# Influence of Secondary School Students' Attitude Towards Agriculture on Employment Creation in Vihiga County, Kenya

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## Abstract

Agriculture is believed to be the backbone of the Kenyan economy contributing to over 30% of the Gross Domestic Product and employs about 80% of the rural population. Kenya Vision 2030 positions it as a key driver for delivering the 10% annual economic growth. It is estimated that 64% of unemployed persons in Kenya are youth, indicating a serious employment problem. Emuhaya Constituency being an agricultural potential area, little attention has been taken to identify why there is a high rate of unemployment yet some of the youth who have learnt agriculture in secondary school are idle thus indulging in crime and other social vices. The purpose of this study was to analyze the influence of secondary school students' attitude towards agriculture on employment creation in Vihiga County, Kenya. The study was done in Emuhaya Constituency and adopted qualitative research design using descriptive survey method. The target population was the youth who learnt agriculture in secondary schools. The study purposively sampled 150 youth out of a total population of 2,736 youth who sat for KCSE in Emuhaya Constituency between 2010-2012. Data was collected using structured questionnaire. Academic experts from the Department of Agricultural Education and Extension validated the instrument. The instrument had a Cronbach's Alpha reliability coefficient of 0.814, at 0.05 level of significance. The data was analyzed using the Statistical Package for the Social Sciences, based on the objectives and research questions. The relationship between the secondary school students' attitude towards agriculture and employment creation was tested using Pearson Correlation. Frequency tables and percentages summarized the results. The study established that teaching of agriculture in secondary school based on students' attitude was negatively related to employment creation for out of school youth in Emuhaya Constituency of Vihiga County. The study recommended formulation of policies that promote harmonization between agriculture teaching and employment creation, it recommended youth to take up agricultural activities for employment and also recommended replication of similar studies in other levels of education such as primary and university.

**Key Words:** Agricultural Policy, Employment Creation, Learning Resources, Students Attitude, Agricultural Education

## Introduction

### 1.1 Background to the Study

Young farmers play an important role in ensuring food security for future generation although they face many challenges. Statistics on rural youth employment are scarce because the country's employment data are usually not disaggregated according to locality (rural/urban) and age group (ILO, 2010). It is estimated that 78.31% of Kenyans are below 35 years and that 64% of unemployed persons in Kenya are youth. Only 1.5% of the unemployed youth have formal education beyond secondary school level and the remaining over 92% have no vocational or professional training with majorities in rural Kenya (KNBS 2010).

KNBS (2010) reveals that Emuhaya Constituency has, 155,065 youth comprising of 70,012 males and 80,053 females where only 34,242 males and 37,793 females are employed but the remaining 83,030 youths, comprising 37,770 males and 45,260 females are unemployed, thus showing a serious employment problem. Most of these secondary school leavers don't get formal employment hence proper agricultural education offered in schools should provide the school leavers with core skills in agriculture which will enable them to be self reliant through self employment.

Secondary school agriculture is one of the subjects that aim at meeting the employment needs of the students who terminate their education after secondary school. Self-reliance provides the initial importance of teaching agriculture in schools. Studies have been done on enrollment, performance and other aspects of secondary school agriculture but no study has been done to determine the relationship between students attitude towards the subject and employment creation for the out of school youth. Little attention is taken to identify whether the original objectives of making agriculture a dignified and profitable occupation have been diverted or shelved in Emuhaya Constituency.

The rate of youth unemployment in Emuhaya Constituency is high; the youth are idle, which lead to problems of increase in crime and other social related vices among the youth. Food insecurity is also a major concern now, yet agriculture should offer vital skills to school leavers for self-reliance or salaried employment while on the other hand producing sufficient food through improved modern farming techniques and biotechnologies. The critical question was to find out why unemployed youth having studied agricultural principles, have shied away from taking up on agriculture as a source of employment in Emuhaya Constituency.

### 1.2 Literature

Attitude is learned predispositions to respond either positively or negatively to certain situation, instructions or people (Oppenheim, 2000). The key factors that contribute to students selection of subjects are; interest in the subject, perceived usefulness of the subject, ability or success of the subject, career preference, subject combination for further studies, teachers advice and the teaching strategy (Berry, 2004). A study by Cheplogoi (2011) indicated that students had a negative attitude towards agriculture while teachers had a positive attitude. When teachers have positive attitudes towards an innovation, they will be willing to spend time and efforts in the implementation of the process.

Students have misconceptions of agriculture as a career because they are not only unaware of the type of jobs in the sector but they also have the impression that all jobs in this area have very low pay as well, parents have a negative attitude towards the career (Chee and Leong-Yong, 2011). Students' enrollment in agriculture is driven by certain preference in other agriculture related careers but not associated with farm work and therefore see agriculture as employment provider rather than creation (Hansel, 2009). Schools in the Pacific and in the Sub-Saharan Africa, use agricultural activities as punishment contributing towards students' negative attitude towards agriculture (Dalla, 2010). For example, in Uganda agriculture it is unattractive to the young partly because it is used in schools in the administration of punishment to errant and undisciplined children (Agena, 2011).

Youth are the main source of productive labour in agriculture and if motivated to participate actively in agriculture, then it will promote industrial revolution (Aksoy, 2012). In the rural areas, farming is the most applicable and readily available form of employment for out of school youth, using the available land in the rural areas for either crop and or livestock production. Agriculture is the single most important sector in the economy, contributing approximately 25% of the Gross Domestic Product, and employing 75% of the national labor force (Republic of Kenya, 2005). Functions of agricultural and agribusiness education therefore included; Educating individuals for employment in the fields of agriculture and agribusiness; A vocational agricultural course work and ; Issues having to do with the 'food crisis'. The authors went on to explain that agricultural education is based on decision making through problem solving, and is centered on experience and it addresses both individual and community needs; is related to resource management. Secondary school agriculture hence should lead to increased self-employment opportunities for young people who leave school and do not continue with higher education.

Although Kenya has enjoyed relatively high economic growth rates over the past decade, formal job creation has been lower than the rate at which the labor force is growing. Challenges still remain on bridging the gap between economic growth and jobs creation and in turn address the growing unemployment1 especially among the youth (Page, 2012). Levels of underemployment, vulnerable employment are even higher than the levels of unemployment since only a few youth can afford to remain unemployed – they often engage in part time work even for a few hours just to make ends meet. It is thus not surprising that there are high levels of working poor i.e. those who are employed but they live below the poverty line. Creating decent employment opportunities for this rapidly increasing youthful labor force as MDG 1 target 1B2 stipulates is a challenge that has reached a level of priority for Kenya's development agenda.

Brooks et al., (2012) and Kararach et al., (2011) reveal that creation of non-agricultural jobs may not happen in the short run; as such agriculture is likely to continue being a source of employment and livelihood in the medium to long term especially for countries that heavily depend on agriculture. The 2008 World Bank "Agriculture for development report" further points out the enormous potential of agriculture in offering employment (World Bank 2008). Despite the recognition of employment creation within the sector, youth participation in agriculture especially as farmers is declining not only in Kenya, but in other African countries alike (FAC, 2011).

Apparently, the agriculture sector is not looked at as a viable sector of employment and remains highly unattractive to the youth due to the risks, intensive nature and low profitability (FAO, 2012). Most of the youth engaged in agriculture are vulnerably employed as own account workers and contributing family

workers with little or no income accruing to them. While the exodus of the youth from the agriculture sector might seem to be higher than that of the prime age group, the majority of the youth continue to derive their livelihood from agriculture. Some would argue that this movement away from agriculture is a sign of structural transformation of the economy; but the pattern has not brought with it the required job growth needed to absorb the increasing young labour force and as such high levels of underemployment are being experienced in the services and industrial sectors (FAO, 2010).

The poor state of youth participation in agricultural activities in Kenya has been a matter of great concern among agriculturists, agricultural researchers as well as administrators. This is because the present poor state of decline in agricultural production has dimmed the hope of raising the level of agricultural production to ensure sustainable food security for the ever increasing population of Kenya. One of the major setbacks of agricultural development programmes is attributed to the inability of the federal government to integrate youths into the mainstream of the numerous agricultural development programmes implemented over the years (Bertow & Schultheis. 2007).

Several studies have identified potential entry points for youths in agriculture sector which include provision of unpaid labour at their households or even work as day casual labourers for wages using during the rainy seasons (SACAU, 2013). Agribusiness (Mibey, 2015), Fish farming (Mandania, 2012), poultry farming (Kirui, 2014) and horticulture farming (Gichuki, 2012) have also been identified.

Youth consider secure land access as principle for starting farming (FAO, 2011). Youth access to land contributes to household food security, employment creation and income generation as land is used as collateral and security for one to access credit, signifies their identity, elevates their status, and also improves their participation in decision making within their communities and other organizations (MIJARC et al, 2012). A study in Uganda revealed that the land tenure systems hinder youth from engagement in agriculture as many use it without exclusive rights of ownership (Ahaibwe et al 2013).

According to UN-HABITAT (2011) youth are always never aware of land acquisition, registration and taxation requirements and therefore fall prey to fraudulent and corrupt land dealers. Nonetheless, expecting youth to acquire land through purchasing is unrealistic since most are not employed and those who are have low wages and also the land prices are so high which pose even a bigger challenge for young women in developing countries who usually work as house helps and earns low wages (FAO, 2011b). The policy and legal documents on the other hand do not always include youth land rights and if so there are no defined mechanisms for policy implementation since the youth are never involved in the development of the laws and policies in relation to land and thus they never respond to their needs. (FAO, 2012).

The youth are faced with several challenges as they try to access markets, which at times surpass what generally smallholder farmers in developing countries experience (Giuliani and Valle, 2014). These include: strict supply chain standards for the supermarkets and the international market (FAO, 2014), inadequate knowledge and experience on market systems and structures, lack of skills to manage their entrepreneurial ventures as well as lack of information about prices. Further, demand for highly processed food triggered by globalization affects the market systems and standards and leads to introduction of new safety and quality standards that youth must comply to (Giuliani and Valle, 2014). This limits them from accessing and selling their produce for higher prices to other national, regional and international markets and this scenario leaves the youth with the option of the local (rural) markets (FAO, 2014). In Zambia,

the markets are characterized by instability in demand and prices, disorganization of the markets and delayed payments by dominant buyers which affects youth in farming (SACAU, 2013) This study further points that youths are interested in farming businesses which yield money fast, have minimal labour demands and also the ones with guaranteed such as contractual farming.

A study by Njega, et al (2012) revealed that 71.7% of the youth and women engaged in agriculture were not happy with their agricultural earnings resulting from low return on investment. Lack of market, lack of market information, high competition, inadequate skills of marketing their produce, inaccessibility to potential good markets, high exploitation by the middle men and low prices further affect youth access to market (Gichuki, 2012). Additionally, the rapid changes in the market, rising quality standard, the growing demands for high value products and the emergence of new market types and arrangements also affect the youth (Akpan 2011).

In many rural areas of the developing countries, accessibility to suitable education and training is always limited (Sanginga, 2014) and hence farming knowledge is mostly transferred to children from their parents (PAFPNet, 2010). Supporting education related to agriculture for efficient operation of small scale farms, profitability, market access and engagement process in the various agribusiness will enhance youth engagement in agriculture (Abdul et al., 2013). Agricultural curricula has slowly disappeared, it is outdated and inadequate in most schools in developing countries where agriculture is considered a fall back plan for those who don't perform well in school.

## 1.3 Conceptual Framework

The independent variable in this study is the youths' attitude towards agriculture measured in terms of the agriculture knowledge is just for purposes of passing exams, lack of practical learning, lack of resources and facilities and low income from agriculture-based employment. The dependent variable is youth employment measured in terms of crop production, livestock production, value addition, transportation and marketing. The intervening variables influence the effects of the independent variable on the dependent variables. These are performance of school agricultural projects and conduciveness of agro-ecological conditions and sources of funds for the agricultural activities.

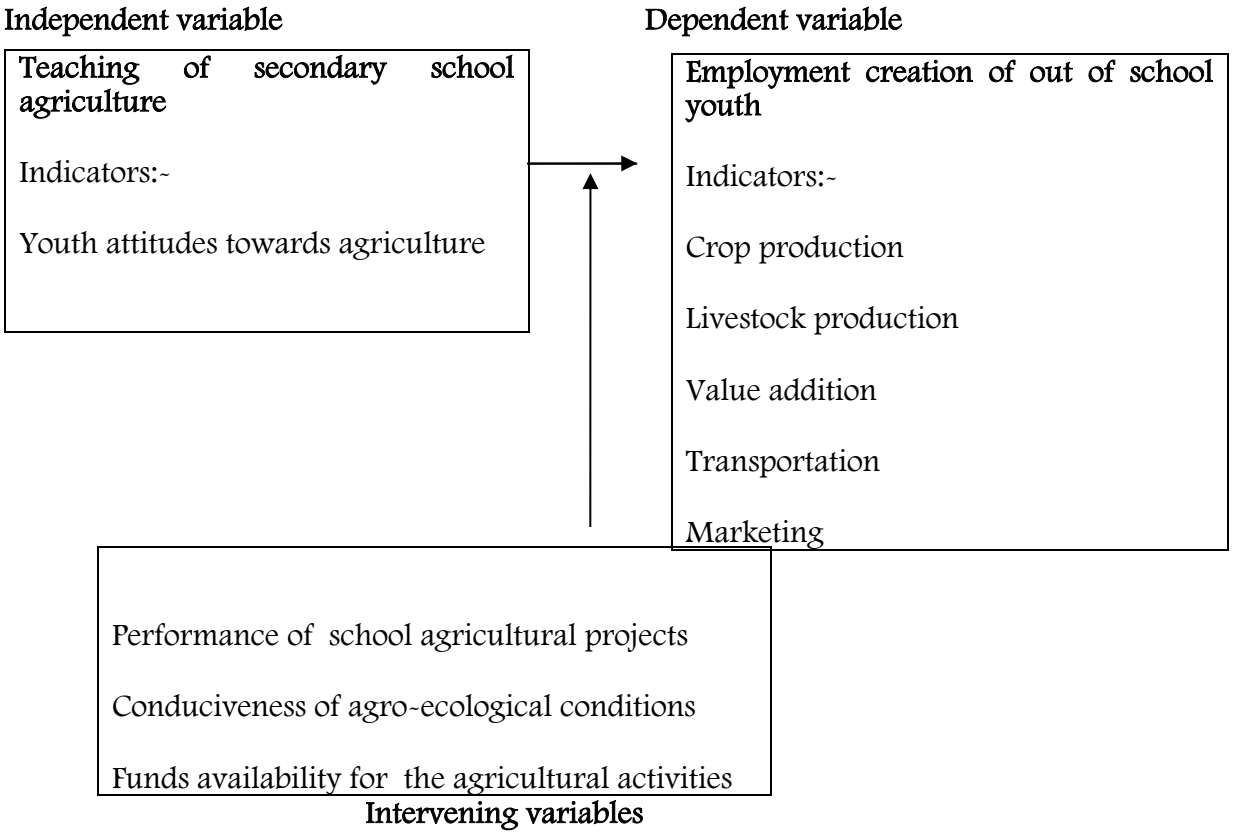


Figure 1: Conceptual framework showing the relationship between secondary school students' attitude towards agriculture and employment of the out of school rural youth.

## 2.0 Material and Methods

### 2.1 Research Design

This study adopted qualitative research design using descriptive survey method. The study was conducted between May to July 2015.

### 2.2 Area of the Study

The study was conducted in Emuhaya Constituency located in the Vihiga County of Kenya, adjacent to Maseno University and bordering Kisumu City. The Constituency covers an area of 94.50km$^2$ with a population of 95,064 people (KNBS, 2010). The Constituency receives a bimodal type of rainfall. The average annual rainfall range is 1500-2000mm per annum. The long rains starts from March and ends in May while short rains season starts in October and ends in December. The rainfall pattern is convectional with lightning and at times hailstorms. Rainfall is well-distributed and approximately 85% reliable, (GOK, 2009). The average farm holding is about 2ha. Mixed farming is mainly practiced on small

scale. Farmers keep cattle, sheep, goats, poultry, and also plant crops such as maize, beans, sorghum, millet, groundnuts, cowpeas and sweet potatoes, (MOA, 2011). Weaving of baskets, ropes and mats is also done from sisal and papyrus reeds. Agribusiness is mainly done in Luanda Town which is a major market, along the Kisumu-Busia highway.

## 2.3 Study Population

The target population consisted of 2,736 youth who studied agriculture up to form four in 32 secondary schools in Emuhaya Constituency between 2010 and 2012, according to the Vihiga sub-county KCSE Examination.

## 2.4 Sample Size and Sampling Procedure

The sample size was 150 respondents of the target population and their employment in agriculture related activities. Three Wards in the Constituency were randomly selected then 50 respondents were picked from every ward represented in the sample. These employment activities included crop production, livestock production, marketing, value addition and transportation of agricultural products.

Snowball method was used to reach the other out of school youth who learned agriculture in secondary school, one hundred and fifty youth were stratified because their population did not constitute a homogeneous group. Thus, the aim was to stratify them into male and female population. They were then sampled by simple random sampling, fifty youth from every ward were sampled and this was the criteria of selection.

## 2.5 Data Collection Instruments

The study will use structured questionnaire which was administered to the respondents.

## 2.6 Data Collection Procedure

A letter of approval was obtained from the Board of Graduate Studies of Egerton University and was presented to the National Commission for Science, Technology and Innovation (NACOSTI) to obtain a research permit. Once authority was obtained, arrangement was made to visit the Constituency Agriculture Office, in Emuhaya Constituency for permission and authority to conduct research in the Constituency. With assistance of Constituency Extension Officers, 150 out of school out of school youth were selected and given the questionnaires.

## 2.5 Data Analysis

Quantitative data was coded and analyzed using Statistical Package for the Social Sciences (SPSS). Frequency tables and percentages were used to summarize and present the quantitative data. The relationship between the teaching of agriculture in secondary school and employment creation was established using Pearson Correlation where the independent variables were elements of agriculture teaching methods and dependent variable was employment creation. In order to establish the elements of

students' attitude towards agriculture teaching methods that contributed more to employment creation, regression analysis model below was used.

$$Y = \beta 0 + \beta 1 X1 + \beta 2 X2 + \beta 3 X3 + \beta 4 X4 + \varepsilon$$

Where;

**Y** = Employment creation

$\beta 0$ = Constant Term

$X1$ = Independent Variable 1 (agriculture knowledge is for exams)

$X2$ = Independent Variable 2 (lack of practical learning)

$X3$ = Independent Variable 3 (lack of resources)

$X4$ = Independent Variable 4 (low income from agriculture)

$B1 - \beta 4$ = Regression Coefficient for each independent term

$\varepsilon$ = Random or Stochastic Term

The model assumes that:

(i). There is little or no multicollinearity in the data. Multicollinearity occurs when the independent variables are not independent from each other.

(ii).The error of the mean will be independent from the independent variables.

## 3.0 Results and Discussions

### 3.1.1 Attitude on Secondary School Agriculture

This section presents data related to the objective number three of this study which was stated as; determine the relationship between attitude on secondary school agriculture and employment creation of the out of school youth. The following variables were used to analyze out of school youths attitude on secondary school agriculture and employment creation; knowledge gained from learning agriculture in secondary school was only aimed at passing examinations, lack of practical learning once theoretical principles were learnt in classroom, lack of resources and facilities and agriculture had low income. Attitude in this analysis was based on Oppenheim (2000) who describes attitude as learned predispositions to respond either positively or negatively to certain situation, instructions or people.

Table 1: Attitude on Secondary School Agriculture and Employment Creation

| Statement | SD | D | U | A | SA | TOTAL |
|---|---|---|---|---|---|---|
| Agriculture knowledge was for exams | 13.9 | 12.4 | 7.3 | 66.4 | - | 100.0 |
| Lack of practical learning | - | 8.8 | 0.7 | 16.1 | 74.4 | 100.0 |
| Lack of resources | 7.3 | 13.9 | - | 37.2 | 41.6 | 100.0 |
| Low income from agriculture | 6.6 | 7.3 | 6.6 | 20.4 | 59.1 | 100.0 |

Source: Field Data (2015).

Majority of respondent 66.4% saw agriculture as a subject only for passing examinations compared to 26.3% who saw it as a subject that gave learners skills for employment creation. Majority of respondents 74.4% agreed that lack of practical learning once theoretical principles were learnt in classroom compared to 8.8% who had a positive attitude on the subject. Majority of respondents 78.8% agreed that there was lack of current resources and facilities on principles of agriculture in secondary schools compared to 21.2% who disagreed. Majority of respondents 71.5% agreed that agriculture was low in income subject in terms of returns in case one created an employment out of the subject compared to 13.9% who disagreed.

This finding revealed that school youth had negative attitude towards the following aspects of agriculture; that they learnt agriculture only for purposes of passing exams, the schools did not give them practical skills rather more theoretical knowledge which could not be applied in job creation, that the schools where they learnt lack resources that could give them vision of pursuing agriculture for job creation, that agriculture was a low income based subject which did not attract them to learn it for purposes of job creation and that there was lack of information on agricultural opportunities and occupations after school for employment. This finding confirmed Cheplogoi (2011) whose study indicated that students had a negative attitude towards agriculture while teachers had a positive attitude. When teachers have positive attitudes towards an innovation, they will be willing to spend time and efforts in the implementation of the process.

This finding further confirmed a report by FAO (1997) that showed that at times students lack interest in agriculture; therefore, will only enroll for it when they do not have options to go for other subjects. The negative attitude of the subject may explain why agriculture subject was introduced to schools in Kenya in 1926 followed by subsequent drop in 1931 though it was later re-introduced in 1960 at Chavakali high school. Mutonga (1995) asserts that there was poor enrollment in Chavakali high school based on argument of parents that their sons would go to hold *jembes* and that agriculture was not among the subjects examined by the Cambridge Examination Syndicate (CES).

### 3.1.2 Agriculture as Employment Creation

Table 2: Appreciation of Agriculture as Employment Creation by Students

| Response | Frequency | Percent |
|---|---|---|
| Yes | 122 | 89.1 |
| No | 15 | 10.9 |
| **Total** | **137** | **100.0** |

Majority of respondents 89.1% agreed that agriculture was an important subject for employment creation compared to 10.9% who did not agree. Some of the reasons respondents gave included; students practicing crop farming after finishing school, other students practicing livestock production after school, others observed that some students started agricultural value addition enterprises. This finding supports Schools Mwiria (2002) who found that schools that do well in a given vocational subject in the KCSE tend to show more interest and to set aside more resources for their teaching as argued by. In the rural areas, the most important resource available for most youth at their disposal is the farm. Once the rural youth acquire appropriate knowledge and skills on agriculture, they will be able to utilize the farm adequately; since the capital and recurrent investment required maintaining the economic viability of a farm may be only this land for most youth who are out of school.

Table 1: Area of Agriculture used for Job Creation

| Activity | Frequency | Percent |
|---|---|---|
| Crop Production | 103 | 75.2 |
| Livestock Production | 14 | 10.2 |
| Processing of agricultural products | 7 | 5.1 |
| Transportation of agricultural products | 10 | 7.3 |
| Marketing of agricultural products | 3 | 2.2 |
| **Total** | **137** | **100.0** |

Majority of respondents 75.2% observed that crop production was mostly used for job creation, followed with 10.2% who used livestock production, 7.3% used transportation of agricultural products in job creation, 5.1% used value addition and 2.2% used marketing of agricultural products to create jobs.

Table 4: Agricultural Skills Applicable for Employment Creation

| Activity | Frequency | Percent |
|---|---|---|
| Crop Production | 80 | 58.4 |
| Livestock Production | 38 | 27.7 |
| Processing of agricultural products | 13 | 9.5 |
| Transportation of agricultural products | 3 | 2.2 |
| Marketing of agricultural products | 3 | 2.2 |
| **Total** | **137** | **100.0** |

Majority of respondents 58.4% observed that crop production was most used for job creation, followed with 27.7% who used livestock production, 2.2% used transportation of agricultural products in job creation, 9.5% used value addition and 2.2% used marketing of agricultural products to create jobs.

Table 5: Agricultural Activity Mostly Practiced for Income Generating Activity

| Activity | Frequency | Percent |
|---|---|---|
| Crop Production | 67 | 48.9 |
| Livestock Production | 47 | 34.3 |
| Processing of agricultural products | 13 | 9.5 |
| Transportation of agricultural products | 3 | 2.2 |
| Marketing of agricultural products | 7 | 5.1 |
| **Total** | **137** | **100.0** |

Majority of respondents 48.9% observed that crop production was most used for job creation, followed with 34.3% who used livestock production, 2.2% used transportation of agricultural products in job creation, 9.5% used value addition and 5.1% used marketing of agricultural products to create jobs.

Table 6: Agricultural Activity Out of School Students were willing to Continue Practicing for Future Employment.

| Activity | Frequency | Percent |
|---|---|---|
| Crop Production | 94 | 68.6 |
| Livestock Production | 13 | 9.5 |
| Transportation of agricultural products | 4 | 2.9 |
| Marketing of agricultural products | 26 | 19.0 |
| **Total** | **137** | **100.0** |

Majority of respondents 68.6% observed that crop production was most used for job creation, 9.5% who used livestock production, 2.9% used transportation of agricultural products in job creation and 19.0% used marketing of agricultural products to create jobs. This finding reveals that out of school students were willing to apply knowledge, apply skills, apply agricultural principles and continue with crop farming activity for purposes of employment creation. Activities like livestock production; agricultural products value addition, transportation of agricultural products and marketing of agricultural products, as activities were not favorably used by out of school youths in employment creation.

### 3.1.3 Attitude on Secondary School Agriculture and Employment Creation

This section presents data related to the objective number three of this study which was stated as; determine the relationship between attitude on secondary school agriculture and employment creation of the out of school youth. The following variables were used to analyze out of school youths attitude on secondary school agriculture and employment creation; knowledge gained from learning agriculture in secondary school was only aimed at passing examinations, lack of practical learning once theoretical principles were learnt in classroom, lack of resources and facilities, agriculture subject was those who were not bright, agriculture had low income and lack of information on agricultural activities. Attitude in this analysis was based on Oppenheim (2000) who describes attitude as learned predispositions to respond either positively or negatively to certain situation, instructions or people.

Table 6: Attitude on Secondary School Agriculture and Employment Creation

| Correlations | employment Creation | passing examinations | Lack of modern resources | Lack of practical learning | Low income |
|---|---|---|---|---|---|
| employment Creation | 1 | 0.166 | 0.059 | -0.038 | -0.014 |
| | | 0.053 | 0.495 | 0.662 | 0.871 |
| passing examinations | 0.166 | 1 | 0.144 | 0.265 | 0.042 |
| | 0.053 | | 0.093 | 0.002 | 0.625 |
| Lack of modern resources | 0.059 | 0.144 | 1 | 0.544 | 0.210 |
| | 0.495 | 0.093 | | 0.000 | 0.014 |
| Lack of practical learning | -0.038 | 0.265 | 0.544 | 1 | 0.362 |
| | 0.662 | 0.002 | 0.000 | | 0.000 |
| Low income | -0.014 | 0.042 | 0.210 | 0.362 | 1 |
| | 0.871 | 0.625 | 0.014 | 0.000 | |

Source: Field Data (2015)

The study established a weak negative correlation of 0.116 (p= 0.053>0.05) between agriculture as a subject for passing exams and employment creation. This finding reveals that alignment between employment creations by agriculture as a subject was inverse to students seeing the subject for passing exams. This finding does not support of the expectation of EAEC (1976), agriculture was taught in schools mainly to impart knowledge to students and inculcate in them a positive attitude towards agriculture as a dignified and profitable occupation. More than this, the intention was to prepare them for life in the rural areas. The success of effective school agriculture can be measured by those who actually go to the land, live there and earn their living through agriculture (Ray & John 1996). After all, the fundamental purpose of the agricultural education should ensure a better agriculture and make a country life, as nearly perfect as possible for practical activities and subsequent potential for self-employment of youth after school.

The study established a weak positive correlation of 0.059 (p=0.495>0.05) between lack of modern resources and facilities and employment creation. This finding reveals that alignment between employment creations by agriculture and learning resources and facilities was week. This finding did support the PWPSU (1981) which emphasized the need to make learners self reliant by the time they leave school, by offering them a broad based and practical oriented curriculum. These can be achieved when the skills needed in carrying out agricultural practices are enhanced.

The study established a weak positive correlation of -0.038 (p=0.662>0.05) between lack of practical learning and employment creation. This finding reveals that alignment between employment creation by practical learning used by agricultural teachers to prepare out of school youth was weak. This finding did support Boehrer and Linsky (1990) teaching with practical reality based cases is a good example of how teachers can exchange methods to meet student's needs and those of the larger society; hence, agriculture becomes a very important subject in secondary school for agricultural employment after school.

The study established a weak negative correlation of -0.014 (p=0.871>0.05) between agricultural based low employment contributing to youth negative attitude towards agriculture and employment creation. This finding reveals that alignment between employment creation by agriculture as a subject was inverse to agricultural based low employment contributing. This finding supports Cheplogoi (2011) indicated that students had a negative attitude towards agriculture while teachers had a positive attitude. When teachers have positive attitudes towards an innovation, they will be willing to spend time and efforts in the implementation of the process. A report by Pacific Agricultural and Forestry Policy Network (PAFPNET) (2011) confirmed that the teachers could instill a more positive image towards agriculture explaining to their students the many aspects of agriculture, its importance to everyday life and its career opportunities. The finding further supports FAO (1997) showed that at times students lack interest in agriculture; therefore will only enroll for it when they do not have options to go for other subjects. The negative attitude of the subject may explain why agriculture subject was introduced to schools in Kenya in 1926 followed by subsequent drop in 1931 though it was later re-introduced in 1960 at Chavakali high school. Mutonga (1995) asserts that there was poor enrollment in Chavakali high school based on argument that their sons would go to hold *jembes* and that agriculture was not among the subjects examined by the Cambridge Examination Syndicate (CES). African parents still had a negative attitude towards agriculture based on the myth that agricultural qualifications would not lead their sons into descent careers but end up being farmers.

Table 7: Model Summary

| R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|
| 0.209 | 0.44 | 0.15 | 0.311 |

The $R^2$ value indicates how much of the dependent variable, "employment creation", was explained by the independent variables, "use of agriculture to pass exams, lack of modern resources and facilities, lack of practical and agricultural employment having low returns". In this case, the R Squared is 0.44 indicating that 44% of the variation in employment creation was explained by the independent variables. The difference, that is, 56% of the variation in employment creation was explained by factors that are not included in this study.

Table 8: Full Regression Model

| | Unstandardized Coefficients | | Standardized Coefficients | T | Sig (p). |
|---|---|---|---|---|---|
| | B | Std. Error | Beta | | |
| Knowledge gained is for passing examinations | 1.0839 | 0.151 | | 7.191 | 0.000 |
| Lack of practical learning | 0.038 | 0.018 | 0.189 | 2.143 | 0.034 |
| Lack of modern resources and facilities | -0.054 | 0.038 | -0.153 | -1.396 | 0.165 |
| Low income from agricultural employment | 0.028 | 0.025 | 0.113 | 1.110 | 0.269 |
| Knowledge gained is for passing examinations | 0.002 | 0.023 | 0.010 | 0.104 | 0.916 |

a. Dependent Variable: employment creation

As indicated in Table 8, from the unstandardized coefficients, the following equation was developed:

$y = 1.0839+0.038x_1-0.054x_2-0.028x_3+0.002x_4+\varepsilon$

From the full regression model, the standardized coefficients indicate that all elements of students' negative attitude had negative effect on agriculture as a source of employment creation. In conclusion, therefore, the research question that what is the relationship between the attitude of the out of school youth on secondary school agriculture teaching and employment creation? Was established that the students' negative attitude towards agriculture teaching had negative effect on agriculture as source of employment creation.

## 4.2 Summary and Conclusion

The study established that the students' negative attitude towards agriculture teaching had negative effect on agriculture as source of employment creation. This was because the students viewed agriculture as a subject for passing exams; they observed that there were lack of resources and facilities for learning agriculture and also carrying out practical lessons. They also attributed agricultural employment to be a low income based employment they did not want to associate with.

## Recommendation

Formulation of policies that promote harmonization between the teaching of agriculture in secondary school and employment creation. The process should be participatory involving stakeholders and other interested parties in agriculture entire food chain. Key area that should be looked at during this process include; Secondary School Agriculture Syllabus, Promotion of agriculture in all sectors of economy,

change management process in teaching, examination of agriculture, promotion of self employment in agriculture through tax regimes and international trade of Kenya agricultural products.

Take up on agricultural activities for employment after school using the knowledge and skills acquired in schools; utilize available resources for income generation; encourage other youth to develop positive mindset on farming as an occupation to reduce rural –urban migration for white-collar jobs and utilize the available land using advanced technologies for more food production.

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