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### School Factors Influencing the Choice of Agriculture Subject among Girls in Post-primary Education in Gusii Counties, Kenya

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Kenya's economy relies heavily on agriculture, making it essential to integrate agricultural education into secondary school curricula. This study aimed to assess how school-related factors influence female students' decisions to pursue agriculture in post-primary institutions in Gusii counties, Kenya. The study emphasized Gusii counties because of their low girls' enrolment in agriculture compared to boys. A descriptive survey approach was employed, focusing on 9,000 form-three girls from 470 schools with mixed and all-girl student populations. The study concentrated on form three girls enrolled in agriculture, as their longer time in school has exposed them more to agricultural issues. The sample comprised 368 girls studying agriculture, selected through simple random and purposive sampling methods. Data was collected via questionnaires, with pilot testing to ensure validity and reliability. Analysis was conducted using SPSS version 21, employing graphs, means, frequencies, and standard deviations. Pearson's correlation coefficient was used to determine the impact of various factors at a 0.05 confidence level. Results showed significant correlations: previous agriculture grades ( $r=.428$ ), availability of land for farming ( $r=.605$ ), supportive and motivating teachers ( $r=.257$ ), adequate facilities ( $r=.196$ ), and sufficient teachers ( $r=.775$ ). To encourage more girls to choose agriculture, the study recommends that the Teachers Service Commission recruit more trained agriculture teachers in understaffed schools, schools provide adequate teaching materials, and career counsellors offer informed guidance. These findings will help the Ministry of Education develop policies targeted at increasing female participation in agriculture and understanding barriers preventing girls from pursuing this field.

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**INTRODUCTION**

In Kenya, increasing girls' participation in agricultural education is crucial for enhancing food security and economic development. Despite agriculture being a key sector in Kenya's economy, it remains an optional subject in secondary schools, unlike in some industrialized nations where it is a mandatory part of the curriculum (Macalla, 2000; Mustapha et al., 2002). This lack of emphasis in Kenyan schools, compared to South Africa where agriculture is compulsory, limits the potential for developing a skilled future workforce in agriculture (Ajidagba, 2010). With rapid population growth and a need for sustainable food production in Sub-Saharan Africa, prioritizing agricultural education for girls can significantly contribute to improving food sustainability and driving economic progress by equipping them with vital skills for agricultural advancement.

Due to more employment prospects and food security, studies have indicated that nations who have made agriculture a mandatory subject in their curricula have prospering economies (Mustapha et al., 2002). For instance, Egypt, although being a desert, produces enough food for itself thanks to the allocation of resources to agriculture education, particularly on elements of irrigation farming and endowed with cutting-edge knowledge of soil conservation and water management (Alabu, 2001).

Given that women are the backbone of the economy and dominate small-scale farming in many developing countries, integrating agricultural education into secondary schools is essential (Verveer, 2011). In numerous countries, women play a pivotal role in agriculture and rural economies, engaging in all aspects from crop cultivation to livestock management, alongside their traditional household responsibilities (IFAD,

2011; Jamali, 2009). They not only manage domestic duties but also contribute significantly to the family income through food processing and small-scale farming activities (Satyavathi, Bharadwaji, & Brahmanand, 2010). Therefore, educating girls about agriculture equips them with essential skills and knowledge, empowering them to enhance their contributions to the sector and ensure their vital role in the agricultural economy is supported and expanded.

Secondary school agriculture's goals are to encourage students' interest in agriculture, raise awareness of career prospects in the field, show how profitable farming operations can be, and ensure that schools play a proactive part in rural development (Saina et al., 2012). Post-primary agriculture broadens farmers' capabilities, enhancing their productivity, independence, resourcefulness and ability to solve farming issues. According to Kamau and Orodho (2014), school agriculture aims to instill in students the values, attitudes, and knowledge necessary to increase agricultural output. Additionally, it enables students to understand the value of agriculture in contributing to economic growth (Ngugi et al., 2002). The accomplishment of these goals is in line with Kenya's vision 2030, the Big 4 agenda and MDG 1 of poverty eradication (Government of Kenya, 2017). Although school agriculture is not a mandatory topic in Kenya's secondary education curriculum, it was nevertheless seen as a significant part of this education.

Verveer (2011) contends that agriculture plays a vital role in economic growth when women are taught the most effective methods for cultivating and growing wholesome food that they can use to feed their families and resell in the marketplaces. However, this is only feasible if girls have a good education in agriculture. In light of this, it is

crucial that girls enroll in large numbers in Post-primary agriculture. Due to the low enrolment of Post-primary girls in agriculture, an investigation of the state of agriculture in secondary schools is now necessary. Understanding how girls view the subject can assist secondary schools better implement their agriculture curriculum.

### **Statement of the Problem**

Given that they make up a sizable majority of Kenya's small-scale farmers, women play a critical role in ensuring food security. Through their participation in various agricultural pursuits, they are also essential in providing for the family's financial needs. In addition to supplying food, these agricultural operations are essential for enhancing family livelihoods. In order to address concerns with hunger, health problems associated to food scarcity, and improving the quality and quantity of food and other agricultural products for the expanding human population, females in post-primary education need quality agricultural training. Less girls choosing to study agriculture in secondary school, however, is a serious worry. Eventually, fewer girls choose it as a job or occupation than the boys. Their poor enrolment in the subject could translate in the future to limited agricultural practices, which could obstruct Kenya's 2030 aim for food security. Since studies done have not separated girls from boys, it is unknown what influences girls' decisions to pursue careers in agriculture. Therefore, the purpose of this study was to investigate how certain factors may have an impact on girls' decision to study agriculture in post-primary education.

### **Significance of the Study**

The Ministry of Education (MoE), may consider these research findings helpful in establishing key policy areas necessary for boosting the study of agriculture in secondary schools. These results might spur the MoE's research division to do additional research on the variables influencing girls' choice of agriculture as a secondary school learning area in Kenya, adding to the body of knowledge on agricultural education. Curriculum

designers at the Kenya Institute of Curriculum Development (KICD) will also find these study results pertinent and instructive when revising the school curriculum to make agriculture courses more interesting to girls.

The study will assist school administrators in encouraging and assisting girls in choosing the appropriate subjects because they affect their professional advancement. The findings might also pique career teachers' interest in looking for deeper, more pertinent resources and training that will help them better assist females in making career and topic choices, ultimately encouraging more girls to study agriculture. Finally, the results of the study will spur teachers of agriculture to refine their methods of instruction, making the field more appealing to female students.

### **Objectives of the Study**

#### *Specific Objectives*

The study employed the following specific objectives:

- To assess the influence of previous KCSE agriculture mean on the choice of agriculture subject among girls in post-primary education in Gusii counties.
- To establish the influence of agriculture land on the choice of agriculture subject among girls in post-primary education in Gusii counties.
- To determine the influence of agriculture teachers' experience on the choice of agriculture subject among in girls' post-primary education in Gusii counties.
- To assess the influence of availability and use of learning materials on the choice of agriculture subject among girls in post-primary education in Gusii counties.
- To determine the influence of availability of enough agriculture teachers on the choice of agriculture subject among girls in post-primary education in Gusii counties.

## Hypotheses

The following null hypotheses were formulated for the study:

H0<sub>1</sub> There is no significant relationship between previous KCSE agriculture mean and choice of agriculture subject among girls in post-primary education in Gusii counties.

H0<sub>2</sub> There is no significant relationship between agriculture land and the choice of agriculture subject among girls in post-primary education in Gusii counties.

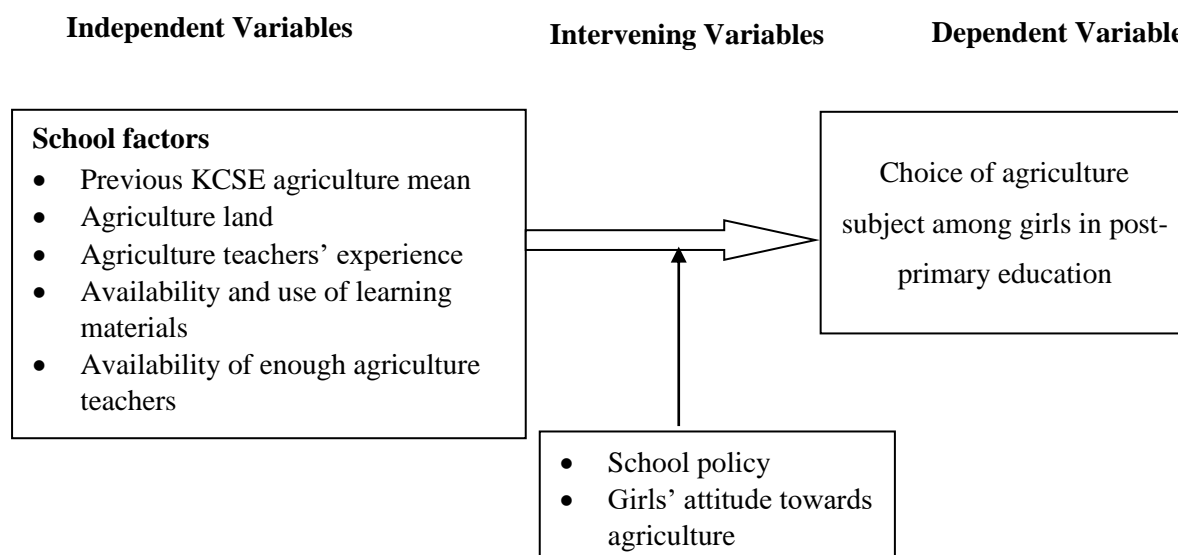
H0<sub>3</sub> Agriculture teacher's experience has no significant relationship on choice of agriculture subject among girls in post-primary education in Gusii counties.

H0<sub>4</sub> Availability and use of learning materials have no significant relationship on the choice of agriculture subject among girls in post-primary education in Gusii counties.

H0<sub>5</sub> Availability of enough agriculture teachers have no significant relationship on the choice of agriculture subject among girls in post-primary education in Gusii counties.

## Conceptual Framework

**Figure 1: Conceptual framework on school factors influencing the choice of agriculture subject among girls in post-primary education.**



## LITERATURE REVIEW

The school factors of interest for this study include previous KCSE performance of agriculture subject, land for agricultural activities, agriculture teachers' experience, teaching and learning facilities for teaching agriculture and availability of enough teachers teaching agriculture subject.

In Swaziland, girls choose to major in agriculture in high school due to the field's historical success, according to Muchiri et al. (2013). According to Frempong et al. (2003), a student's decision to study agriculture in Ghana is influenced by a number of variables, including past performance

in the subject at the national level, their knowledge of the prospects for choosing agriculture as a career, the fact that agricultural colleges only award certificates, as well as the influence of their parents, guardians and peers who value agriculture. Agriculture consistently performs poorly both nationally and in Gusii counties, and is outperformed by home science, woodwork, business studies and computer studies. High enrolment is attracted by strong achievement in any discipline. Universities and their different institutions are very concerned about academic achievement and their ongoing low enrolment.

In their article on academic performance and retention of college agriculture students, Garton et al. (2002) noted that academic success predicts retention. The high school core GPA alone was the best predictor of college academic performance for freshman who began their college careers in 1998. Age, career interest, gender, study habits, and attendance all had a positive effect on students' performance in secondary school agriculture, according to Ogwenio et al. (2014). Owoyele and Toyobo (2008) found that, at the post-primary education level, a combination of parental will, peer pressure and academic competency significantly predicted learners' choice of school subjects. This finding has implications for school facilities and academic achievement. While studying challenges of teaching and studying agriculture, Kabugi (2013) found out that less students were interested in agriculture compared to business studies. The primary criteria in their decision were their personal interests and their academic accomplishments, according to 64% of students who chose agriculture and 24% of those who did so for academic reasons (Kabugi, 2013).

When analyzing the opportunities, issues and coping strategies for principals in the promotion of secondary school girl-child education, Dawo and Simatwa (2010) found that among other things, poor infrastructure in post-primary institutions was impeding girls' education. They

came to the same conclusion as Uwaifo (2008) that proper educational infrastructure, such as textbooks and fully equipped laboratories, can affect students' academic achievement. In the Kisii region of Kenya, Nyang'au et al. (2011) looked at student perceptions of the factors influencing the execution of school agriculture projects for the Kenya Certificate of Secondary Education. The amount of school land and participation in co-curriculum activities, the security of the agricultural project, the teacher's assistance, the availability of inputs, the project possibilities supplied by KNEC, and the students' enthusiasm in the subject were all specific aspects influencing students' impressions.

## RESEARCH METHODOLOGY

### Research Design

The research used a descriptive survey design. The design was used to identify relationships within variables. The approach used surveys and questionnaires to collect data from a sample that represents the larger population, it allowed for generalization of findings and drawing conclusions, Orodho (2009).

### Sample Size

The study size comprised national, extra-county, county and sub-county schools, where the researcher obtained the sample size as illustrated in Table 1.

**Table 1: Sample of form three girls and agriculture teachers from different categories of schools**

School category	Target Schools	No. of sampled schools	Form three agriculture girls	No. of sampled form three girls
National	2	2	310	32
Extra county	18	7	1050	67
County	76	11	2732	105
Sub-county	374	27	4908	164
Total	<b>470</b>	<b>47</b>	<b>9000</b>	<b>368</b>

The recommended sample size (n) for girls was calculated using Kathuri and Pals (1993) formula. The study used 9,000 form three girls enrolled in agriculture in the chosen post-primary institutions as the population. On the presumption that the researcher was aware of the population's size (N). The study focused on form three girls because

they had already chosen to pursue agriculture as a subject.

$$n = \frac{X^2 N P(1-P)}{d^2 (N-1) + X^2 P(1-P)}$$

In the formula, n is the sample size, P is the population proportion and N is the supplied population size of form three females enrolled in



agriculture in Gusii counties (9,000). The sample size is shown by the degree of accuracy, which is .05, and the chi-square table value for the degree of freedom, which is 3.841. As a result, when the aforementioned figures were added to the equation, 368 respondents were obtained.

$$n = \frac{3.841 \times 9000 \times 0.5(1-0.5)}{0.05^2(9000-1) + 3.841 \times 0.5(1-0.5)}$$

n = 368 girls

The 368 girls were distributed proportionately to size amongst the selected secondary schools in Gusii counties.

### Sampling Procedure

The sampling techniques applied in this investigation were simple random sampling and purposive sampling. Using purposive sampling technique, the girls' national schools in the sub-counties of Kisii Central and Nyamira South were selected. Simple random sampling technique was used to choose girls from extra county, county and sub-county schools in Kisii county (Gucha South, Kisii Central, Marani, Masaba South, Gucha, and Kenyena sub-counties) and Nyamira county (Borabu, Masaba North and Nyamira South sub-counties) in order to facilitate data collection and representation. These schools were chosen based on their category, how well they performed on the national test in agriculture, how long they have given agriculture as a subject and how many females take it. The straight forward random sample method made, guaranteed that all respondents had an equal chance of being chosen while reducing categorization error. Additionally, the strategy only required frame-level information about the population, which made data interpretation extremely simple.

### Instrumentation

In the study, questionnaires were employed to collect factual data as regards to the variables influencing girls' decision to study agriculture. Both form three agriculture girls and agricultural teachers were asked to complete surveys. Using a five-point Likert scale, respondents checked in the brackets their extent of agreement or disagreement with the statements given. (1

'Strongly Agree', 2 'Agree', 3 'Neutral', 4 'Disagree', and 5 'Strongly Disagree'). The questionnaires had two parts: part A dealt with the respondents' demographic information, and part B concentrated on selected factors and how they affected girls' decisions to study agriculture. The selected factors include; Previous KCSE agriculture mean, agriculture land, agriculture teachers' experience, availability and use of learning materials, availability of enough agriculture teachers. The questionnaires were developed from the existing instruments, used to collect data.

### Statistical Data Analysis

The process of giving structure, organization and meaning to the vast amounts of information gathered is known as data analysis. Kombo & Tromp (2006) claim that this entails analyzing and organizing the data that has been gathered in order to draw conclusions. Descriptive and inferential statistics were used for the study of quantitative data, which was coded and entered into SPSS version 21. Using a 5-point Likert scale of strongly agree, agree, neutral, disagree and strongly disagree, the completed surveys were scored and the results calculated. Data were presented statistically by means of percentages, means, graphs as well as frequencies.

The researcher was able to view the results, spot trends and show the connections between the results thanks to the frequency and percentage tables (Gay, 2009). To test the specific hypothesis using inferential statistics, the study employed Pearson's correlation coefficient at the alpha level of 0.05.

## RESULTS AND DISCUSSION

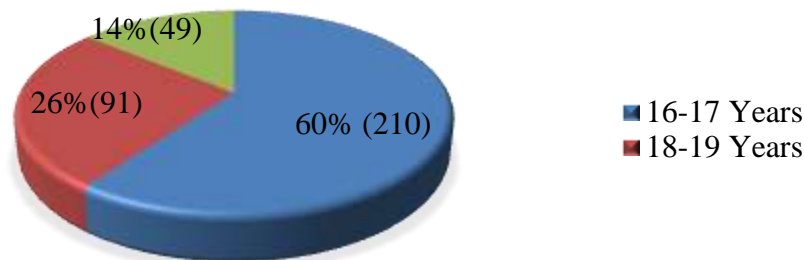
### Demographic Information of the Respondents

#### *Age groups of Form Three Girls Taking Agriculture Subject in Post-primary Education of Gusii Counties*

The age bracket of form three girls taking agriculture subject in post-primary education of Gusii counties was sought by the researcher. The responses are presented in figure 2. This was to

find out whether the girls of this age group are able to make informed decisions on subject choice.

**Figure 2: Age groups of form three girls taking agriculture subject in Gusii counties**



About 60% of the girls were between the ages of 16 and 17, while 26% were between the ages of 18 and 19. Additionally, it is revealed that 14% of the girls were between the ages of 20 and 21. The study submits that the bulk of girls who chose agriculture as a learning area were able to decide on careers in agriculture after doing their research. The study supports the findings of Nyabengi (2014), who discovered that girls at this age were capable of making independent judgments about

the vocation they wanted to pursue and the subjects that were prerequisite for that career.

#### ***Distribution of Girls studying Agriculture Subject in Gusii Counties by School Category***

The study sought to establish the category of post-primary institution in Gusii counties as indicated by form three girls. The results are as indicated in Table 2.

**Table 2: Distribution of girls studying agriculture subject in Gusii counties by school category**

School category	Frequency	Percentage (%)
National	29.0	8.29
Extra county	68.0	19.43
County	102.0	29.14
Sub-county	151.0	43.14
Totals	<b>350.0</b>	<b>100</b>

According to the findings, the majority (43.14%) of the females attended sub-county schools, followed by county schools (29.14%), extra county schools (19.43%), and national schools (8.29%). According to these results, compared to other categories of schools, sub-county schools were attended by the majority of girls. The findings support Gathaiga's (2012) observation that the bulk of the students came from district-day schools, also known as sub-county schools. This is a characteristic of most rural settings,

including the one where this study was done. The study also concurs with Cheruiyot (2018), which revealed that national schools had the lowest number of girls who had chosen agriculture followed by extra-county and county schools while sub-county schools had the highest number.

#### ***Gender of Agriculture Teachers***

This study sought to determine the gender of agriculture teachers, and their responses are indicated in Figure 3.

**Figure 3: Gender of Agriculture Teachers**



Figure 4 indicates that whereas 34% of agriculture teachers were female, 66% of them were male. This suggests that there are gender gaps in the agricultural education workforce. Having more men teach the subject will probably discourage girls from choosing it since they may view it as a field reserved for men. These results concur with those of Ojiambo & Shafat (2013), who discovered a gender gap in institutional management and teaching. The study concurs with Eshiwani (2001), who claimed that the low enrolment of girls in mathematics was due to a lack of role models. The majority of the country's schools have fewer female teachers than male teachers, which has caused some students to have an unfavorable opinion of girls who choose to pursue agriculture as a post-primary career. The

gap in teaching and school management might also be attributable to the unequal academic attainment of men and women, where boys typically outperform girls in primary and secondary school, as shown by national exams. The outcome is consistent with the conclusions of the government about gender disparities (GoK, 2014).

#### ***Working Experience of Agriculture Teachers***

The aim of the study was to determine the teaching backgrounds of agriculture teachers. This was done to determine whether the answers provided by the agriculture teachers were grounded on experience. The results are tabulated in Table 3 below.

**Table 3: Working Experience of Agriculture Teachers**

Working Years	Teachers of Agriculture	
	Freq.	Percentage (%)
Less than 1	10	11.11
2-4	18	20.00
5-7	25	27.78
Above 8	37	41.11
Totals	90	100.00

About 41.11% of agriculture teachers had more than eight years of classroom experience. It was shown that 27.78% of agriculture teachers had 5-7 years of experience in the classroom, 20% had 2-4 years whereas 11.11% had less than a year of experience. This suggests that the majority of agricultural teachers had more than a year's worth of professional experience, making them qualified to guide and advise girls interested in a future in agriculture. Since it significantly improves their knowledge, abilities and output, a teacher's expertise is a critical aspect in the success of girls in agriculture. Robinson (2009) asserts that there

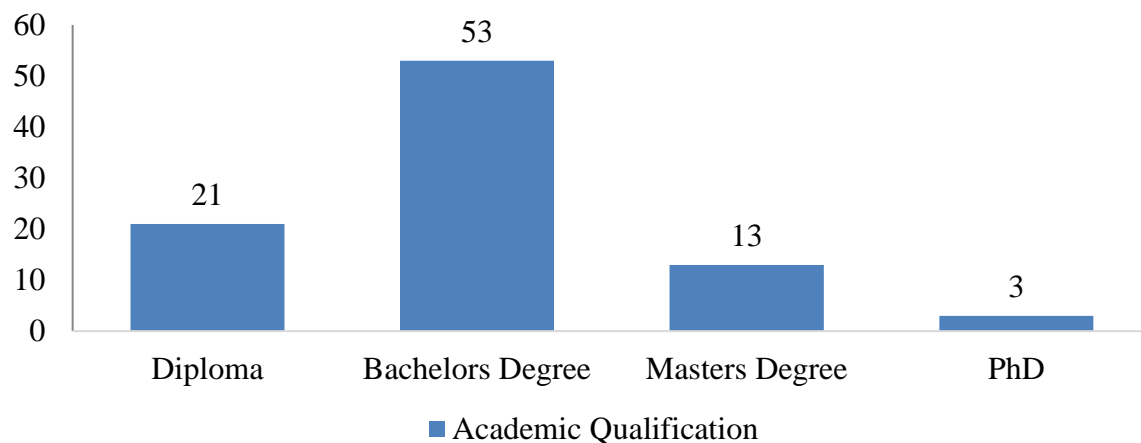
is a correlation between teacher's expertise and the girls' subject preferences. However, during the first few years of teaching, the influence of experience is greatest; thereafter, marginal returns decline (Rice, 2010). Since their performance tends to level off after the first few years of employment, teachers demonstrate their highest productivity improvements during this time.

#### ***Academic Qualification of Agriculture Teachers***

Agriculture teachers were requested to list their highest academic qualifications. The information is captured in Figure 4.



**Figure 4: Academic Qualification of Agriculture Teachers**



According to figure 4, the highest academic degree held by 23.33% of the agriculture teachers was a diploma. The average academic degree held by agriculture teachers was a bachelor's degree, or 58.89% of them. Additionally, the highest degree held by agriculture teachers was a master's, with 14.44% of them having one, and a Ph.D. by 3.33%. The outcome suggests that the majority of agricultural teachers met a basic standard to teach and oversee the agriculture department. The academic background has an impact on how students are inspired and guided in picking their subjects, thus it can successfully direct girls in this decision. Muchiri et al. (2013) also noted this, regardless of their prior teaching experience or professional training, the majority of agricultural teachers form favourable opinions of secondary school agriculture during their initial training. In their investigation of students' arithmetic achievement, Attah and Adebayo (2018) found a substantial correlation between instructors' preparation and student achievement.

The choice of agriculture among girls in post-primary education may have been influenced by the educational background of the agriculture instructors. It suggested that agriculture teachers had the necessary credentials to impart the subject matter in an efficient manner. These findings contradict those of Ngesa (2006) and Mwiria (2005), who found that less than half of agriculture teachers lacked the necessary credentials. The outcome may be linked to the fact

that teachers recently advanced themselves by acquiring additional education.

#### **Influence of School Factors on the Choice of Agriculture Subject among Girls in Post-primary Education in Gusii Counties.**

In the first objective, it was determined whether or not girls and agricultural teachers concurred with the claims made on the impact of educational elements on the decision to study agriculture. The study used a five-point Likert scale questionnaire to capture data. The respondents were asked to indicate by ticking the extent to which they agreed or disagreed with the statements as in the brackets (1- "Strongly Agree," 2- "Agree," 3- "Neutral," 4- "Disagree," and 5 for "Strongly Disagree."). The frequencies were used to calculate the mean scores where the minimum score was 1 and the maximum 5. Mean scores of 1-1.4 denotes 'Strongly Agree', 1.5-2.4 'Agree', 2.5-3.4 'Neutral', 3.5-4.4 'Disagree', 4.5-5 'Strongly Disagree'.

#### **Mean Ratings of Form Three Girls on the Influence of School Factors on Choice of Agriculture Subject in Post-primary Education.**

The purpose of the study was to get form three females who were studying agriculture to comment on how much school-related variables influenced their decision. To indicate, they were asked to check the appropriate box (1- "Strongly Agree," 2- "Agree," 3- "Neutral," 4- "Disagree," and 5 for "Strongly Disagree."). The responses were analyzed using means and standard

deviations as indicated in Table 4. Results in Table 4 indicate girls disagreed that there are adequate facilities to undertake agriculture subject (Mn=4.11, SD=1.262), and agriculture teachers are friendly and motivating (MN=3.64, SD=1.469). They were neutral on; previous KCSE agriculture mean is encouraging (Mn=2.73,

SD=1.473), while they agreed there are enough teachers to handle the subject (MN=1.71, SD=1.151), and there is enough land for agricultural activities (Mn=2.23, SD=1.252).

**Table 4: Mean Ratings of Form Three Girls on Influence of School Factors on Girls' Choice of Agriculture Subject in Post-primary Education.**

	N	Minimum	Maximum	Mean	Std. Deviation
Previous KCSE agriculture Mean is encouraging	350	1	5	2.73	1.473
There is enough land for agricultural activities	350	1	5	2.23	1.252
Agriculture teachers are friendly and motivating	350	1	5	3.64	1.469
There are adequate facilities to undertake agriculture subject	350	1	5	4.11	1.262
There are enough teachers to handle the subject	350	1	5	1.71	1.151

The outcomes are in line with Cheruiyot (2018), who discovered that KCSE agricultural performance affects learners' choice of subject. The study also found a negative connection that shows few students in schools with high KCSE agriculture scores choose the subject in opposition to direct proportionality. The findings are also in line with those of Dawo and Simatwa (2010), who discovered that, among other things, insufficient school facilities were impeding girls' educational opportunities. Similar to this, Uwaifo (2008) found that things like adequate educational infrastructure, textbooks and well-stocked laboratories, can affect how well girls succeed academically. Salisbury & Ruddel (2000), who contend that teachers' attitudes and behaviors influence learners' subject choices in many ways, were found to be incorrect by the study. Some female students pick a course only because they enjoyed the instructors. According to Frempong et al. (2003), several aspects, including the previous performance in the subject at the national level, affect girls' decision to study agricultural science. According to Bekleyen (2012), teachers may help create a calm learning environment in the classroom that will encourage girls to choose the topic by being polite and patient when they are listening to students.

The findings by Alabu, (2001) agrees with these study that girls choose agriculture subject because of previous KCSE performance. This implies that choice of agriculture as a learning area by form three girls is influenced by the previous mean scores of agriculture in KCSE examinations and thus the girls should be encouraged to excel in the subject so as to encourage girls from lower forms to choose agriculture subject.

#### ***Pearson's Correlation of Girls on the Influence of School Factors on Girls' Choice of Agriculture Subject in Post-primary Education.***

The study sought to determine the hypothesis, which stated that: *There is no significant relationship between school factors and choice of agriculture subject among girls in public secondary schools in Gusii counties.* The analysis was done at a .05 significance level, using Pearson's correlation. The girls' responses produced a statistically significant relationship of  $p = .000$ . Since  $(p=.000 \leq p=.05)$ , the null hypothesis is thus rejected and the alternative upheld: school factors influences the choice of agriculture subject among girls in post-primary education in Gusii counties. The results were presented in Table 5.

**Table 5: Pearson's correlation of girls on the influence of school factors on girls' choice of agriculture subject in Post-primary Education**

		Choice of agriculture subject	School factors
Choice of agriculture subject	Pearson Correlation	1	.425**
	Sig. (2-tailed)		.000
	N	350	350
School factors	Pearson Correlation	.425**	1
	Sig. (2-tailed)	.000	
	N	350	350

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

Table 5 shows a somewhat positive connection ( $r=.425$ ,  $p=.05$ ) between the influence of school parameters and girls' choice of agricultural subject in post-primary education in Gusii counties. According to the survey, girls choose agriculture as a learning area based on educational characteristics at the institution where they are enrolled.

***Pearson's Correlation of Girls on Influence of each School Factor on Girls' Choice of Agriculture Subject in Post-primary Education.***

The result in Table 6 shows the Pearson's correlation of girls on influence of each school factor on girls' choice of agriculture subject in Post-primary education.

**Table 6: Pearson's Correlation of Girls on Influence of Each School Factor on Girls' Choice of Agriculture Subject in Post-primary Education.**

		Choice of agriculture subject
Choice of agriculture subject	Pearson Correlation	1
	Sig. (2-tailed)	
	N	350
Previous KCSE agriculture mean is encouraging	Pearson Correlation	.428**
	Sig. (2-tailed)	.000
	N	350
There is enough land for agricultural activities	Pearson Correlation	.605**
	Sig. (2-tailed)	.000
	N	350
Agriculture teachers are friendly and motivating	Pearson Correlation	.257**
	Sig. (2-tailed)	.000
	N	350
There are adequate facilities to undertake agriculture subject	Pearson Correlation	.196**
	Sig. (2-tailed)	.000
	N	350
There are enough teachers to handle the subject	Pearson Correlation	.775**
	Sig. (2-tailed)	.000
	N	350

Table 6 indicates that the previous KCSE agriculture mean is encouraging, there is enough land for agricultural activities, Agriculture teachers are friendly and motivating, there are adequate facilities to undertake agriculture subjects and there are enough teachers to handle the subject. Pearson's correlation (.428) indicate that previous agriculture means contributed to the

choice of agriculture as a learning area by 42.8%, enough land for agricultural activities by 60.5% (.605), friendly and motivating agriculture teachers 25.7% (.257), adequate facilities to undertake agriculture subject 19.6% (.196), and enough teachers to handles the subject 77.5% (.775).

The girls felt that availability of enough teachers contributed the most to their choice of agriculture as a learning area; followed by enough land for agricultural activities, previous KCSE agriculture means, friendly and motivating teachers, and lastly adequate facilities to undertake agriculture subject.

The girls felt availability of enough teachers contributed the most to their choice of agriculture as a learning area. The finding is in contrary to Kabugi (2013), which showed agriculture attracted few girls compared to Business studies due to girls' interests. The second most prevalent factor contributing to the students' choice of agriculture as a learning area was the availability of enough land for agricultural activities, which was in line with Owoyele and Toyobo (2008), who found that school facilities and academic achievement, parental/guardian influence, peer pressure and academic capability, when combined, significantly projected learners' choice of school subjects at the senior secondary school level. Other factors that affect the choice of agriculture as a learning area included; previous agriculture mean, friendly and motivating teachers, and lastly adequate facilities to undertake agriculture subject.

## CONCLUSION AND RECOMMENDATIONS

The results show a somewhat positive correlation ( $r=.425$ ,  $p=.05$ ) between the influence of school factors and girls' choice of agriculture subject in post-primary education in Gusii counties. According to the survey, girls choose agriculture as a learning area based on educational characteristics at the institution where they are enrolled. More specifically, Pearson's correlation indicate that previous KCSE agriculture means contributed to the choice of agriculture as a subject by  $r=.428$ ;  $p<.05$ , enough land for agricultural activities by  $r=.605$ ;  $p<.05$ , friendly and motivating agriculture teachers  $r=.257$ ;  $p<.05$ , adequate facilities to undertake agriculture subject  $r=.196$ ;  $p<.05$ , and enough teachers to handles the subject  $r=.775$ ;  $p<.05$ .

The girls felt that availability of enough teachers contributed the most to their choice of agriculture as a learning area; followed by enough land for agricultural activities, previous KCSE agriculture means, friendly and motivating teachers, and lastly adequate facilities to undertake agriculture subject.

The study made the following recommendations:

- All Kenyan post-primary education should have a sufficient number of agriculture teachers, thanks to the Teachers Service Commission.
- Ministry of Education to discontinue categorization of public secondary schools to enhance equity and inclusion through infrastructural and resource development in all schools.
- Career masters/mistresses should ensure that females receive proper guidance regarding their career choices in order to provide them with the necessary knowledge for their secondary school subject choices, particularly agriculture, and prevent them from making decisions based solely on the opinions of their friends.

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