

ASSESSMENT OF FACTORS AFFECTING STUDENT CHOICE OF AGRICULTURE
EDUCATION IN RURAL HIGH SCHOOL: A CASE STUDY OF MUNG'ETHO
SECONDARY SCHOOL.

BY

MONICAH WANJIKU MWATHI

BEDS/000513/1122/05161

A RESEARCH PROJECT SUBMITTED IN PARTIAL FULLFILMENT OF THE
REQUIREMENT FOR THE AWARD OF DEGREE IN EDUCATION (SCIENCES OPTION)
OF MOUNT KENYA UNIVERSITY.

MAY 2015

ABSTRACT

The main objective of the study will be to establish the effects of students' attitude Towards Agriculture Education in Rural high school. The specific objectives include-; to find out the effects of Employment towards Agriculture Education in Rural high school. To ascertain the effects of Peer Influence towards Agriculture Education in Rural high school. To determine the impact of Sectoral policy towards Agriculture Education in Rural high school. To explore the contribution of Gender towards Agriculture Education in Rural high school and to weigh out the effects of Urbanization towards Agriculture Education in Rural high school . The research sought to answer the question of how or what in regards to the above factors. The study involved Mung'etho Secondary School; a case study at Teachers, Students and support staff levels. The study reviewed literature from different primary and secondary sources and established that a number of factors highlighted above affected Students attitude towards Agriculture Education in Rural high school. These factors included-; Employment, Peer Influence, Sectoral Policy, Gender and Urbanization.

The study adopted a descriptive research design due to the nature of the study. The targeted population was heterogeneous hence the need for stratified random sampling technique, the target population is 120 and the sample size is 90. The population was divided into homogenous groups; strata from which each stratum, random sample will be selected. The samples were later combined to represent the population. Triangulation method of data collection (combining interviews with questionnaires) was used. Collected data was be analyzed both qualitatively and quantitatively. Data was presented through frequency tables, diagrams, graphs and charts. A number of methods of measures of central tendency were used to interpret data.

The findings indicated that the majority of respondents second that Employment, Peer Influence, Sectoral Policy, Gender and Urbanization affected Agriculture Education in Rural high schools. The recommendation therefore is that for effective performance and total output of Agriculture Education, all players, stakeholders and interested parties should work jointly.