8.5	8.5
Subject selection starts right from Form One upon admission	14.1	20.0	8.5	6.9	29.9
Subject choice is based on the learner's performance / pass mark	39.7	21.9	3.2	2.1	12.8

Teacher respondents were asked to indicate the learner's enrolment in various technical subjects' agriculture inclusive. The fact that Computer, Business Studies, Home science and Agriculture subjects are in the same cluster; the researcher compared the number of learners taking Agriculture as an elective other subjects. The findings revealed that the number of students enrollment in agriculture increase steadily at

$R^2 = 0.297$  followed by computer at  $R^2 = 0.292$ , then Business studies at  $R^2 = 0.000$  and finally home science at  $R^2 = 0.371$  as presented in Figure 3. The findings further revealed that in the year 2012-2013 there was significance decline in agriculture enrollment compared other years from 2013 to 2016 there was significance increase in agriculture enrollment of the students.

**Figure 3: Enrolment trends of technical subjects in schools.**

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