

Factors Related to Secondary School Students' Choice of Agriculture Subject in Uriri Sub-County, Kenya

Mr. Ongang'a P. O¹, Dr. Nkurumwa A. O² and Dr. Konyango J. J. O³
^{1,2,3} (Department of Agricultural Education and Extension, Egerton University, Kenya)

Abstract: In Kenya, subjects that students choose have a lot of influence on their careers. The Ministry of Education (MOE) in Kenya requires that secondary school students register for a minimum of seven and a maximum of nine subjects when they join form three. These subjects are grouped into various categories including; Sciences, Languages, Humanities, Technicals and Foreign languages. Agriculture is grouped among the many Technical subjects, which students only select one, despite its prospects in several careers like veterinary medicine, zoology, forestry and teaching among others. This situation of subject choice is the same in Uriri Sub-County where several technical subjects are offered in secondary schools. In the recent past, the number of students taking Agriculture has recorded an increase. Due to the key importance of Agriculture in the economy, there is need to maintain this upward trend. This study sought to find out the influence of involvement in peer group activities and students' interest on the choice to study Agriculture among secondary school students in Uriri Sub-County. The study employed ex-post facto research design. The target population in the study was 262 form three students who had opted for Agriculture. 152 Agriculture students were drawn by proportionate stratified random sampling. A questionnaire with closed ended items was used to collect data. Data collection was preceded by a pilot test whose analysis resulted in a reliability coefficient of 0.78 indicating that the instrument was reliable. Data was analysed using SPSS package version 22 and presented using frequencies and percentages. Inferential statistics (chi-square) was used test hypotheses at $\alpha=0.05$. Involvement in peer group activities was found to be high but did not statistically influence the choice of Agriculture while students' interest in Agriculture was high and statistically influenced the decision to study Agriculture.

Keywords: Agriculture subject, subject choice, peer group activities, students' interest.

I. Introduction

Life is crowded with so many options hence we have to make a choice. Education systems are characterised by several optional subjects that students have to choose from. The vocational education in other parts of the world, for example, the USA is characterised by students taking vocational courses with a substantially better understanding of general educational skills (Mustapha & Greenan, 2007). In Malaysia, vocational education, hence technical subjects is meant to produce educated, skilled and motivated workforce. Technical and vocational education is considered as an important measure for development of workforce (Syeda, 2010). In Bangladesh, technical subjects are highly recognized due to their contribution to national development in areas of man-power creation and running of industries (Gazi, 2008).

In Africa, Agriculture subject has received an unfair treatment in that it has not been made compulsory, except in South Africa. In other countries like Nigeria, agriculture is an optional subject chosen alongside others like Islamic Religious Education (Ajidagba, 2010).

In Kenya, only three subjects are compulsory: Mathematics, English and Kiswahili, according to Kenya Institute of Education ([KIE], 2002). There are other twenty three subjects, Agriculture included, to choose from. A study by Ngesa (2006) revealed that among the optional subjects, Agriculture was ranked fifth in terms of popularity hence there is an increase in the number of students in the recent past (Kenya National Examinations Council [KNEC], 2013). The critical factor therefore is to link these chosen subjects with Joint Admissions Board (JAB) requirements since admission to Kenyan universities is pegged on cluster subjects for particular courses.

Subject choice therefore is an integral part of education systems beyond post-secondary. Appropriate choice of subjects is a vital step in achieving the educational goals of the syllabus (Ajidagba, 2010). According to Hughes and Mechur (2004), young people have high ambitions, expecting to be highly educated and have professional careers, yet research has shown that many do not develop coherent plans that can help them achieve their goals. Two thirds of high school graduates enter into tertiary institutions once they complete their studies to take courses they had chosen while at secondary school. Agriculture as a subject has been offered in Kenyan schools for decades. Just to mention, Uriri Sub-County is home to one of the earliest schools to offer Agriculture in Kenya: Rapogi High School. Others are Kisii, Narok, Njoro, Kangaru and Bungoma High Schools (Konyango, 2010).

Students in present schools experience a more complex schooling system characterised by many optional subjects. All these subjects are interconnected in one way or another with post-school and future life options. According to Atweh, Taylor and Singh (2005), the schooling years are meant to equip students with skills, knowledge and dispositions to meet their needs for the future citizenship and participation in economic life including employment and careers. Secondary schools must embrace the need to come up with guidelines that help students make informed choices concerning their future studies and work options during various stages of their educational journey.

Some of the possible contributors to choice of subjects are: school policy, parental guidance, peer influence, academic ability, intelligence, age, gender, ignorance and accidental choice (Owoyele & Toyobo, 2008). The relative contribution of each factor could be constrained by aspects both within and outside the school, resulting in using subject choice as a tool for selecting, particularly for the less able students. Berry (2004) shows that the key factors that are the major contributors in student selection of subjects include: interest in the subject, perceived usefulness or importance of the subject, ability or success of the subject, career preference, subject combination for further studies, teachers' advice and the teaching strategy. Bordet (2002) looked at the learners' personality as an important determinant in subject and career choices and further argues that personality encompasses student's mental ability and attitude towards the subject. Mental ability, verbal comprehension, word fluency, numerical ability, reasoning ability and memory must be put in consideration when choosing subjects (Wagfield, Battle, Keller & Eccles, 2002).

The role of peer plays both negative and positive factors in the field of subject selection (Penizzon & Lesley, 2010). In a few instances, subject choice based on peer influence may not be good for the students. Peers provide personal and academic support especially when they work in groups. Peer pressure and integrated subject guidance and academic achievement are correlates of subject selection by students (Owoyele, 2007). In some cases, students will visualise what they want to be when they work together in such activities like farm projects and class assignments.

Statement of the Problem

Agriculture is one of the key drivers of the Kenyan economy, therefore the need to have people enter into Agriculture related careers. Recent literature show that the number of students taking the subject is on the increase. Due to the key role of Agriculture in the Kenyan economy, it is important to maintain the upward trend in the choice of Agriculture among secondary school students. This calls for enhancement of the factors that have contributed to this upward trend. There is however, little information about the factors that influence students to select Agriculture subject, especially in Uriri Sub-County. This study therefore, sought to determine the influence of involvement in peer group activities and students' interest on the choice of Agriculture subject among secondary school students in Uriri Sub-County.

II. Methodology

Research Design

The study adopted the ex-post facto research design. The design was more suitable for this study because the researcher sought to find out the subjects' already established opinions regarding the research objectives (Kombo & Tromp, 2006). The subjects were studied after the choice of subjects had been done. In this design, causes (independent variables) are described in real setting based on the subjects' views. The researcher analysed the views of the subjects based on responses to questions in the data collection tool.

Location of the Study: The study was conducted in Uriri Sub-County of Migori County. The Sub-County has an estimated student population of 1100 in form three. Out of this number, those taking Agriculture are estimated to be 262. There are about 30 Agriculture teachers in the Sub-County.

The Sub-County is bordered by Awendo Sub-County to the East, Migori Sub-County to the South, Nyatike Sub-County to the West and Ndhiwa Sub-County to the North. The Sub-County is of high agricultural potential. Majority of people here are tobacco and sugarcane farmers, through which they are able to send their children to school. Because the majority of parents here are agriculturalists, and most students in these schools come from within the Sub-County, it means that most of the students have some background in Agriculture. It is also worth mentioning that majority of schools here are mixed/co-educational day and boarding. The Sub-County has twenty secondary schools. It also has various categories of schools i.e. mixed/co-educational schools and single gender schools, therefore making it suitable for the study. In the Sub-County, Agriculture is offered in all schools making all schools in the area fit for this study.

Target Population: The population of this study composed of Form Three students in Uriri Sub-County, from which 262 students who have chosen Agriculture as one of their subjects of study were drawn. These were students who had made their decision as far as the subjects of study are concerned.

Sampling Procedure and Sample Size: The acceptable rule in determining sample size is to have a large sample as much as possible (Mugenda & Mugenda, 2003). There were about 262 Form Three Agriculture students. A table for determining sample size (Krejcie & Morgan, 1970) was used to get 152 Form Three Agriculture students. Kathuri and Pals (1993) recommend a minimum sample of 100 respondents therefore a sample of 152 was appropriate to take care of attrition. Proportionate stratified random sampling was used in this study to get the number of students in each school category. A formula by Kathuri and Pals (1993) was used to obtain the number of members from each stratum (school type) which will be arrived at as follows:

$$n_i = N_i/N * n$$

Where;

n_i = Number of members in the sample from stratum i

N_i = Number of members in the population from stratum i

N = Number of members in the entire population

n = Sample size

i = 1, 2, 3, schools types

Table 1: Samples of students included in the study from different categories of schools

School type	Number of schools	Total Agriculture students	Sample size
Boys'	2	60	33
Girls'	2	32	18
Mixed/Co-educational	13	170	101
Total	17	262	152

Instrumentation: A self-administered questionnaire with close ended items in the Likert scale was used to acquire relevant information from the 152 Form Three students taking Agriculture. The questionnaire collected information on the extent to which peer groups and students' interest incurred influence on choice of Agriculture subject.

Validity: To achieve validity the researcher gave the instrument to two experts from the Department of Agricultural Education and Extension, Faculty of Education and Community Studies of Egerton University. They went through to check the content, face and construct validities, in reference to the study objectives so that each of the specific objectives would be captured in the questionnaire. Improvements were done accordingly. Mugenda and Mugenda (2003) define validity as the accuracy and meaningfulness of inferences, which are on the research results.

Reliability: A reliable data collection instrument is one that yields dependable results (Mugenda & Mugenda, 2003). To test the reliability of the instrument, a pilot test was done in a school in Kisii Sub-County. The Sub-County was selected for pilot study because it has one of the schools (Kisii High School) where Agriculture was first offered under the USAID programme. The schools are chosen for the pilot study because they are safe distance from Uriri Sub-County therefore avoiding contamination of the study schools. Pilot testing of the questionnaire was done to help reveal ambiguous items and poor wording of questions. It also helped identify problems that would be encountered during the administration of the questionnaires. It further helped in understanding if the respondents understood the questions. Mugenda and Mugenda (2003) recommend that 10 % of the sample size be used in testing for reliability of a research instrument. Consequently 16 students will be involved.

After piloting, Cronbach's Alpha coefficient was computed to determine reliability of the instrument. A coefficient of 0.70 or more implies that there is a high degree of reliability. The same threshold was adopted in this study. A reliability coefficient of 0.78 was observed. This was within the threshold for reliability testing and therefore the instrument was found to be consistent and reliable.

Data Collection Procedure: The researcher obtained a letter of approval from Egerton University Graduate school and research permit from National Commission for Science, Technology and Innovation (NACOSTI) to conduct research in the area selected. The researcher then liaised with the Sub-County Education Office and the local County Administration in the area to arrange for data collection. The researcher then explained the purpose and the content of the questionnaire then distributed them to respondents in the sampled schools. The respondents were given twenty minutes to fill-in the questionnaires after which they were collected.

Data Analysis: The collected data was first cleaned up for any errors such as incompleteness or inaccurate marking of responses. Data was then coded and recorded to reduce mass for ease of analysis. Data was then entered into the computer for analysis using Statistical Packages for Social Sciences (SPSS). Data on influence

of the level of peer group was measured as index scores obtained from respondent's rating of five statements. The maximum score would be 25 implying that the higher the score the higher the influence and the lower the score the lower the influence of peers. This data was analysed using chi-square at $\alpha=0.05$ significance level. Data on interest in Agriculture was summarised as index scores generated from respondent's rating of five statements, each with a maximum of 5. The maximum score would be 25 implying that the higher the score the higher the interest and the lower the score the lower the interest. This data was analysed using chi-square at $\alpha=0.05$ significance level.

III. Results

i. Information on Peers

The first objective sought to find out the influence of peers on choice of Agriculture subject.

Involvement in Group Activities

This study sought information on the extent of involvement in group activities such discussions, group assignments and participation of study groups. The responses were summarised and the data tabulated in frequencies as shown in Table 2.

Table 2: Extent of involvement in group activities (n=152)

Option	Frequency	Percent
NOT AT ALL	21	13.8
TO SOME EXTENT	1	.7
VERY MUCH	130	85.5
Total	152	100.0

It was found that 13.8% of the respondents were not at all involved in peer group activities, 0.7% were involved only to some extent while majority (85.5%) were very much involved. It can be said therefore that in Uriri Sub-County, few students are not involved in group activities. Most of them are very much involved and this has an implication on learning in that peers tend to learn better when they carry their activities in groups. They tend to copy each other as positive role models. This concurs to Davies et al. (2004) that students tend to learn better when they do their activities together.

Membership to YFC and Agriculture Discussion Group

The study sought to find out if respondents belonged to YFC and Agriculture discussion group. The responses were summarised in frequencies as shown in Figure 1.

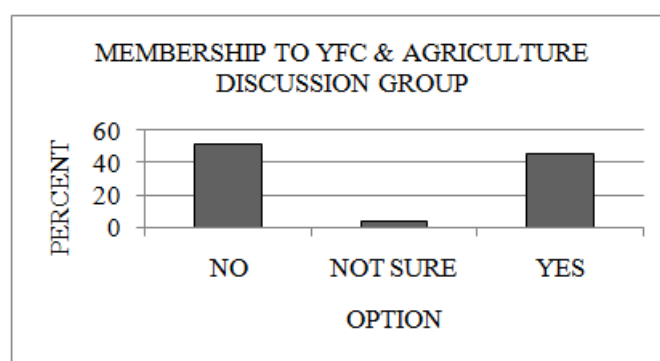


Figure 1. Membership to YFC and Agriculture discussion group

About half of the respondents (50.7%) said they have not been members of YFC and Agriculture discussion group. Few respondents (3.9%) were not sure with the implication that they might not be of the understanding of what YCSs and discussion groups are. 45.4% of the respondents indicated that they have been members. This implies that they have been doing most of their learning activities together as members of a discussion group or YFCs. These findings are however inconsistent with that of Njoroge, Mwangi and Udoto 2014 which found out that belonging to YFC was very high at 75% at Form Three in Rongai Sub-County of Nakuru County, Kenya. This could also be due to the fact that most schools in Uriri Sub-County are mixed day with limited facilities, as opposed to boarding schools that are well endowed with facilities.

Agriculture Easy to Pass when Studied with Friends

The study sought to find out if in the opinion of the respondents, Agriculture subject is easy to pass when they study it together with their friends. Table 3 shows the summary of the responses.

Table 3: Agriculture easy to pass when studied with friends (n=152)

Option	Frequency	Percent
NO	9	5.9
NOT SURE	4	2.6
YES	139	91.4
Total	152	100.0

From the respondents' responses, 5.9% indicated that Agriculture is not easy to pass when studied with friends while 2.6% indicated that they were not sure. This implied that for those 5.9% of the students in Uriri Sub-County, being in groups and studying Agriculture with friends does not in any sense make it an easy subject. This would mean that even if an individual student belongs to YFC, he or she would still need to put in extra personal efforts in order to be an achiever in Agriculture. It was however striking that 91.4% of the respondents said that Agriculture is indeed an easy subject to pass when studied with friends. This implies that the fact that these students belonged to YFCs, they have been assisting one another in a way or another with their studies therefore making Agriculture appear an easy subject.

Friends Think Agriculture is a Worthwhile Subject

The study sought to find out if the respondents' friends value Agriculture by considering it a worthwhile subject. The percentages of the responses are shown in Figure 2.

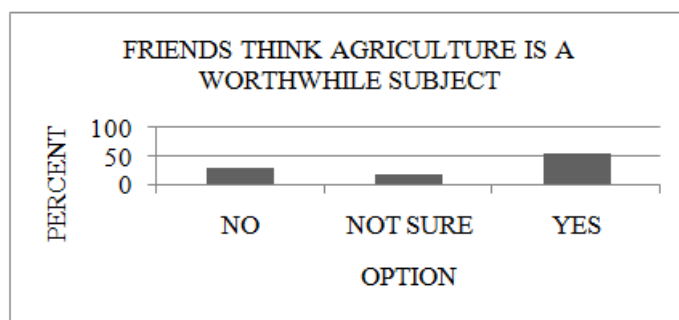


Figure 2. Friends think Agriculture is a worthwhile subject.

From the findings, it is shown that 27.6% of the respondents do not think Agriculture is a worthwhile subject. This is a striking percentage based on the fact that Agriculture is the backbone of the economy. This could mean that they have not developed the right attitude in the subject therefore do not see its usefulness. This is in line with the findings of Mangal (2009) who found out that many young people view farming and Agriculture in general as hard, backbreaking and dirty work with little self esteem. If students' friends/peers think that a subject is worthwhile and most of them are enrolled in it, then it is also likely that the students' perception about the subject will be mediated through the group's opinion (Caldwel, 2012).

Most of My Friends are in Agriculture Class: The study sought to find out if majority of the respondents' friends are in Agriculture class. The respondents' opinions are summarised in Table 4.

Table 4: Most of my friends are in Agriculture class (n=152)

Option	Frequency	Percent
NO	63	41.4
NOT SURE	8	5.3
YES	81	53.3
Total	152	100.0

It was found out that 41.4% of the respondents did not have most of their friends in Agriculture class while 5.3% indicated that they are not sure if most of their friends are in Agriculture class. More than half (53.3%) showed that most of their friends are in Agriculture class. This information is of importance because some students could be interested in being with their friends, therefore taking Agriculture.

It was therefore found out that there is high degree of peer influence with an index score of 11.9145 out of the possible 15, indicating a 79.43%. The implication of this is that respondents could register or fail to register for Agriculture subject because their friends have registered for it or not.

ii. Students' Interest

The fifth study objective sought to determine the influence of respondent's interest in Agriculture on the choice of the subject.

Agriculture is Enjoyable

The respondents were asked to give their opinion of the view that Agriculture is enjoyable. The responses are as shown in Figure 3.

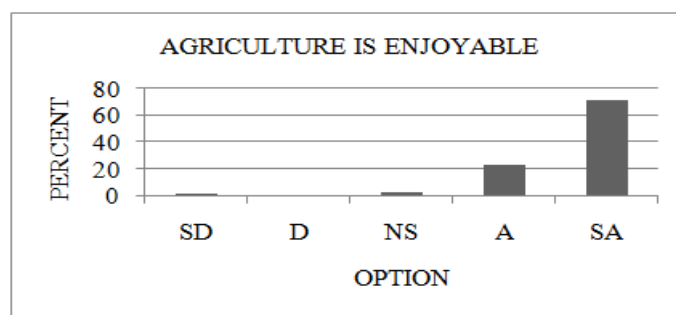


Figure 3. Agriculture is enjoyable.

From the data, it can be shown that 71.1% of the respondents strongly agreed (SA), 23.7% agreed (A), 3.3% were not sure (NS), 0.7% disagreed (D) while 1.3% strongly disagreed (SD). Therefore, almost all respondents (94.8%) said that Agriculture is enjoyable. Only 3.3% did not agree that Agriculture is enjoyable while 3.3% were not sure.

Feeling Good about Attending Agriculture Lessons

The respondents' opinions were sought on their feelings about attending Agriculture lessons. The frequencies of the responses are shown in Table 5.

Table 5: Feeling good about attending Agriculture lessons (n=152)

Option	Frequency	Percent
SD	1	.7
D	3	2.0
NS	3	2.0
A	39	25.7
SA	106	69.7
Total	152	100.0

From these results, 69.7% of the respondents strongly agreed (SA) that they feel good about attending Agriculture lessons. 25.7% agreed (A) while 2.0% were not sure (NS). On the other hand, 2.0% and 0.7% disagreed (D) and strongly disagreed (SD) respectively. Majority (95.4%) feel good about attending Agriculture lessons while 2.7% do not feel good about attending Agriculture lessons. This high percentage of students who feel good about attending Agriculture lessons could be due to the fact that Agriculture learning, unlike other subjects is hands-on, real life experiences are fun and students are therefore motivated to learn (Committee for Middle School Improvement & Georgia Department of Education, 2014)

Confidence about Understanding Difficult Concepts in Agriculture

The respondents were asked if they understand difficult concepts in Agriculture. The responses in frequencies and percentages are shown in Table 6.

Table 6: Confidence about understanding difficult concepts in Agriculture (n=152)

Option	Frequency	Percent
SD	2	1.3
D	18	11.8
NS	4	2.6
A	62	40.8
SA	66	43.4
Total	152	100.0

From the results, it is shown that 43.4% of the respondents strongly agreed (SA) that they understand difficult concepts in Agriculture. 40.8% agreed (A) that they understand difficult concepts in Agriculture. 2.6% of the respondents were not sure. 11.8% said they disagree (D) while 1.3% noted that they strongly disagreed (SD). From these figures, it can also be noted that more than three third of the respondents had the opinion that they understand difficult concepts in Agriculture.13.2% said they are not sure they do understand difficult concepts in Agriculture.

Sure about Understanding Agriculture

The respondents were asked to give their opinion on surety of in Agriculture subject. Table 7 shows the summary of the responses.

Table 7: Sure about understanding Agriculture (n=152)

Option	Frequency	Percent
SD	15	9.9
D	25	16.4
NS	6	3.9
A	56	36.8
SA	50	32.9
Total	152	100.0

The results show that 32.9% of the respondents strongly agree (SA) that they are sure of understanding difficult concept in Agriculture, 36.8% agreed (A), 3.9 were unaware (U) while 16.4% and 9.9% disagreed (D) and strongly disagreed (SD) respectively. This shows that majority (69.7%) of the respondents are sure about understanding difficult concepts in Agriculture. 26. 3% are not sure about understanding difficult concepts.

Agriculture is Interesting

The study sought to find out if agriculture is interesting to the respondents. The responses are shown in Figure 4.

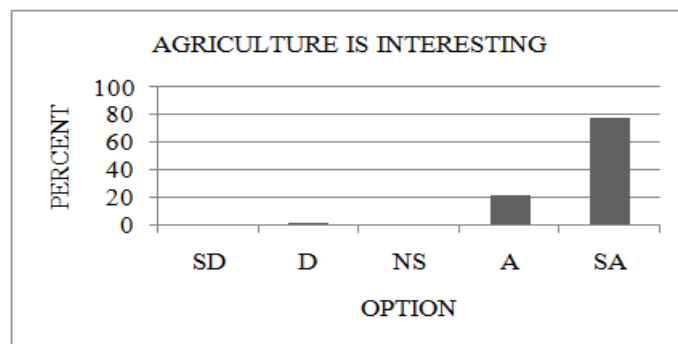


Figure 4. Agriculture is interesting

From the results, it can be noted that more three quarters (77.6%) of the respondents strongly agreed (SA) that Agriculture is interesting, 21.1% agreed (A) that the subject is interesting, while 1.3% disagreed that Agriculture is interesting. There were no respondents who strongly disagreed (SD) or were not sure (NS). Based on these results, almost all (98.7) of the respondents accepted that Agriculture is interesting. Only 1.3% did not accept that the subject is interesting.

The study therefore found out that there was a high degree of interest with an index score of 21.79 out of the possible 25.0, giving an interest level of 87.16%. This could be interpreted to mean that majority of respondents are interested in Agriculture. This is contrary to a report by FAO (1997) which showed that at times students lack interest in Agriculture, therefore will only enrol for it when they don't qualify for other subjects. Very few were not interested in Agriculture. This information is significant in this study because interest in the subject could make one choose the subject. Monica and Ciomos (2010) outline students' interest as one of the most important motivational factors as far as learning and subject choice are under discussion.

iii. Information on Choice of Agriculture Given Chance Again

The study sought to find out information on dependent variables. The respondents were asked if in their view, they can choose Agriculture in the event that subject choice is done again. This information was important because it was used as the indicator of the dependent variable.

The results are shown in Table 8.

Table 8: Choosing Agriculture again given chance (n=152)

Option	Frequency	Percent
NO	4	2.6
NOT SURE	0	0.0
YES	148	97.4
Total	152	100.0

The descriptive statistics showed that most of the respondents were still willing to take Agriculture in the event that subject choice was to be done again. This likelihood was very high with 97.4% indicating yes while only 2.6% indicated no. These results mean that majority of the respondents will still choose Agriculture subject if they are given another chance to do the choice of subjects. These results could also mean that the respondents did not choose Agriculture subject by mistake but it is a decision they keenly thought to take. This is an indication that students in Uriri Sub-County have high likelihood of choosing Agriculture. While on one hand this could be a positive impression, it might be on the other hand due to the fact that these students are limited by the range of subjects offered by the schools, as was earlier mentioned. As is the case of most schools in Uriri Sub-County, a part from Agriculture, the only other technical subjects offered are Business Studies and Home Science in other few schools. Other technical subjects such as Computer Studies are common with schools that are well established, have existed for long and have better learning resources. Some students mentioned that they were not willing to take Agriculture if they are given opportunity to choose subjects again. These could be learners with misplaced priority, or ones who have not decided on their occupational fields.

iv. Test of Hypotheses

To empirically ascertain the influence of the selected factors on the choice of Agriculture subject among secondary school students in Uriri Sub-County, four hypotheses were formulated and tested at 0.05 level of significance and the results were presented in the following subsections.

Influence of Peers

H₀₁: There is no statistically significant influence of involvement in peer group activities on the choice of Agriculture subject by secondary school students in Uriri Sub-County.

To determine whether there was significant influence of involvement in peer group activities on the choice of Agriculture subject, Chi-square was used to test this hypothesis at significance level of $\alpha=0.05$ and the results presented in Table 9.

Table 9: Influence of peers on the choice of Agriculture subject

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.452 ^a	2	.798
Likelihood Ratio	.410	2	.815
Fisher's Exact Test	2.856		
Linear-by-Linear Association	.401 ^b	1	.526
N of Valid Cases	152		

a. 4 cells (66.7%) have expected count less than 5. The minimum expected count is .03.

b. The standardized statistic is .634.

A Pearson Chi-Square value of 0.452 was computed, against the Chi-Square critical of 5.991 at 0.05 level of significance and 2 degrees of freedom. Since the Chi-Square computed is less than Chi-Square critical, the Null Hypothesis is therefore accepted.

Therefore, there was not enough evidence from the study to indicate that significant difference in the willingness to choose Agriculture given another chance is influenced by difference in the level of participation in peer group activities. This could mean that some Agriculture students are able to select the subject irrespective of which subjects their friends/peers have chosen. While association with particular groups would not have had significant effect on the way students choose subjects, this could be viewed as a positive aspect of peer groups. A study by Bennar, Otiende and Boisvert (1994) showed that the relationship between the child and the peer will positively or negatively influence the way they adjust to subjects they learn at school. This implies that peers have significant ways of influencing one another but when it comes to the choice to study Agriculture, individuals can make their independent decisions.

Influence of Students' Interest on the Choice of Agriculture Subject

H₀₂: There is no statistically significant influence of students' interest on the choice of Agriculture subject among secondary school students in Uriri Sub-County.

To determine whether there was significant influence of students' interest on the choice of Agriculture subject, Chi square was used to test this hypothesis at significance level of $\alpha=0.05$ and the results are presented in Table 10.

Table 10: Influence of students' interest on the choice of Agriculture subject

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	20.615 ^a	2	.000
Likelihood Ratio	7.726	2	.021
Fisher's Exact Test	10.162		
Linear-by-Linear Association	15.317 ^b	1	.000
N of Valid Cases	152		

- a. 4 cells (66.7%) have expected count less than 5. The minimum expected count is .05.
 b. The standardized statistic is 3.914.

A Pearson Chi-Square value of 20.615 was computed, against the Chi-Square critical of 5.991 at 0.05 level of significance and 2 degrees of freedom. Since the Chi-Square computed is greater than Chi-Square critical, the Null Hypothesis is therefore rejected.

According to this study therefore, the choice of Agriculture subject, as indicated by the willingness to take Agriculture given another chance, is significantly influenced by students' interest in the subject. The implication was that students would choose Agriculture since they are interested in it. Monica and Ciomos (2010) outline interest as one of the key motivational factors in the students' choice to study a given subject and therefore influence learning and development. Interest will therefore go a long way in influencing even how students perform in the subjects they have chosen. When students score well in a subject, they are indeed motivated to learn.

IV. Conclusions and Recommendations

Conclusions

From the study, the following conclusions can be drawn:

- i. Involvement in peer group activities was found to be high among students in Uriri Sub-County but did not significantly influence the choice of Agriculture subject among secondary school students in Uriri Sub-County.
- ii. Students' interest in Agriculture was found to be high among secondary school students in Uriri Sub-County and had significant influence on the choice by Form Three students to study Agriculture.
- iii. The study reported that membership to YFC and discussion groups were low among students. This was due to the fact that YFC do not exist in most schools and the fact that Agriculture teachers do not make use of discussion groups as a method of teaching Agriculture.

Recommendations

Based on the study's conclusions, the following recommendations are made;

- i. Since majority of students in Uriri Sub-County have high interest in Agriculture, and the fact that this significantly influences their choice of the subject, there is need for teacher to use more learner friendly teaching methods so that interest in the subject can be retained.
- ii. Agriculture teachers and other stake-holders should emphasize on the formation and use of YFC in teaching of Agriculture.

References

- [1] Ajidagba, A. U. (2010). Factors influencing the choice of Islamic studies in the Nigerian secondary schools. Department of Arts and Social Sciences, University of Ilorin.
- [2] Atweh, B., Taylor, S., & Singh, P. (2005). School curriculum and cultural community in const-ruction of young people's post-school aspirations. Australian Association for Research and Education (AARE). Parramatta: University of Western Sydney. Retrieved November, 23, 2012 from <http://www.eprints.qut.edu.au>
- [3] Bennars, G.A., Otiende, J. E., & Boisvert, R. (1994). Theories and practice of education. Nairobi: EAEP.
- [4] Bery, D. (2004). Career undecidedness of high school students. Retrieved November, 2, 2012 from http://advisement.unm.edu/transf er_program/advising%2520and%2520career%2520Devpt%for%2520Undecided.pdf
- [5] Bordet, A. (2002). Subject choice in secondary schools.
- [6] Caldwel, A. (2012). A proposed questionnaire to measure student motivation and behaviour toward learning science. Resource and Research Guides. 3(6,
- [7] Committee for Middle School Improvement & Georgia Department of Education. (2014). Georgia Middle School Agriculture Education program guide. Retrieved December 23, 2014, from http://www.google.lps_sapgos_middleschoolprogram.pdf
- [8] Gazi, T. (2008). Education in Bangladesh. Retrieved January, 23, 2012 from <http://www.siteresources.worldbank.org.html>
- [9] Food and Agricultural Organisation. (1997). Agricultural education and training: Issues and opportunities-part II, Rome: FAO.

- [10] Hughes, K. L., & Mechur, M. K. (2004). School-based career development: A synthesis of the literature. Columbia University: Institute on Education and the Economy Teachers College.
- [11] Kenya Institute of Education. (2002). Secondary education syllabus, volume two. Nairobi: KIE.
- [12] Kenya National Examinations Council. (2013). Regulations for KCSE registration. Nairobi: KNEC.
- [13] Kathuri, N. J., & Pals, D. (1993). Introduction to education research. EMC Egerton University, Njoro.
- [14] Kombo, K. D., & Tromp, D. L. A. (2006). Proposal and thesis writing: An introduction. Nairobi: Paulines Publications Africa.
- [15] Konyango, J. J. J.O. (2010). An analysis of education policies influencing secondary school Agriculture in Kenya and their implications on curriculum improvement between 1959 and 2004 (Unpublished PhD. thesis. Egerton University, Njoro, Kenya).
- [16] Mangal, H. (2009). Best Practices for Youth in Agriculture: The Barbados, Grenada and St Lucia Experience.
- [17] Monica, S., & Ciomos, F. (2010). The 8th and 9th grades students' attitudes towards teaching and learning Physics.
- [18] Mugenda, O. M., & Mugenda, A. G. (2003). Research methods: Qualitative and quantitative approaches. Nairobi: ACT Press.
- [19] Njoroge, D., Mwangi, J. G., & Udoto, M. O. (2014). Influence of Young Farmers' Club of Kenya activities on secondary school students performance in Kenya Certificate of Secondary Education Agriculture in Rongai Sub-County of Nakuru County, Kenya. *IOSR Journal of Research & Method in Education*, 4(6), 2012. Retrieved December 22, 2014, from <http://www.iosrjournals.org/.../D04611535.pdf>
- [20] Mustapha, R. B., & Greenan, J. P. (2007). Role of vocational education in economic development in Malaysia: Educators and employers perspectives. *Journal of Industrial Teacher Education*. 39 (2), 10. Retrieved November, 23, 2012, from <http://www.expository.org.edu.pdf>
- [22] Ngesa, F. U. (2006). Demand profiles and supply responses for agricultural education and training (AET) at the post-primary level: Case of Kenya. Final report prepared for World Agro-forestry Centre (ICRAF), Nairobi, Kenya.
- [23] Owoyele, J. W. (2007). Adolescent peer support as a factor in academic performance in senior secondary school students.
- [24] Owoyele, J. W., & Toyobo, O. M. (2008). Parental will, peer pressure, academic ability and school subject selection by students in senior secondary schools. Ojebu-ode: Olubade Press.
- [25] Panizzon, D., & Lesley, L. (2010). An analysis of the role of peers in supporting female students' choice of science subjects. *Journal of Research in Science Education*. 27(2), 251-270. Retrieved November, 23, 2012, from <http://www.resources.metapress.com/pdf-previews.axd>
- [26] Syeda, W. K. (2010). Vocational education and skills development: A case of Pakistan. Retrieved November, 23, 2011, from <http://www.finders.edu.au/education/ie>
- [27] Wagfield, A., Battle, A., Keller, L., & Eccles, J. (2002). Sex differences in motivation, self concept, career aspirations and career choice: Implications for cognitive development. (Unpublished)