

**STUDENTS' PERCEPTION OF SCHOOL POULTRY FARM ON CHOICE OF
AGRICULTURE AS CAREER AMONG SECONDARY SCHOOL STUDENTS IN
KADUNA STATE, NIGERIA**

BY

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(M.SC/EDUC/44622/2012-2013/P16EDVE8204

**A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES,
AHMADU BELLO UNIVERSITY ZARIA IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE AWARD OF MASTER OF SCIENCE
DEGREE IN AGRICULTURAL EDUCATION**

**DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
AHMADU BELLO UNIVERSITY
ZARIA, NIGERIA**

MARCH, 2018

DECLARATION

I, hereby declare that the efforts in this dissertation titled: “Students’ Perceptions of School Poultry Farm on Choice of Agriculture as Career among Secondary School Students in Kaduna State, Nigeria” was performed by me in the Department of Vocational and Technical Education under the Supervision of Dr. M. O. Ayorinde and Dr. C.Uguru. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this work has been presented for another degree or diploma at any institution.

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CERTIFICATION

This dissertation entitled “Perceptions of School Poultry Farm on Choice of Agriculture as Career among Secondary School Students in Kaduna State, Nigeria” by Augustine MATHIAS meets the regulations governing the award of the degree of Master of Science in Agricultural Education of the Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated to my parents Late Mr. M. T. Chindo and late Mrs. A. Mathias and my foster parents, Mr. and Mrs. Danbaba Chiroma Kwassam.

ACKNOWLEDGEMENT

In the course of this study, guidance, assistance, comments and encouragements were offered from many people. The researcher wish to express his profound gratitude to God, the Father Almighty for his grace and mercy upon his life. The researcher will like to appreciate the efforts of his supervisors, Dr. M. O. Ayorinde and Dr. C. Uguru for their patience and diligence exhibited in guiding me at every stage of the work, particularly for making valuable corrections and useful suggestions. The researcher also expresses his thanks to the Head of Department, Dr. S. Ibrahim for his advice and constructive criticism since the commencement of the study. The researcher must particularly thank the Postgraduate Co-ordinator Dr. H. A. Abdullahi, for his effort. The researcher is indebted to Dr. I. M. Haruna for his effort as my supervisor in the beginning of this study. The researcher also expressed appreciation to his internal examiners, Prof.B.I.Okeh and Dr. S. M. Yashim for their constructive criticism to make this study a worthwhile, may God almighty increase your strength. The researcher expresses sincere appreciation to his lecturers for being available to put him through the study programme, Prof. (Mrs.) A.Z. Mohammed, Dr. D.O. Oni, and Dr. A. Ibrahim your critiques and observations during defence had been a help to this work. Also the researcher gratitude goes to Hon. Timothy Chindo for his financial support and inspiration throughout this work.

The researcher is grateful to his colleagues Mr. E. M Garba, Mrs. E.Jury, Mr. J. Yiye, Mal. A Zailani, Mrs. I. Istifanus, Mrs E. Joyce and Mr. A Marajos in Kaduna State College of Education, Gidan waya. Also the researcher expresses a big thank you to his friends, Mr. A. Malachi, Mr. S. Gada, Mr I. Henry, Mr Y. Bulus, Mr. S. Udiah and Mr. S. Solomon, from S.D.A. Church Saminaka, Kaduna State. The researcher thanks the family of Baba B.B Ladan

and Mr. Danjuma Amwe who were always praying that his academic pursuit becomes a reality. The researcher warmest gratitude also goes to his brothers and sisters, Mr. Y. Maiwada, Brr. Emmanuel Kurada, Hon. Patrick Ibrahim, Mrs. T. Chindo, Mr. A. Ameji, late Miss. M Helen, Mr. Godia Luka, Mr. and Mrs D. Danjos, Inspector T.Chindo, Mr. M.Paul for their prayers and support in this work. Thanks to my course mates in the Department of Vocational and Technical Education, Agricultural Education Section, for exchange of views.

Finally, the researcher is indebted to Mrs. Ptricia E. Kurada, Miss Precious Agyara, Mrs. Priscilla Musa, Mr. J. Yango, Mal. Yusuf Umar, Mal M.Daizan, Mr Dauda Gambo Abdulmutallib, Miss Honoura Danlami, Mr Innocent Okpa and Miss A.Tina for their advice and encouragement throughout this study.

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ABBREVIATIONS USED

S/N	Abbreviation	Meaning of the Abbreviations
1.	FRN	Federal Republic of Nigeria
2.	FME	Federal Ministry of Education
3.	FMARD	Federal Ministry of Agriculture and Rural Development
4.	USPF	Utilization of School Poultry Farm
5.	SIMSPF	Students Involvement Management of School Poultry Farm
6.	DCAV	Determinants of choosing agriculture as a career

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Abstract

The study had four (4) specific objectives, four (4) research questions and four null hypotheses as a guide. The study made use of 710 SSIII agricultural science students and purposively selected 270 as sample. The data collection lasted for about four weeks in which the designed questionnaire was used to collect the data for study. In data analysis mean score and standard deviation were used to answer all the research questions, while regression analysis was used to test the stated null hypotheses. All the null hypotheses were tested at 5% level of significance ($p= 0.05$). The findings among others showed that utilization of the school poultry farm in teaching and learning of Agricultural Science has a significant influence in the choice of agriculture as a career among secondary school students. The involvement of students in the management of the school poultry farm has motivated them, arouse their interest, improve their skills in agriculture, and influence their choice of agriculture as a career. And gender has influence on choice of agriculture as a career. Based on the findings it was recommended that: curriculum planners and policy makers need to emphasize the importance of utilizing the school poultry farm by teachers when teaching agricultural science in secondary schools; teachers should encourage the students to be actively involved in all practical related topics in order to motivate and arouse students' interest in agriculture. The use of various practical teaching methods that will fully involve secondary school students should also be employed at all times. And agricultural science teachers should actively involve both male and female in the management of the school poultry farm.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Agriculture is the art and science of growing plants and other crops and the raising of animals for food, other human needs, or economic gain (Ogieva, 2003). Agriculture contributes to the Gross Domestic Product (GDP), exports, generation of employment with high potentials to reduce poverty being the engine room for economic growth and improved livelihoods. According to FMARD (2011), protein requirement of 53gm per head per day is a World health Organization (WHO) recommendation for healthy growth which can largely be obtained from poultry products such as meat and egg. The 2008 Food and Agricultural Organization (FAO) data puts the total Nigerian poultry population at 175 million. In view of the importance of agriculture, the Nigeria government adopted the teaching and learning of the subject at all levels of education (FME, 2008). Agricultural science is therefore made one of the core vocational subjects taught at both junior and senior secondary schools.

Agricultural science is therefore designed to inculcate the necessary skills for the practice of agriculture for effective citizenship and contribution to food security for national sustainability. That is why the FRN (2004) outlined the major objectives of teaching and learning of agricultural science to reflect the:

1. ability to stimulate students' interest in agriculture.
2. ability to enable students to acquire basic knowledge of agriculture.
3. ability to develop basic agricultural skills in students.
4. ability to enable students to integrate knowledge with skills in agriculture.
5. ability to expose students to opportunities in the field of agriculture
6. ability to prepare students for further studies in agriculture.
7. ability to prepare students for occupations in agriculture.

Agriculture science as a vocational subject at the senior secondary school level involved practical skills in various areas including poultry farming.

Poultry farming is the raising of domesticated birds such as chickens, turkeys, ducks, quails and geese, for the purpose of producing meat or eggs for food (Smith, 2007) . Poultry are produced in great numbers with chickens being the most numerous. Chickens raised for eggs are usually called layers while chickens raised for meat are called broilers. Nigeria's poultry industry is made up of local unimproved breeds and the high performing commercial breeds for poultry products as food and market purposes which can be practically possible for classroom instruction and commercial production in secondary schools.

The school farm is a laboratory, specifically designed and operated, for the purpose of carrying out practical in agricultural science in order to impart knowledge and managerial skills to students through practice (Olaitan and Mama, 2002). It is an area specifically earmarked for agricultural activities, usually sited in the school or at a walking distance to the school environment. The school farm has sections such as crop production section, forestry section, fish farming section, irrigation section, and livestock production section. The teacher guides the students and allows them to participate fully on practical aspect of the experiences gained in the classroom on the school farm. The teacher makes use of different methods and technologies, such as demonstration, observation, imitation, and supervised practice to explain techniques and complement the different learning experience required to teach the practical very effectively.

Students are made to use their heads, hands and hearts (3Hs) during management activities on the school poultry farm to produce poultry products, keep records and participate in managerial activities. Students from different background, especially those from farming families with some learning experience in agricultural activities, through management of the school poultry farm will ensure the acquisition of productive skills through prescribed

activities and projects which are inherent aspects of the applied technology called agriculture. The school poultry farm is a sub section of the livestock production section of the school farm. The school poultry farm provides a place where experiential learning takes place. The term “experiential learning,” may generally be expressed as “learning by doing” or “participatory learning” (Olaitan and Mama, 2002).

For many years now, the nation’s rate of agricultural production could not meet the demand of the feeding population. Supporting this Uzo (2002) stated that the problems of self sufficient and increase of food in Nigeria remain static; farmers are fast decreasing as a result of old age, crude implement and frustration. The poor attitude of parents towards agricultural studies in the secondary schools contributes to students neglect on agriculture and feeling that the subject is meant for those men who are only good at manual dexterity and that academically inclined student cannot go down to scratch the soil. *Carlisle* (2011) opined that many men and woman uphold this idea of a man working on the farm while women maintain the domestic roles, and like many professions, agriculture is still dominated by men, and the communities still hold onto many patriarchal ideals. The solution to food problem in Nigeria would unavoidably hinge on the perceptions of the young ones on agriculture right at the secondary school students.

Since teaching of practical agricultural science had been greatly emphasized right at the secondary school level, it is observed that secondary schools practical work will encourage the students’ positive perceptions on agriculture particularly through poultry production. Knowledge do not come from more bookwork but practical application of materials learnt in real life situation hence, there is the need to have proper management of school poultry farm by both male and female students to achieve the aims of agricultural science education. This makes it absolutely necessary for the researcher to survey the students’ perceptions of school

poultry farm on the choice of agriculture as career by senior secondary school students in Kaduna state, Nigeria.

I.2 Statement of the Problem

In Nigeria today, with the prosperity and diversity of job opportunities provided by agriculture in the country, youths from all parts of the country are leaving agriculture for trading and other businesses. One of the major problems facing Nigeria today is unemployment which is attributed to unfavourable disposition of the youth to agriculture. The primary aim of agricultural education according to Phipps (2008) is to train present and prospective farmers for proficiency in farming. The national curriculum for secondary school recommended that all secondary schools must keep a standard school farm where crops and at least one species of livestock from either pigs, rabbits, poultry, goats, sheep, cattle and fish production (FME,2008). It also emphasized the use of practical note books, weed albums, insect box, and record books to be used by individual students. The syllabus provides that the school farm should be used for training students in skill development through demonstration, observation and practice. There is need for a well-planned and comprehensive practical training in agriculture. The realization of the national objective of career oriented agriculture will depend on how school farm (poultry farm) is managed and maintained by agricultural teachers and students. The inability to manifest agricultural science practical skills and indication of interest in choosing agriculture as career appear to be due to inadequate learning of the expected skills.

Skills in poultry production are identified as stated in the curriculum for the training of the secondary school students to equip them with saleable skills for employment in either paid or self employed jobs in agriculture thereby making them useful to themselves and by extension, contribute meaningfully to the economy of the country. The researcher observed that in most senior secondary schools, the school poultry farms are not likely well developed

and utilized to develop appropriate agricultural skills capable of motivating students' interest and career in agriculture. Therefore, this study is set out to find out the perceptions of secondary school students on school poultry farm influencing their choice of agriculture as career.

1.3 Objectives of the study

The general objective of the study is to determine the students' perceptions of school poultry farm influencing the choice of agriculture among secondary school students in Kaduna state, Nigeria. The specific objectives are; to:

1. assess the perceptions of the influence of utilization of school poultry farm on the choice of agriculture as a career among secondary school students in Kaduna State.
2. determine the perceived students' involvement in school poultry farm influencing the choice of agriculture as a career among secondary school students in Kaduna State.
3. determine if gender influence the choice of agriculture as a career among secondary school students in Kaduna State.
4. establish the perceived determinants of school poultry farm influencing the choice of agriculture as a career among secondary school students in Kaduna State.

1.4 Research Questions

The following research questions were answered in the course of the study.

1. To what extent do the perceptions of the utilization of school poultry farm influence the choice of agriculture as a career among secondary schools students in Kaduna State?
2. To what extent does students' involvement in school poultry farm influence their choice of agriculture as a career among secondary schools in Kaduna State?
3. Does gender influence the choice of agriculture as a career among secondary school students in Kaduna State?

4. What are the perceived determinants of school poultry farm influencing the choice of agriculture as a career among secondary school students in Kaduna state?

1.5 Research Hypotheses

The following null hypotheses are formulated to guide the study and shall be tested.

1. Perceptions of the utilization of school poultry farm do not have significant influence on the choice of agriculture as a career among secondary school students in Kaduna State.
2. Perceived students' involvement in school poultry farm does not have significant influence on the choice of agriculture as a career among secondary school students in Kaduna State.
3. Gender has no significant influence on the choice of agriculture as a career among secondary school students in Kaduna State.
4. Perceived determinants of school poultry farm do not significant influence on the choice of agriculture as a career among secondary school students in Kaduna State.

1.6 Significance of the Study

It is the researcher's view that the findings of the study will be of immense benefits to students, policy makers, planners of educational program, West African Examination Council (WAEC), and National Examination Council (NECO) and the society in general. The results of the research work will be beneficial to the senior secondary school students. When teachers utilize the school poultry in teaching and learning and involve the students in the management of the school poultry, the student develop interest, acquire saleable skills, gains employment, and becomes self-reliant and the standard of living of the student will improve.

The study will be of paramount importance to all charged with the responsibility of planning agricultural education programme for senior secondary schools, particularly in the area of poultry farm management. The information generated will provide vital information about the management of school poultry farms to education policy makers, curriculum planners, school administrators, agricultural science teachers, colleges of agriculture and

universities to ensure proper management and implementation of curriculum and management of school poultry farms. It will also serve as a guide to West African Examination Council (WAEC) and National Examination Council (NECO) for registering of schools with school farms as criteria for qualifying to present candidates for agricultural science for Senior Secondary Certificate Examination (SSCE).

The society will be enlightened on the benefits to get from the poultry products, which will help to increase food production and enhance foreign exchange generation for local, state, and federal governments. The study will help to enlighten the individual, society and the public on the crucial role of agriculture in the economic development of the local, state and federal governments if some of the critical problems like shortage of capital, and poor remuneration to teachers and farmers are properly addressed. It is also hoped that this will improve the image of farming/farmers amongst the larger public and consequently serve as motivation to students in secondary and tertiary institutions to pursue a career in the field of agriculture.

1.7 Basic Assumptions for the study

For this study it is assumed that:

1. most senior secondary schools have school poultry farm.
2. senior secondary school students maintain the school poultry farm.
3. school poultry farm influences the students choice of agriculture as a career.
4. students are equipped with skills in poultry production areas.

1.8. Delimitation of the Study

The study was delimited to the Influence of school Poultry management on Choice of Agriculture as a career among Senior Secondary School Students in Kaduna State. The study was also delimited to the: perceived utilization of poultry farm in teaching and learning; perceived involvement of students in the management of school poultry farm; influence of

gender on the choice of agriculture as a career and the perceived determinants of choosing agriculture as a career. The study was delimited to SSS III both male and female students in Kaduna State, reasons being that they are more conversant with agricultural science and exposed to practicals right from JSSI or SSI.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviewed literature under the following sub-headings:

- 2.1. Theoretical Framework
- 2.2. Concept of agriculture
- 2.3. Poultry Farming
- 2.4. The School poultry Farm
- 2.5. The concept of career in Vocational Agriculture
- 2.6. Empirical Studies
- 2.7. Summary of Reviewed Literatures

2.1. Theoretical Framework

For the sake of this research study, the first and fifth theories of Prosser will form the basis for the theoretical framework of this research study. The first theory of work environment states that “Vocational education will be efficient in proportion as the environment in which the learner is trained is a replica of the environment in which he must subsequently work” (Prosser 1949). This theory dictates that the type, kind, amount, use and arrangement of space, materials, equipment and supplies for a preparatory program be a replica of those in employment. It has a bearing upon the length of time devoted to skill development necessary to approach industrial practice. It has implications for quality and quantity of production expected. It has direct implications for teacher learner ratios. It relates directly to the efficiency with which a student transfers from school to employment. Secondary school students who are trained in the management of the school poultry farm using the same materials, equipment and space as it is obtainable outside the school environment will easily be interested to practice the skills acquired in the school. Since it is the same environment the problem of technical know-how has been solved. This will make them successful and will go a long way in sustaining their interest in agriculture.

The fifth theory of Elective states that “Effective vocational education for any profession, career, vocation, trade, occupation or job can only be given to the selected group of individuals who need it, want it, and are able to profit by it” (Prosser 1949). Vocational education is not for everyone and this statement implies that those admitted should be carefully selected through effective guidance procedures and should be potentially successful as future productive workers. Persons should be selected on the basis of their own interests and aptitudes, and on the basis of their being potentially a successful employee following preparation.

Agricultural science is a vocational elective subject in the secondary school. The subject is only offered by those students who choose to study it and are ready to benefit from it. Students that choose agricultural science should be trained with the type of equipment and materials replica to that obtainable in the career to enable them acquire saleable skills to take up occupation in agriculture as a career. Since students are selected based on their interest, ability, and aptitude the dedication and commitment required in the career should manifest itself as they choose to practice agriculture for life.

2.2. Concept of Agriculture

Agriculture is an enterprise, activity or practice; it goes beyond mere production of crops and animals. The practice of agriculture is based on systematized body of knowledge (science) and requires skill (art). Agriculture often involves the cultivation of the soil to grow plants and the raising of animals for human needs. The words “crops” and “livestock” are also used. However, both words are special or technical terms. “Crops” should clearly mean plants which are useful to man “livestock” apply to both domesticated animals and poultry. Agriculture is practiced for the purpose of producing food and other human needs such as clothing, shelter, medicines, weapons, tools, ornaments, and other needs of man. It is likewise practiced as a business for economic gain.

The general view of almost every layman about agriculture is the art of farming to produce crops. This view is actually far from the modern science age. For instance, agriculture according to Egbe (2004) is an art, a science, a business, profession, occupation and industry for production of food and fiber for man's use. It is very extensive in scope and has many career opportunities. Egbe (2004) listed the careers open for students of agriculture in the areas of (i) Self-reliance in production of various crops, fishery, poultry, piggery, rabbitry, or distribution of farm produce. (ii) Civil service work in Ministry of Agriculture, National Directorate of Employment, Agricultural agencies etc. (iii) Research Stations (iv) Agro-allied industries like detergents, processing, supplies, textiles, feed meals etc. "Farming" or "agriculture" shall include farming in all of its branches and the cultivation and tillage of the soil, dairying, the production, cultivation, growing and harvesting of any agricultural, aquaculture, floricultural or horticultural commodities, the growing and harvesting of forest products upon forest land, the raising of livestock including horses, the keeping of horses as a commercial enterprise, the keeping and raising of poultry, swine, cattle and other domesticated animals used for food purposes, bees, fur-bearing animals, and any forestry or lumbering operations, performed by a farmer, who is hereby defined as one engaged in agriculture or farming as herein defined, or on a farm as an incident to or in conjunction with such farming operations, including preparations for market, delivery to storage or to market or to carriers for transportation to market (FMARD, 2011).

Ogieva (2003) explained that the word agriculture is taken from the two Latin words "Ager" which means field and cultural means cultivation; thus stating as field cultivation. However Ogieva (2003) pointed out that such definition of the real concept of agriculture is not complete. Ogieva (2003) further elaborated by stating that agriculture goes beyond "field cultivation and of course the growing of crops". This is because today agriculture is not limited to the cultivation of field crop plantation, but also involves livestock production.

Hence the definition of agriculture as an art and science of cultivating the soil, producing livestock, processing their feeds, crop processing and their products for human need as well as excess of the products for marketing. In other words, Ogieva (2003) looked at the concept of agriculture in the following ways:

- i. Production of crops, rearing of livestock and general soil management.
- ii. It is the scientific manipulation of soil for the production of crops and rearing of animals for human needs.
- iii. It is equally a deliberate effort's made by man to cultivate crops, rear animals, caring for them for the benefit the man derives from doing so.
- iv. Agriculture, also embraces various preparations and processing of plant and animal products through marketing strategies for the benefit of man (Ogieva, 2003).

The researcher therefore agreed that actual sense of contemporary agriculture is beyond ordinary crop cultivation, but include among other things; modern methods of livestock keeping, formation of their feeds, management as well as marketing of their products and research toward global trend. The primary importance of agriculture in any nation cannot overlook that of provision of food and economic roles. Ogieva (2003), pointed out some of the major importance of agriculture to a nation (Nigeria inclusive) as provision of food, sources of employment, raw materials for industries, foreign exchange earnings, clothing/shelter, rural development and provision of marketing for industrial goals. Ogieva (2003) further added that the importance of agriculture in modern times stands for raising standard of living through improved techniques in farming. Kaduna State is no doubt part of such benefits because it's agricultural programme especially poultry farming and teaching in secondary schools in the state will be improved.

In the classification of world livestock production systems, poultry systems are described under landless monogastric systems, where feed is introduced from outside the

farm (FAO, 1996). Poultry production systems exclusively based on hybrid and high-production of exotic breeds and high energy concentration feeds were described by Sere, Steinfeld and Groenewold (FAO, 1996). Although the intensive poultry production systems can be found in rural areas of Africa, the most dominant production systems were the extensive systems that were based on the local indigenous type and on scavenging feeding systems. Intermediary or semi-intensive systems also referred to as backyard poultry, have developed recently with higher input and output.

As already noted in the preceding section, the scavenging system dominated the rural poultry sector of most African countries, and the domestic fowl (*Gallus domesticus*) is the most common species. In the present study, the term village chicken is adopted from recent studies in rural poultry development, which differentiates the scavenging chickens from the intensive production systems. The term village chicken best describes the scavenging chickens because of the effect of the village socio-economic and biophysical environment on the production and health status of the chickens. The human settlement pattern, communal housing of chickens, exchange of live chickens and chicken products affect production performance, breeding pattern and disease epidemiology (FAO, 1996).

2.3. Poultry Farming

The establishment of livestock project which poultry belongs to stands to equip the students with relevant skills in their production (Onu, 2005). Onu (2005) pointed out that livestock keeping especially in secondary schools in Nigeria is a must for practical agricultural science examinations that is West African Examination Council (WAEC). Like most poultry business in many developing countries, the Nigerian poultry industry has suffered, seriously from a shortage of qualified and experienced personnel (Badejo in Gwarkila, 2012). More than 80% of the poultry produced in the country was done by peasant farmers and backyard producers who had little or no knowledge in poultry production. The

effect of this is that incompetent people are employed that have little or no knowledge about poultry management. Hence, most of the farmers who are novice are speculative in their approach resulting in poor level of adopting improved recommended technology passed to them, leading to a low level management that is inadequate to sustain expected performance of higher producing exotic breeds in terms of feed intake, feed efficiency, growth rate, reproductive performance, and low mortality rate.

Little attention is paid to vaccination and medication programmes. In as long as birds are alive and laying eggs every morning, the farmer may not be very much concerned about record keeping as far as the eggs that are produced are not decreasing (Badejo in Gwarkila, 2012). A great deal of knowledge, foresight and dedication is needed for any poultry to be successful, therefore an intensified training at professional, middle and low management levels by the organization of training workshops and conference for poultry farmers will help in imparting knowledge and skills that are required for a successful poultry production. An important problem concerning poultry production in Africa is the high cost of feed ingredients particularly grains, proteins, concentrates and vitamins-mineral premix while there is adequate supply of grains for intensive production, field experience confirms that there are sufficient grains, grain by-products, oil seedcakes and other byproducts to sustain small to medium-scale production.

What is needed is the knowledge of the nutritive value of these available feeds stuffs and of their efficient uses in poultry feeding (Ngoupayou, 1999). The basic requirement of a poultry house is to provide a suitable environment for managing the flock contained within (Recce and Lott in Gwarkila, 2012). The housing systems collectively known as the intensive system, prevents access to pasture, unless it is brought to the birds. It also prevents access to sunlight although the housing pattern in the tropics may allow some entry of sunshine through the sides of the poultry houses (Uriah in Gwarkila, 2012). Using laying cages for

table egg production is widely accepted in the poultry industry. Less labour is required during feeding of caged birds, and non-productive or diseased bird can be culled readily.

More pullets can also be housed in a given area (Petitte *et al*, 2004). Hughes in Chudi (2013) housed breeder pullets in stair-step cages, colony cages and slat-litter floor pens. According to Hughes in Chudi (2013) birds kept in pairs in cages (in stair-step cages) performed better than those put in colony cages in terms of cleaner eggs and egg production. There was no difference found in egg production between birds housed in cages and pens and percentage of large eggs and dirty eggs, but the eggs that cracked were more in birds that were caged in pairs and in colony cages. Reproductive performance of broiler breeders in the cage and floor pens through 59 weeks of age was examined by (Fuquay and Renden in Garkila, 2012). Fuquay and Renden in Gwarkila (2012) noted that mean body weights of caged females at 60 weeks were greater than those of floor housed birds. Floor housed birds were more uniform than caged birds.

Flock uniformity theory predicts that highly uniform flocks reach peak production earlier than peak at a higher level than non-uniform flocks (North in Gwarkila (2012). The complete free-range system, while cheap, also exposes young birds to predators. Poultry development projects that include housing increase egg production, especially if hens are kept in their houses before 10.00 am since most eggs are laid before 10.00 am and in nest boxes rather than in the surrounding bush. Chick mortality can also reduce even by simple chick run which protects them from rain and predators (Sonaiya, 1999).

The marketing of poultry and poultry products is to exposed trainees to the conventional way of processing poultry meat and eggs so as to improve their market value and to create more job opportunities for our unemployed youths (Bawa, 2007).In Nigeria, the marketing of poultry and poultry products such as eggs was not highly organized. Because of

non-availability of processing and storage facilities in the production area, sales of poultry products depended largely on the farmers' initiative (Kekeocha in Famiwole, 2013).

The primary purpose of processing poultry and eggs is to improve sales and profit by supplying attractive, convenient and instant source of product. Most poultry in Nigeria are not processed beyond poultry carcass or meat, while most eggs are not processed beyond cooked or fried eggs. The little processing involved has reduced amount of readily available ready-to-cook or ready-to-eat products. Badejo in Gwarkila (2012) said that efforts to establish poultry and egg marketing schemes in various states have not been successful and there were no large commercial packaging companies, this is a big problem to farmers and acts as a brake to production. Kekeocha in Famiwole, (2013) observed that during glut, price cutting became acute and farmers had no choice but to sell the products at lower prices and to reduce stock population. Eggs are among the most delicate and perishable food products, food value, flavor and general attractiveness are better when the egg is first laid than at a later stage. Kekeocha in Famiwole, (2013) stated that eggs should reach the consumers with the least possible loss of their original quality. Kekeocha in Famiwole, (2013) further asserted that table birds were often sold alive; some farmers sold to middle-men, direct to the market or to hotels and restaurants, Kekeocha in Famiwole, (2013) further stated that some consumers complained that eggs from birds kept artificially are inferior to those from birds reared naturally. Also people complained of broilers being too soft and tasteless. This problem however did not affect the marketing of these products nor has it stopped people from buying the products. Offiong in Garkila, (2012), reported that the aim of marketing poultry products is to ensure that the products reach consumers in a good condition because of the perishable nature of the products. A means of maintaining egg quality would be to treat the surface with oil as this is effective in sealing the pores and thereby, to some extent, reducing evaporation, weight loss and quality deterioration. In years to come, factories that

would process and package eggs for retail and whole sale markets and plants for dressing will come into being (Badejo in Gwarkila, 2012).

2.4. The School Poultry Farm

According to Olaitan and Mama (2002) the school farm is a laboratory, specifically designed and operated, for the purpose of carrying out practical in agricultural science or education in order to impart knowledge and managerial skills to students through practice. It is an area specifically earmarked for agricultural activities, usually sited in the school or at a walking distance to the school compound. Olaitan and Mama(2001) in a study noted that students acquire agricultural knowledge in classrooms in such areas like crop production, forestry, fish farming, agricultural business, farm management, livestock production and so on. He stated that the school farm is an agricultural laboratory that interprets the acquired theoretical knowledge into practice through practical activities to gain experience. Students are guided on standard school farms through hands on experience to put the knowledge gained in the classrooms into practice on the school farm under the watch of the teacher. The teacher makes use of different methods and technologies, such as demonstration, observation, imitation, and supervised practice to explain techniques and complement the different learning experience required to teach the practical effectively.

Patel and Singh in Olaitan and Mama (2002) asserted that "the school farm has a prominent place as a laboratory in the agricultural school where students learn by doing". They went further to identify the specific purposes of the school farm which are to:

- a. provide meaningful and life like experiences to the students which will assist in developing operational and managerial skill which the real farmers must have.
- b. demonstrate recommended practices on the school farm. This will be useful to the students and to the community.
- c. provide experiences in cooperation to the students.

- d. provide the opportunity for conducting individual farming programmes for boys who have inadequate facilities elsewhere.
- e. provide facilities not only for the use of students studying agriculture but also can provide facilities for the high school science teachers or primary school teachers.
- f. serve as a demonstration place for showing the value of various improved farm practices to the community.
- g. supply foundation stocks; breeding services, plants, seeds etc., to students for their use in the supervised farm programmes.
- h. develop public relations with the community through demonstration of new agricultural practices.
- i. provide opportunities in conducting the activities of the future farmers of individual organisation.

From all the nine purposes of school farm identified above, motivation of students, staff and community to embark on agriculture through demonstration of improved farm practices was emphasised. In Nigerian Secondary Schools, agricultural teachers and agricultural practices have been used to punish the erring students. This sanction has brought a negative impact on the mind of students that agriculture is a profession that is meant for punishment. On the other hand, some school principals have seen commercial agriculture as a means of generating fund for the school farm. In a situation where all the inputs used on the school farm are brought by the students from home and the farm operations are carried out in a crude way like on students' father's farm, the school farm will be viewed by students as teachers' booty rather than opportunity for personal experience.

When the purposes identified above are considered and the motivating factors inhibiting behaviour are curbed in the establishment of school farm the following will emerge as the gains of it:

1. The establishment of a demonstration plot that is close to the farmers farm which will aid easy comparison,
2. The neutral location of demonstration plot for maximum farmers' participation.
3. The opportunity to confer with professional agricultural teacher in the absence of the Agricultural Extension Agents.
4. The possibility of personal involvement by students and their parents thereby promoting double teaching and reinforcement of parents by students and vice versa.
5. Opportunity to intimate the agricultural teachers with current research findings thereby removing the veil produced by out dated textbooks.
6. The participation of students on the farm will reduce the cost of management as opposed to the establishment of several demonstration plots by the government all over the place.

Olaitan and Mama (2001) said that students get many learning experiences in agricultural activities provided in the school farm and home. These experiences may include growing of crops, such as yams, cassava, rice, maize, guinea corn and so on, or rearing of animals such as goat, sheep, chicken, turkey, cattle, pigeons and quails. Olaitan and Mama (2001) said that students might not see the relevance of their experience from the home to the agricultural activities of the school until they get involved in farming activities in the school farm. While in the school farm, they learn more about improved ways of carrying out agricultural activities, which they usually transfer to their family farms. Through this process, many farmers (Parents) in the community can learn and adopt modern technology, which in turn would improve their agricultural productivity.

2.4.1. Objectives of School poultry farm

The National Policy on Education (2004) stated the Objectives of the School Farm activities in secondary schools which are to:

- (1) Stimulate students interest in agriculture

- (2) enable students integrate knowledge with skill in agriculture
- (3) prepare students for further studies in agricultural science
- (4) prepare students for occupation in Agriculture.

National policy of education (2004) recognized Agricultural Science as one of the core subjects through which the objectives of Agricultural education in the secondary school could be realized. Right from the primary school level, Junior and senior secondary school level the policy pledges government commitment in providing agricultural science facilities for effective operation of the programme. Such facilities include farm implements, fertilizers, seeds, demonstration farms and the services of the extension staff of the various state ministries of agriculture and qualified teachers of agriculture. For realization of these objectives the policy stipulated guideline for permitting secondary schools and colleges to register for agriculture, The West African Examination Council through its syllabus and regulations, outlined the following about practical agricultural science.

- i. Practical work is the basic for preparing students in agriculture and candidates should present practical notebook for evaluation.
- ii. That secondary schools presenting candidates must operate a school farm or a well-planned garden for student practical activities experiences and two species of livestock from each of the following two groups (1) Pigs, Poultry, and Rabbit, (2) Cattle, Sheep and goat. Candidates must keep practical notebooks in which are recorded individual activities based on the laboratory activities, farm activities, observations carried out on the school farm or garden field trips and specimen collected.
- iii. Candidates offering Agriculture in General certificate of education, must show proof of having carried out appropriate farm activities.
- iv. It is recommended that candidates, who did not attend recognized schools of Agriculture in the past, should attach themselves to recognized schools for a minimum of two years.

Candidates so attached are required to obtain signed records of their farming activities from the principals of those schools at the end of the period.

v. There is provision for candidates wishing to improve on their previous grades such candidates should be attached to schools recognized for Agriculture for not less than one year after which period they should obtain certificate, records of their farming activities from the co-operating principal.

vi. A practical paper to be taken in either a laboratory or an ordinary classroom should be set to test skill in observation and recognition of agricultural material and things of agricultural importance.

Okorie (2001) stated that in Anambra State, the ministry of Agriculture in promoting twin project and the young farmer's club stipulated the following objectives. The objectives of the two projects were to:

- (1) provide for interaction and co-operation among youths.
- (2) inculcate in the youth a love for farming.
- (3) provide training in Scientific Agriculture.
- (4) restore the dignity of farming.
- (5) help produce more food
- (6) provide leadership and citizenship training.
- (7) provide the necessary facilities that will make rural living enjoyable.

Olaitan and Mama (2002) said that the school farm is of vital importance to school or college with agricultural programmes. The school farm is established in the schools or colleges to meet the following objectives Olaitan and Mama (2002). These are to:

- (1) earn money for the school.
- (2) provide farming practice.
- (3) put theory into practice in agriculture.

(4) improve background knowledge in agriculture.

(5) solve individual farming problems in agriculture.

One of the seven goals of traditional African Education is to acquire specific vocational training and intellectual skill. And the school farm will help the students to acquire specific vocational agricultural education training and intellectual skill. The Curriculum should be based on what will help the people identify their problems and the source of solving them. It should impart to students the spirit of patriotism, help them to acquire some manual skills and motivate them to appreciate value as productive workers. This is what the newly introduced 9-3-4 systems have in mind. Chudi (2013) reported that the system 9-3-4 aims at exposing the child right from the early age, to both technical and vocational education, of which agricultural science is one of them. The new curriculum for the primary school embraces rudimentary principles of science and technology (Chudi, 2013). It is general and scientific and the child is expected to learn much before he leaves primary school. The workshops, school term and laboratory should be equipped and efficient instructors employed. If the facilities are provided and qualified teachers, employed, the system should produce graduates that will be self-reliant as their education is job-oriented system. The 9-3-4 systems possess a capacity to correct the flaws in the old education system.

2.4.2. Basic Principles of school poultry Farm

Olaitan and Mama (2001) reported that it is expected that all students should be interested and participate in the practice of agriculture. But even were most of the students come from rural communities, not all of them may be interested in agriculture, because of their personal characteristics and experience. Many of the students who come from farming families will not like to pursue further the agricultural experience acquired from their parents under peasantry. Also, some parents who are peasant farmers may not like their children to pursue any agricultural calling/study in the school, because of their hard experience in

undeveloped agriculture. Because of the above fact they stated that basic principles that will be a guide to teachers and students of agriculture. These basic principles will help to realize the goals and for the selection of students and teachers. It will also help the teacher to know the specific learning experience in the farm. The basic principles of school farms as stated by Olaitan and Mama (2001) are:

- (1) Agricultural production activities in the school farm should be intensified for student who want them, need them and can profit by them after graduation from school.
- (2) The teacher must be well trained in the knowledge and skills of the school farm, which he wants to use for training students.
- (3) Specific learning experience in the school farm should enable students to form right habits and thinking necessary for success in any relevant agricultural occupation.
- (4) School farm should train students directly and specifically in the thinking habits and manipulative skills required in farm production operation outside the school.
- (5) Farm production activities through the school should develop in the student's minimum awareness and Entry-level skill required for entering into any profitable agricultural occupation.
- (6) The school farm and its management practice should be a replica of farm production management practices outside the school.
- (7) School farm environment should be where operations are carried out with the same tools, equipment and procedures as in typical farming operations in the field.
- (8) School farm should make students capitalized on their interest, aptitudes and intrinsic intelligence with reference to their chosen Agricultural operations.
- (9) The content of school farm management practices should emphasize knowledge, Skills attitude and occupation outside the school.

2.4.3. School Poultry Farm Management Activities:

Dean (2009) stated the management activities in a poultry house are as follows:

1. Checking and attending to water and feed requirements of all school livestock and poultry.
2. Cleaning feed and water containers routinely.
3. Observation and documentation of birds' behaviour and health.
4. Applying any medication or treatments for animal health, e.g. drenches, vaccines, lice treatments
5. Moving birds into yards or enclosures as needed for animal health or teaching needs.
6. Catching birds for examination and for performance of husbandry operations.
7. Cleaning pens or cages as required.
8. Collecting eggs, cleaning and storing.
9. Securing animals at the end of the day as required

According to Smith (2007) caring for chickens is important in order to have happy, healthy chickens. Here are some quick tips on how to maintain poultry birds:

- a. First, you should keep food and water well supplied. Feeds and water supplies should be constantly monitored. It is very easy for the chickens to get sick from contaminated water, so be careful about that.
- b. Second, keep the chickens warm and dry. The chicken coop should be well insulated, but there should be enough air flow that it doesn't make the coop stuffy. Chickens need to breathe too! The coop should be protected from the elements too.
- c. Third, make sure the coop is cleaned regularly. The coop should be sprayed down frequently, but thoroughly cleaned (with bleach and stronger cleaning agents) once every few months.
- d. Fourth, the chicken coop should be secured from predators. Make sure to close and secure the doors of the coop at night.

e. Fifth, the hay for the chickens nest should be changed monthly. This will help to ensure the chickens stay clean.

There are a lot more ways to take care of chickens, but the above are the fundamentals for proper rearing of chickens. Chicken care is important to ensuring your chickens are healthy. One sick chicken can easily cause sickness in the other chickens. Some disease may even affect humans. All in all, though, chicken care is like any other pet care in that it comes with the territory is a part of the commitment that is made in taking care of any pet. Although chicken care may seem like a daunting task, it really isn't, especially when you have a complete guide to chicken care. The more information you have on chicken care, the better off you will be in having happy, healthy chickens.

2.5 The Concept of Career in Vocational Agriculture

Career is the progress and action taken by a person throughout life-time, especially those related to that person's occupations. A career is often composed of the jobs held, titles earned and work accomplished over a long period of time, rather than just referring to one position. Patton and McMahon (2001) define career as the sequence and variety of occupations (paid and unpaid) which one undertakes throughout a life time. More broadly career includes life roles, leisure activities, learning and work. The term career was traditionally associated with paid employment and referred to a single occupation. In today's world of work the term career is seen as a continuous process of learning and development.

Career and Agriculture are a programme of articulated sequential experiences that prepare students for successful participation in the community, family, postsecondary education and careers. Through careers and Agriculture students are empowered to be successful in today's world. Every career that is available to people has the potential to change, become obsolete, or create new opportunities. Careers are dynamic and our livelihood is now dependent on how well we can adjust, create and learn new things (Bruhn,

2008). Esters and Bowen (2008) asserted that “parent or guardians and friends are the individuals most influencing in career choice; lack of interest in agriculture and lack of career opportunities influence career choice.” Mitchell and Krumboltz (1990) advanced a theory called social learning theory career decision making which explains how educational and occupational preferences and skills are acquired and how selection of courses, occupations and fields of work are made. The theory identifies the interaction of genetic factors such as race, environmental conditions, social and economic forces, learning experiences, associative and instrumental, and performance (task) skills as in work habits. It is posited that each of these influencers plays a part in all career decisions that are made, but different combinations of interactions of the influencers produce a multitude of different career choices that individuals make (Mitchell and Krumboltz, 1990).

The objective of agricultural education is to prepare and support individuals for careers, build awareness, and develop leadership for the food, fibre, and natural resources systems (Case and Whitaker, 1998). Therefore, if people are not supported and prepared for career, the agricultural education mission is not achieved or met. Wright (2012) says “Agriculture crosses overall disciplines so career choices are endless. Marketing, engineering, communications and even psychology fall under careers that pertain to agriculture. Olaitan in Zhirin (2015) outlines opportunities for career development in agriculture, which are as many as the area of specializations. These include:

1. Crop Production: Agronomy, Crop protection, Horticulture and Crop breeding
2. Soil and Surveying: Soil science, Farming planning, Soil conservation, Fertilizer programming, Soil testing, Pedology
3. Animal Production /Fishery: Fish farming, Animal nutrition, Animal husbandry, Animal pathology and Animal health.

4. Agricultural Engineering/Mechanisation: Tractor driving, Tractor maintenance, Spraying and tillage, Farm mechanization, Building of farm structures, processing, Food chemistry Food engineering, Confectionary and preservation, Food administration, Catering and home management, research and Soils; crop production, Food manufacturing and marketing, Livestock; fisheries and Rural sociology and extension

2.5.1 Career Choice in Vocational Agriculture

According to Ohiwerei and Nwosu (2009) Vocational choices are a developmental process and spans almost through person's lifetime. Vocational choices development leads to choice in career, which it processes starts from primary school. Career choices could also be defined as a sequence of positions, vocation, jobs or occupation, which a person engages in during his working life (Ohiwerei and Nwosu2009). Career takes a reasonable amount of years within a particular occupation, for example ten, fifteen and twenty year's duration. Career choices preparation focuses specifically on issues related to the world of work. Experience gained in a variety of work place situations will help you to prepare for transition to a work environment, or to post-secondary education or training.

According to Alutu in Ohiwerei and Nwosu (2009) Career development and choice should be initiated as early as the nursery school years through the primary, secondary and to the tertiary school levels. In 1980 during the round table conference in United States career was defined as a pattern of decisions, transition, adjustment, related to one's roles in work, education, family, community and leisure. Individual social status, income, life style, choice of friends, mental and physical health is influenced by the type of work he or she does. In other words, a person's career choice plays an important role in his entire life. A career choice is a profession, occupation employment by which one earns his living especially one for which he has a period of training in an institution or through apprenticeship. Sometimes a career choice simply refers to an occupation, which a person has followed for a period of

years in which he or she is generally recognized to have become fairly an expert through experience.

It should be noted however, that illegal occupations such as armed robbery, prostitution, and 419 are excluded because they are sinful in the sight of God. According to the Holy Bible (2014), “the hand of the diligent will rule but the lazy man is put to forced labour”. The choice of career is one of the most important decisions one makes. It determines to a large extent a person’s social status, income, life style, choice of friends, mental and physical state are influenced by the type of work one is doing. In other words, a person career plays important roles in his entire life. Career choice decision-making is not an easy task, yet at one time or the other, individuals are faced with the task of making choice in career, preparing for it, starting it and making progress in it. The choice point is undoubtedly the most critical stage. This is because making a wrong career decision can mar one’s happiness in life as this could result to vocational maladjustment.

Inappropriate carer-decision made may spell doom not only for the individual but also the entire society. In view of the foregoing, the need to equip our students with appropriate vocation-decision making skills becomes highly imperative. It has been recognized recently that for a person to make realistic decision his level of self-efficacy can indeed be very influential. It is one thing to demonstrate interest in a particular occupational field; it is another thing to have confidence in one’s ability to successfully undertake the task involved. Okon (2001) stated that career development of youths and the preparation and guidance they receive for the world of work should be of interest to all of us. We are convinced that a better job of career guidance in our schools will help to solve some of the problems of alienation and relevance which face the school today. According to Smith (2007) it has to do with people’s judgement of their capabilities to organize and execute courses of action required to attain designed type of performances.

2.5.2 Factors Affecting Career choice

According to Ohiwerei and Nwosu (2009) these factors are:

1. Individual differences

2. External Factors

1. Individual Differences: These factors are resident in the individual. They are those personal characteristics of the individual that determine his career choice. They include; intellectual ability, aptitudes, interest, his/her value system, low motivation, self-esteem, sex, attitude towards various occupations, his personal, mental and emotional disposition.

2. External Factors:

a. Teachers' Influence/Problem: A teacher is the central point of learning in a classroom situation this is because he decides whether the subject will be of interest to the students or not. A student may like a particular subject very well but because of the poor teaching method of the teacher such a student may lose interest for such subject. According to ITAA (2014) secondary school educators often have a large influence on students' vocational choices. A student may like chemistry but the man who stands in front of him is a little eccentric. He tends to trail off the subject matter, which the students are meant to be learning and just go off on a tangent. This makes it hard to keep up with him because he really does not do what is relevant to the class and what is not. In addition, a teacher may be a soft talker so one has to strain his or her ear to hear him. This may be difficult during the first couple of weeks, but once the students discover that if they talk in his class it become difficult to hear him, they will stop talking in his class, lack of adequate teaching methods by the teacher may lead to failure.

b. Parental Pressure or Influence: Parents generally would wish their children to achieve where they failed. To enable them achieve this, they ensure that they send their children to high-class school, which exposes the children to good career choices.

c. Economic and Political Condition of the Country: Due to economic depression experienced in Nigeria today, most individuals engage in multiple jobs. Some individuals own part time private business as well as government job. Again, due to our economy that changed from agriculture to oil, most graduates seek for employment in oil companies to earn better pay. This in turn swells the number of students wishing to study Petroleum Engineering.

d. Peer Groups' Pressure or Influence: According to Obanewa (2004) Peer groups are usually made up of playmates, friends or people within the same age bracket. They serve as confidants to their members. In most cases they belong to same social clubs where they share the same values and ideals. While, Mejabi in Chudi (2013) says many educators considered peer groups to be an effective and powerful instructional strategy that can be used to develop academic as well as social skills in peer group. Piaget (2002) reported that peer tutoring when used as a teaching technique can help children to be more active in the learning process. Through this process, children can easily influence their peers.

e. Adequate career Choice Information: According to the Pitman Dictionary of English and Shorthand (2014) information is defined as intelligence given, instruction informing or being informed, told, news or knowledge given. You cannot apply for a course unless you have adequate information about it.

f. Subject Studies/Combination: Since subject studies or subject combination have direct influence or bearing on ones future academic career, it should not be left alone for students. It is necessary to assist the students in guarding the students to choosing the right subjects for future career. Students who are left unguarded are prone to choose subjects, which are not directly related to their future career. We are therefore of the opinion that students should be helped right from junior secondary school.

Other factors are;

1. Religious affiliation
2. Sex stereotype of careers
3. Job prospect
4. Finance
5. Prestige attached to the job by society or society's rating of career
6. Educational level of individual e.g. school certificate, first degree, master's degree or Ph.D.

2.5.3 Planning Career choice

According to the University of Dublin (2005) Soda is how to discover your mission in life and it is a four stages career planning process to assist you through college and life.

1. S = Self-Knowing Yourself

Assess your interests, strengths, values and abilities, knowing yourself are the key to happy career sound decisions.

2. O = Opportunities - Knowing your Opportunities

Assess your options from different angles; options that lead from your degree, that suit you, and that the labour market presents.

3. D = Decision – Making Decision

Informed by discussions with friends, family, professional, graduates, academics, and a career adviser you reach your decisions on the best goal for you, be it work, study or timeout.

4. A = Action – Taking Action.

According to the Ministry of Education (2005) in today's world of rapid technological and economic change, uncertainty about skill requirements in the workplace, and abundant learning and vocational paths, vocational planning is more difficult than ever. The following messages are worth keeping in mind as you think about transition and career planning.

a. Change is Constant: Change has become a constant force both at work and in life outside of work. However, change often brings opportunities, flexibility, versatility and adaptability during transitional times, which can be the keys to career-building success.

b. Focus on the Journey: Life is a journey that is made up of experiences, and destinations are merely stopping points along the way. Career building requires us to focus on our goals, while also paying attention to everything that occurs as we travel towards those goals.

c. Learning is Continuous: Learning, in all contexts, is a continuous, lifelong process. Learning, work and skills development are intertwined as we engage in our vocational-building experiences.

d. Team up with others: We are surrounded by people who can assist us in making career decisions and in other ways as we travel the road of life. Family, friends, neighbours, co-workers, and teachers are all potential supporters and mentors. Build networks, of supporters and be part of the networks of others.

e. Follow your Heart: We do our best when we work at what we love or have a passion for. The pursuit of dreams motivates and directs us, and helps clarify what is important to us. Career building makes us consider what we feel in our hearts.

Literature suggests that a significant number of secondary school students take career choice during their secondary school years. Graves *et al.* (2003), Nelson and Deines (1995) observed that it is often too late to change a person's career choice by the time he or she finishes secondary school. Abtan in Ohiwerei and Nwosu (2009) stated a Gallup poll indicated that secondary school teachers are second only to parents as the most important influence on secondary school students' career choice decisions. Dodson and Prince (2001) noted that secondary school students make their vocational choices largely by the advice and counsel of their secondary school teachers and counsellors.

2.6 Empirical Studies

There has been relatively little research work carried out in Nigeria on the management of school farm. For this study similar studies have also been done on it as regard to the influence of school poultry farm management on the choice of agriculture as a career among secondary school students which are the main purpose of the study.

Famiwole (2013) carried out research study titled “Measures to Improve the Declining Usage and Operation of School Farm in Secondary Schools in Ekiti State, Nigeria”. It was observed by Famiwole (2013) that only few secondary schools has operational standard school farms, where practical agriculture can be learnt to complement classroom instructions in secondary schools. The main focus of Famiwole (2013) research study was to evolve the measures that can be adopted to improve the declining usage and operation of standard school farm in all secondary schools in Ekiti state. The study was a descriptive survey research. The population used comprised all the one hundred and sixty teachers of agricultural science in both public and private secondary schools in the States who responded to the 4 sets of questionnaires used. The constructed questionnaires were face and content validated. A test re-test method was used and a reliability co-efficient of 0.86 was obtained using Pearson Product Moment Co-relation Co-efficient formula. Frequency counts, percentages, ranking order, mean, standard deviation and t value were used to analyse the data used for the study, and test the formulated hypothesis respectively. The findings of the study revealed, among others, the major causes of the decline in the use of school farm and the measures that can be adopted to improve the usage and operation of school farms.

The present research study is similar to the past research study in the use of questionnaire as instrument for data collection ; and both research work focus on the school farm; and used the descriptive research design. The present research work is different from the past research work in the following ways: The past research work was carried out in Ekiti

state while the present research work will be in Kaduna state; the past research work used one hundred and sixty (160) secondary school teachers while the present research study use the SSSIII students in the secondary schools.

Chudi (2013) carried out research study titled “Farm Management Survey in Enugu South Local Government Council of Enugu State”. The study surveyed the management of school farm in secondary schools in Enugu south local government area. Four research questions were raised to guide the study formulated by the researcher related literatures were reviewed with research questions. The procedures used in this study were data collected by interviewing the teachers, head of department of agricultural science and the students. Instrument for data collection was questionnaire formulated by the researcher from research questions. It was constructed with four (4) likert point instrument. Respondents were three hundred and twenty (320) in number. It was administered by hand and the instrument got from the questionnaire was converted into data table for analysis. The results of the research study discovered that agricultural science teachers did not participate in practical work in the school farm. This non-chalant attitudes of some teachers weakened students’ interest. It also results to the poor performance of agricultural students in practical agricultural science. Teachers were not reinforced by school authorities by not supporting them where there is need for that. In conclusion, the poor performance of students in agricultural science has been as a result of teachers’ poor attitudes towards practical studies, non-availability of the necessary facilities needed for stimulating the interest of students. And development of skills knowledge and attitude needed for advancement in Agricultural Science.

The present research study is similar to the past research study on the use of questionnaires as instrument for data collection; use of school farm as the dependent variable; and the research work studied the secondary school situation. The differences between the present research study and the past research study are in the following ways: The past

research work was carried out in Enugu State while the on-going research will be in Kaduna state. The study was carried out in only one Local Government in Enugu south Local Government of Enugu state, Nigeria as such the results cannot be generalized all over the country.

Gwarkila (2012) carried out a research study titled “effect of teaching poultry production on choice of career by agricultural science students in secondary schools in Adamawa state, Nigeria”. The study used the survey research design. Six hundred and forty-four (644) respondents out of 18,556 were selected from 30 schools that were purposely selected out of 175 in Adamawa Senatorial Districts, using proportional random sampling techniques. Four research questions and four null hypotheses were formulated to guide the study. The instrument used for data collection was questionnaire. The method of data analysis was by frequency counts and percentage, while mean, standard deviation and standard error were used to find the level of opinions of respondents to the research questions. Pearson Product Moment Correlation (PPMC) statistics was used to test all the four null hypotheses at 0.05 level of significance. All the four Null hypotheses were rejected because for each of the null hypothesis the (p) value was less than 0.01 level of significance. Among the findings of the study were: The review of the curriculum of agricultural science had direct effect on poultry production in secondary schools because the use of practical methods of teaching poultry production in secondary schools enhanced the subject learning process. Also the ideas from extension workers and specialist in poultry production made significant effect on poultry production. Based on the findings, it was concluded that the teaching of poultry production to the Agricultural science students contributed to the choice of poultry production as career by the students in Secondary Schools in Adamawa state. There was increase in the level of awareness on the importance of poultry production, as well as government support for agricultural teachers.

The present research study is similar to the past research because they both used questionnaires as instrument for data collection; both studies were done on poultry in secondary schools; and both research studies used four research questions and four Null hypotheses. The present research is different from the past research in the following ways: The past research work was carried out in Adamawa state, while the present research study is carried out in Kaduna state; The past research work used questionnaire to collect data from six hundred and forty four (644) students, twenty eight (28) principals, twenty eight (28) Agricultural teachers, and twenty eight (28) poultry attendants while the present research work used SSSIII students.

Kipkemei *et al* (2012) carried out research work titled “The contribution of Secondary School agricultural knowledge in business management to farmers in Uasin-Gishu County, Kenya. The research study examined usefulness of secondary school agricultural knowledge in farm business management to small-scale farmers in rural Kenya. The study focused on the contribution of secondary school agriculture knowledge on rural agricultural productivity. The research used ex-post facto design. The researcher adopted the proportionate sampling technique. A total of 200 farmers were interviewed: 49 % of the farmers have knowledge of agriculture while 51% did not have such knowledge at secondary school. The Data collected were analysed using descriptive statistics. The observation showed that farmers with secondary school agriculture knowledge performed better in crop and livestock management as compared to farmers without secondary school knowledge in agriculture. As such there is need to ensure that the mechanism is set in place to see into it that the time set for practical agriculture lessons indicated in the timetable is actually used for the purpose intended. The results from the study showed that the learners are handy in most of the crop and livestock management skills. The study contributed to economic development in the sense that having been established that students who study agriculture in secondary schools become better

farmers, then more students would be encouraged to take the subject so that they become better farmers and hence producers of agricultural products.

The present research study is similar to the past research study because both research work focused on agricultural science subject. The present research work is different from the past research work in the following ways: The past research work was carried out in Kenya while the present research work is in Nigeria; the past research work used interview as instrument for data collection while the present research used questionnaire in data collection; the past research studied secondary school graduates and illiterate farmers while the present research study used SSSIII students as its population/respondents.

Akinsorotan *et al*, (2007), carried out a research study titled “the effects of school agricultural programme in Oyo state on career choice of students in Ibadan South-West Local Government Area in Oyo state, Nigeria”. The target population was 816 out of which 98 students were selected as samples. These were obtained through simple randomization from 4 schools that were purposely selected out of 26 schools in Ibadan Southwest Local Government Area in Oyo state using multistage sampling technique. Primary data were collected through the use of structured pre-test questionnaire which included respondents’ personal characteristics, parent primary occupation, and students’ exposure to farming activities. Performance in JSSIII agricultural science examinations, level of participation in School of Agricultural Programmes of Oyo State (SAPOS) and their perception about the activities of SAPOS. Data were analysed using descriptive statistics such as frequency counts and Percentages, while inferential statistics were used for the testing of the 2 Null hypotheses at 0.05 level of significance.

The study showed that 43.9% of the respondents were males and 56.1% were females. This showed that the students’ population offering agricultural science had more females than males in the selected secondary schools. This is contrary to the wide belief that males were

more in agricultural discipline than females. The result showed that 93.9% of the respondents age were 15 years and above. This age distribution reflected the educational system in the country which stipulated that secondary school age to be for children between 12 and 18 years. This is the time when they can be effectively taught and guided towards choosing a career. The result further showed that Christian students' population were higher (76.5%) compared to Muslim students 23.5%, while traditional religion had none in the selected secondary schools. The distribution of respondents on the basis of religion showed that Christian students' participation in agriculture was higher than Moslem students. It was discovered that majority of respondents' parents 90.8% fathers and 88% of the mothers' occupation were non farming occupation, while only 9.2% of fathers and 11.2% of mothers were involved in farming occupation. Based on the findings this might influence the choice of respondents, career to be non-farming occupation.

The present research study is similar to the past research study in the use of questionnaire as instrument for data collection and both studies were carried out in Agricultural science subject in the secondary school. The present research study is different from the past research work in the following ways: The target population for the previous research work was 816, while the target population for the present research study use the SSIII students. The past study was carried out in Ibadan South-west Local Government, Area in Oyo state, Nigeria, while the present study was carried out in Kaduna State. In the past research work all JSSIII students in the sampled schools were used for the study, while the present research work used: all final year students in SSS III offering Agricultural Science, Agricultural science teachers and poultry attendants in the sampled schools were also involved in the present study. Also the researcher had sampled only 4 schools out of 26 schools in one Local Government Area in Oyo State. Result from one Local Government Area cannot be used to form opinion or generalized for the entire state (Oyo State).

Onu, (2005) carried out a research study titled “Constraints militating against the establishment of livestock farms in secondary schools in South-Eastern Nigeria”. Two research questions and two null hypotheses were formulated, while proportionate sampling techniques were used to sample 930 subjects made up of 465 Principals and 465 agricultural science Heads of Department from Government Secondary Schools in the South-Eastern Nigeria. The instrument for data collection was the questionnaire and the method of data analysis was by mean standard deviation and t-test statistics. Among the findings of the study were; inadequate provision of funds and high cost of constructing livestock houses in secondary schools. The strategies to be employed to establish livestock farms included; inclusion of agricultural science fees in the school fees where fees were charged to help in financing agricultural science programmes like livestock farming.

The present research study is similar with the past research in the use of questionnaire as an instrument for data collection and both research studies were carried out on livestock farms in the secondary schools with both studies on Agricultural science subject. Random sampling technique was used by the past researcher, while in the present research work proportional sampling technique was used. In the past research work, two research questions and two Null hypotheses guided the study, while in the present research work four research questions and four null hypotheses were formulated for the study. Hence, his result can be generalized to the entire south-eastern geo-political states of Nigeria because of the wide scope of the area he studied.

Onu, (2004) carried out a research study titled “Cost-effective strategies for enhancing the establishment of poultry farms in post primary schools in Nigeria. Two research questions and two null hypotheses guided the study. Questionnaire was used to collect data from a sample of 950 school principals and 950 senior agricultural science teachers using simple random sampling technique. Data were analysed by use of means, standard deviation and t-

test statistics. It was found that, lack of funds, poultry facilities and trained poultry attendants were constraints to poultry establishment in schools. Cost effective strategies identified for enhancing the establishment of poultry farms in schools included, using low profile intensive system of poultry keeping and formation of cooperative societies for poultry enterprise in post primary schools. The researcher came up with the following results:

- a. Lack of funds, poultry facilities and trained poultry attendants were major constraints to poultry establishment in schools.
- b. Cost-effective strategies identified for enhancing the establishment of poultry farms in schools included: using low profile intensive system of poultry keeping and formation of poultry co-operative societies for poultry enterprise in post primary schools.

The present study is similar to the past research work in that both studies used questionnaire as instrument for data collection; both research studies were carried out on school poultry farm in the secondary schools. The present study is different from the past research work in the following ways: In the past research work, two research questions and two null hypotheses guided the study, while in the present research work, four research questions and four null hypotheses were formulated for the study. In the past research study, questionnaire was used to collect data from a sample of 950 school principals, and 950 senior secondary school agricultural science teachers in Nigeria, while in the present study questionnaire was used to collect data from a sampled of eight (8) schools, two hundred and seventy (270) Agricultural Science students in SSIII

2.7 Summary of Reviewed Literatures

In this chapter, the researcher reviewed the literature related to the study. In doing this, the theoretical framework and concept of agriculture were highlighted. The review focused on the establishment of poultry farm in secondary schools as a way to equip students with skills on the types of poultry houses such as deep litter systems, battery cages and pens. The

birds can also be kept on free range. Factors militating against proper establishment and management of poultry farms in secondary schools were reviewed. This focused on a good number of factors standing against poultry education scheme. The study considered some of the factors which included; adequate qualified poultry teachers to handle the syllabi in secondary schools and the availability in the proper funding by government. The marketing of poultry and poultry products aimed at exposing the students to the conventional ways of maintaining the poultry birds so as to improve their market value and to create job opportunities for the unemployed youths were reviewed.

It was suggested that teachers of agricultural science be motivated for more effectiveness in their job through better remuneration. To provide meaningful experiences to the students this will assist in developing operational and managerial skill which the real farmers must have. The poultry school farm was also reviewed to demonstrate recommended practices on the school farm. This will be useful to the students and to the community in providing experiences to the students. Literatures on career choices were reviewed to expose the students to career planning which it processes starts from primary school and choices on various positions, jobs or occupation, profession, and vocation which a person engages in during his working life.

Various research works have been conducted regarding farm management survey, measures to improve the declining usage and operation of school farms, effects of teaching poultry production and effects of agricultural programme on career choice by secondary school students but none of these research works was carried on the influence of school poultry farm management on choice of agriculture as career among secondary school students. The current research intends to bridge the gap in the areas the previous researchers did not cover.

CHAPTER THREE

RESERCH METHODOLOGY

This chapter describes the research design and methodology under the following sub-headings:

3.1 Research Design

3.2 Population of the Study

3.3 Sample and Sampling Procedure

3.4 Instrument for Data Collection

3.4.1 Validity of the Instrument

3.4.2 Pilot Testing

3.4.3 Reliability of the Instrument

3.5 Procedure for Data Collection

3.6 Procedure for Data Analysis

3.1 Research Design

A research design is a plan that guides the researcher in studying, collecting, analyzing, and interpreting data (Awotunde, Ozoji & Ugodulunwa, 1999). The researcher used Descriptive Survey Research Design in this study in which questionnaire was used to collect data. According to Osuala (2005) Descriptive Survey Design gives the accurate assessment of the characteristics of the whole population of people.

3.2 Population of the Study

The population for the study was SSIII Agricultural Science students in both public and private secondary schools having school poultry farm in the 2015/2016 session from eight (8) schools. The population for the study was 710 Agricultural Science students. Out of the 12 Zones of the Ministry of Education in Kaduna State only five (5) Zones were having schools with poultry farms. Anchau Zone (Government Senior Secondary School Kwassam with 55 students; Government Senior Secondary School Pambegua with 87 students), Lere Zone

(Girls College of the Beatitudes, Saminaka with 53 students), Sabon Tasha Zone (Chalawa secondary school with 60 students; Joy International College with 53 students), Zaria Zone (Barewa College, Zaria with 190 students; Nuhu Bamali Demonstration Staff School, Zaria with 123 students), and Kachia Zone (GSS Gumel with 89 students).

Table 1: Population of the study

Zones	Name of schools	No. of Agric. Sc students
Anchau	GSS Kwassam	55
	GSS Pambegua	87
Lere	GCB Saminaka	53
S/Tasha	Joy Int. Coll Kakau	53
	Chalawa Sec Sch, Kaduna	60
Zaria	Nuhu Bamali Staff Sch	123
	Barewa Coll. Zaria	190
Kachia	GSS Gumel	89
Total		710

Source: Zonal Offices, Ministry of Education Kaduna State

3.3 Sample and Sampling Procedure

The sample size for the study was 270 respondents representing 38% of the target population of 710 on Table 1. The researcher used purposive sampling technique to select the sample population. Since the number of students in each school and in each Zone was not the same. The researcher used the following formula to proportionately select the sample size:

$$S.F = \frac{n}{N}$$

Where: S.F is sampling fraction, n is size of the sample to be drawn, N is the size of the population from which the sample is to be drawn.

$$\begin{aligned} S.F \text{ (students)} &= \frac{270}{710} \\ &= 0.38 \end{aligned}$$

$$\text{GSS Kwassam} = 55 \times 0.38 = 21$$

$$\text{GSS Pambegua} = 87 \times 0.38 = 33$$

$$\text{GCB Saminaka} = 53 \times 0.38 = 20$$

$$\text{J I C Kakau} = 53 \times 0.38 = 20$$

$$\text{CSS Kaduna} = 60 \times 0.38 = 23$$

$$\text{NBSS Zaria} = 123 \times 0.38 = 47$$

$$\text{BC Zaria} = 190 \times 0.38 = 72$$

$$\text{GSS Gumel} = 89 \times 0.38 = 34$$

The number of schools was not sampled because of the small number of schools with poultry farms in the five (5) Zones that have schools with poultry farms. The total respondents selected as samples for this study was 270. The detail of the sample size for the study was presented in Table 2.

Table 2: Summary of Sample size of Agric Science Students for the study

Zones	Name of sampled schools	No. of sampled Agric. Sc. Students
Anchau	GSS Kwassam	21
	GSS Pambegua	33
Lere	GCB Saminaka	20
S/Tasha	Joy Int.Sec.Sch.	20
	Chalawa Snr Sec Sch Kaduna	23
Zaria	Nuhu Bamali Staff Sch	47
	Barewa College	72
Kachia	GSS Gumel	34
Total		270

3.4 Instrument for Data Collection

The researcher used questionnaire as the instrument for the data collection which made up questions items arranged systematically based on research questions to collect data from SSIII students in the five (5) Zones of the Kaduna State Ministry of Education having schools with poultry farm. The questionnaire was on 4-point rating Scale. The responses was

based on a four-point rating scale of VH=Very High (4 point), H= High (3 point), L=Low (3 point), VL=Very Low (1 point) and SA=Strongly Agree (4 point), A= Agree (3 point), D= Disagree (2point), SD=Strongly Disagreed (1 point). The rating scale technique was used because according to Batch (1985) in Agbamu (2005), it enables the respondents to indicate their opinion in a given statement.

3.4.1 Validity of the Instrument

The instrument was subjected to face validity in order to make sure that the final copy of the questionnaire is valid for the study. The researcher gave the questionnaire to three experts not below the rank of senior lecturer in Agricultural Education section of the Department of vocational and technical education, Ahmadu Bello University, Zaria. The instrument was modified accordingly to improve item clarity and to remove irrelevant items.

3.4.2 Pilot Study

A pilot study was carried out in Government Secondary School (GSS), Riyom, Plateau State which is not part of the sampled secondary schools. A total of fifty (50) Agric Science students were involved. The data collected was subjected to statistical analysis. The aim of the pilot testing is to determine the reliability of the instruments, its difficulty level and also to determine whether the questions are free from ambiguity and whether it has the power to discriminate over result. The instrument were administered personally by the researcher and scored. This provided room for final corrections of the questionnaire items for possible commencement of the field work.

3.4.3 Reliability of the Instrument

The data collected from pilot study was used to calculate the reliability coefficient using test re-test techniques. Also, Pearson Product Moment Correlation Coefficient (r) was adopted to determine the reliability coefficient of the instrument which gave 0.87. This indicated that the items were reliable within the acceptable limits. The requirements for

internal consistency is an average value of the correlation coefficient which must be higher than 0.08 (Osuala, 2005).

3.5 Procedure for Data Collection

Permission was granted by the Principals of the secondary schools through a letter of introduction from the researcher's institution (appendix 1). There after the researcher met with the staff and students of agricultural science in the various secondary schools where the study was conducted for familiarization and administered the questionnaire to the students' respondents. A total of 270 copies of the questionnaire were administered to the agricultural science students. The exercise lasted for four (4) weeks with the help of two research assistants after being trained by the researcher.

3.6 Procedure for Data Analysis

Data were statistically analyzed using descriptive statistics. The Mean (\bar{X}) and standard deviation were used to determine the opinion of respondents to research questions and Regression analysis statistical tool was used for testing of Null hypotheses one to five because regression analysis was best suited for finding influence. The reason was to find the influence between the dependent and independent variables. All the null hypotheses were tested at 0.05 level of significance. The decision rule for accepting or rejecting the Null hypotheses is: if the p-value obtained is lower than 0.05 level of significance the null hypothesis will be rejected and vice versa (Sambo, 2008). While a mean score of 2.50 and above signifies agree level and below 2.50 disagree response level.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This chapter presents the analysis of the data collected for the study. The data was based on responses obtained from students' respondents to the questionnaire. Data collected was analyzed using descriptive statistics (mean) to answer research questions, while regression analysis statistics was used to test null hypotheses using Statistical Package for Social Sciences (SPSS). All null hypotheses were tested at 0.05 level of significance. Null hypothesis is rejected when the p-value obtained is lower than 0.05 level of significance and if otherwise accepted.

This chapter is presented under the following headings:

4.1: Answers to Research Questions

4.2 Testing of Null Hypotheses

4.3 Summary of Major Findings

4.4 Discussion of Major Findings

4.1 Answers to Research Questions

Research Question 1: To what extent do the perceptions of the utilization of school poultry farm influence the choice of agriculture as a career among secondary schools students in Kaduna State?

A descriptive statistics such as mean and standard deviation was used to answer the research question and the summary of the result is presented on table 3 below.

Table 3: Mean responses on perception of utilization of school poultry farm influencing the choice of agriculture as a career among secondary school students in Kaduna State

Extent to which school poultry farm is utilized in teaching of Agricultural Science	N	Mean	SD
Engaging students on field-trip to poultry farm whenever teachers are teaching poultry production topics.	270	2.86	.412
The agric sci. teacher engage the uses of the various equipments in the poultry farm during practical with students	270	2.79	.460
The teacher demonstrates to the students how to use the equipment in the school poultry farm	270	2.98	.411
The teacher engages the students in brooding room	270	2.60	.286
The teacher demonstrates to the students all steps on how to brood chicks	270	2.62	.524
Teacher involves students in marketing of school poultry products	270	2.88	.591
Teacher assess students performance on the school poultry farm using evaluation form	270	3.58	.923
Students are engaged in the coordination of school poultry farm activities	270	2.64	.539
Students are normally grouped to undertake specific school poultry farm operation.	270	2.78	.674
Students are involved in keeping farm records in the poultry farm activities	270	2.98	.862
Total mean score		2.87	

Study results in Table 3 show that the students agree with the response item that they were engaged on field trip to school poultry farm and exposed to various poultry farm equipments. Similar results were obtained on items regarding being exposed to demonstration using equipments and the brooding practices. The respondents also agreed on all remaining other items of the questionnaire on the extent to which poultry farm is utilized in the teaching and learning of agricultural science for influencing students' choice of agriculture as a career. The overall mean score of 2.87 was obtained implying that respondents agree with all the response items that the extent to which poultry farm is perceived to have been utilized is more likely to influence students' choice of agriculture as a career. This is so because the mean score of 2.87 is \geq than 2.50 bench mark agreement level of this research.

Research Question 2: To what extent does perceived students' involvement in school poultry farm influence their choice of agriculture in secondary schools in Kaduna State?

A descriptive statistics such as mean and standard deviation was used to answer the research question and the summary of the result is presented on table 4 below.

Table 4: Mean responses on perceived students' involvement in school poultry farm influencing their choice of agriculture as a career among secondary school students in Kaduna State

Extent to which students were involved in school poultry farm	N	Mean	SD
Students clean pens and cages of bird as required.	270	2.68	.910
Students serves water and feed to the birds	270	2.78	.822
Students cleans both feeding and water troughs in the school poultry farm	270	2.52	.739
Students collects eggs and arrange in crates from the school poultry farm	270	2.57	.612
Students sales poultry products to consumers on teachers directive	270	2.78	.416
Students serve anti-biotic/drugs to birds	270	2.83	.473
Students observe and document birds behavior and health	270	2.92	.432
Students change chickens litter at regular interval	270	2.77	.419
Students keeps farm record of all activities in the school poultry	270	3.11	.618
Total mean score		2.77	

Table 4 shows that students in the sampled schools were engaged on cleaning the pens and cages in the poultry house as they were equally involved in cleaning the feeding and water troughs. Other items on the questionnaire with similar responses were students being involved in the collection of eggs and arranging them in crates as well as sales of the poultry farm products. Students further agreed that they were involved in serving anti-biotics and other drugs to the birds and records daily routines. The total mean score of the students' responses (2.77) show that it falls with the bench mark *a priori* level of agreement of ≥ 2.50 . It will be deduced that students' perceived involvement in the management of poultry house can influence their choice of agriculture as a career.

Research question 3: Does gender influence the choice of agriculture as a career among secondary school students in Kaduna State?

Table 5: Mean responses gender influencing the choice of agriculture as a career among secondary school students in Kaduna State

Gender	N	Mean	SD
Male	150	3.835	1.324
Female	120	2.248	1.511
Total mean score		3.042	

The study results in Table 5 indicates that the mean score of male students was 3.835 and 2.248 for female students. The mean score of female students was lower than the bench mark of 2.50. However, the total mean score of gender was 3.042 and is higher than the bench mark a priori expectation of 2.50. This implies that gender is more likely to have influence on the choice of agriculture as a career more particularly among male secondary school students in Kaduna State.

Research Question 4: What are the perceived determinants of school poultry farm influencing the choice of agriculture as a career among secondary school students in Kaduna state?

Mean and standard deviation was used to answer the research question and the summary of the result is presented in table 6 below.

Table 6: Mean responses of the perceived Determinants of students' influencing their choice of Agriculture as a career in Kaduna State

Determinants of choosing agriculture as a career	N	Mean	SD
You chose to practice Agriculture as a career because of personal interest you have for it.	270	2.60	.703
Students chose Agriculture as a career because they are motivated through management of the school poultry farm.	270	3.12	.535
Students chose Agriculture as a career because of peer group influence.	270	2.54	.621
Students chose to practice Agriculture as a career because of parental influence.	270	3.11	.699
You chose agriculture as a career because of the high returns generated from the agricultural production in the school farm	270	2.78	.879
Students chose Agriculture as a career due to adequate career choice information they have	270	2.70	.726
Students chose Agriculture as a career because of economic prosperities seen from the school poultry farm	270	3.21	.820
Students chose Agriculture as a career because of teachers influence	270	3.16	.859
Students chose Agriculture as a career because of prestige attached to agriculture in the society	270	2.78	.905
Total mean score		2.89	

Study findings in Table 6 indicates that personal interest, management of school poultry farm, peer group, parental influence, high income returns from poultry farm, information on agriculture as career, economic prosperities in agriculture, teachers' influence and prestige attached to agriculture as a career were the determinants reported by the respondents likely to influenced their choice of agriculture as a career. This is evident from the mean scores of the questionnaire items of the perceived determinants of students' choice of agriculture as a career being \geq than the 2.50 a priori agreement levels. However, it was observed that variable items management of school poultry farm, parental influence, economic prosperities of agriculture and teachers' influence were the likely important perceived determinants influencing students' choice of agriculture as a career. The overall

mean score was 2.89 which is \geq than 2.50 bench mark agreement level of this research and further confirmed that all the items influenced career choice of students.

4.2 Test of Null Hypotheses

Results of data used to test the null hypotheses are presented below:

Null Hypothesis One: Perceptions of the utilization of school poultry farm do not have significant influence on the choice of agriculture as a career among secondary school students in Kaduna State.

Table 7: Regression Analysis showing the influence of the perceptions of the utilization of school poultry farm on the choice of agriculture as a career among secondary school students in Kaduna State

Model	Coefficients	SE	T	Sig
Constant	13.073	0.865	15.113	0.000
Engaging students on field-trip	0.474	0.046	10.304	0.000
Teachers engage the use of the equipments	0.672	0.102	6.588	0.000
The teacher demonstrates to the students	0.813	0.231	3.519	0.000
The teacher engages the students in brooding	0.603	0.301	2.003	0.000
Teacher involves students in marketing	0.410	0.211	1.943	0.007
Students are engaged in the coordination	0.322	0.041	7.854	0.000
Students are involved in keeping farm records	0.560	0.093	6.022	0.000

$R^2 = 0.922$

Adjusted $R^2 = 0.913$

Table 7 indicated that the choice of agriculture as a career (dependent variable) has been explained by the independent variable i.e. perceived utilization of school poultry farm by 0.913 or 91 percent (adjusted R^2). The study findings further revealed that teachers' demonstration to students (0.813) contributed more units to predict its influence on the choice of agriculture as a career. Other most important factor that influence the choice of agriculture as a career were, when students are engaged in the use of practical equipments and in brooding (0.672 and 0.603) respectively. The p-value obtained at 0.000 was lower than 0.05 level of significance set by this research. Therefore the null hypothesis which stated that perceptions of the utilization of school poultry farm do not have significant influence on the

choice of agriculture as a career among secondary school students in Kaduna State is rejected.

Null Hypothesis Two: Perceived students' involvement in school poultry farm does not have significant influence on the choice of agriculture as a career among secondary school students in Kaduna State.

Table 8: Regression analysis showing the perceived students' involvement in school poultry farm influencing the choice of agriculture as a career in secondary school in Kaduna State

Model	Coefficients	SE	T	Sig
Constant	15.060	0.675	22.311	0.000
Students clean pens and cages	0.607	0.091	6.670	0.000
Students serves water and feed to the birds	0.729	0.203	3.591	0.000
Students collects eggs and arrange in crates	0.793	0.262	3.027	0.000
Students serve anti-biotic/drugs to birds	0.726	0.221	3.285	0.000
Student observe and document birds behavior	0.481	0.101	4.762	0.007
Students change chickens litter	-0.142	0.021	6.761	0.000
Students keeps farm record	0.862	0.189	4.561	0.000

$R^2 = 0.997$

Adjusted $R^2 = 0.976$

The findings in Table 8 revealed the influence of perceived students' involvement in the management of school poultry farm on the choice of agriculture as a career in secondary school in Kaduna State. It shows that the co-efficient of determination, R^2 , which shows the total percentage contribution of the independent variable (perceived students' involvement) in the variation of the dependent (choice of agriculture as career), is 97 percent. This implies that all the activities related to the involvement of students in the management of school poultry farm significantly influenced students' choice of agriculture as a career. The variables' coefficient predicted the influence of the independent variable on the dependent variable at different degree of contributions to the model. For example, students' keeping record (0.862), collection of eggs (0.793), serving water and feeding (0.729) and giving antibiotics to birds (0.726) were the most important variables influencing students' choice of agriculture as a career. The p-value of 0.000 was lower than α at 0.05 level of significance.

The null hypothesis which states that perceived students' involvement in school poultry farm does not have significant influence on the choice of agriculture as a career among secondary school students in Kaduna State was rejected.

Hypothesis three: Gender has no significant influence on the choice of agriculture as a career among secondary school students in Kaduna State.

Table 9: Regression analysis showing the influence of gender on choice of agriculture as a career among secondary school students in Kaduna State

Gender	Coefficients	SE	T	Sig
Constant	14.103	1.635	8.626	0.000
Male	4.613	0.835	5.524	0.000
Female	0.429	0.748	0.574	0.130 ^{NS}

$R^2 = 0.698$

$R^2 = 0.677$

NS = Not significant

The study findings on gender shows that only male students (4.613 α at $p = 0.000$) were influenced by the school poultry farm activities to have developed interest in the choice of agriculture as a career. The coefficient of determination indicated that about 68 percent of students' decision to choose agriculture as a career has been explained by the model of the independent variables. The p value was calculated at $p \leq 0.000$ being lower than α at $p \leq 0.05$ significance level. The null hypothesis which states that gender has no significant influence on the choice of agriculture as a career among secondary school students in Kaduna State was rejected.

Null Hypothesis four: Perceived determinants of school poultry farm do not significant influence on the choice of agriculture as a career among secondary school students in Kaduna State.

Table 10: Regression Analysis showing the perceived determinants of school poultry farm influencing the choice of agriculture as a career in Kaduna State

Variables	Coefficients	SE	T	Sig
Constant	26.898	5.296	-	0.000
Personal interest	0.291	0.100	2.910	0.001
Motivated through management of the school poultry farm	0.152	0.114	9.500	0.000
Peer group influence	0.312	0.016	19.500	0.000
Parental influence	2.410	1.102	2.186	0.002
High returns generated	1.916	0.415	4.167	0.000
Adequate information on career guidance	1.498	0.345	4.342	0.000
Economic prosperities of school poultry farm	1.241	0.323	3.842	0.000
Teachers' influence	2.601	0.983	2.646	0.000
Prestige attached to agriculture by the society	1.102	0.345	3.194	0.000

$$R^2 = 0.814$$

$$\text{Adjusted } R^2 = 0.793$$

The study results in Table 10 indicate the variance in students' choice of agriculture as a career was explained by the independent variables at about 79 percent. The findings show that teachers' influence (2.601) contributed more to students' choice of agriculture as a career while parental influence predicted the dependent variable by 2.410 or 241 percent. It was further revealed that a high return from school poultry farm was next in terms of level of contribution to have influenced students' choice of agriculture as a career. Other contributions include adequate career information (1.498), economic prosperities (1.241) and prestige attached to agriculture (1.102). Similarly, peer group (0.312), personal interest (0.291) and motivation through management of school poultry farm were found to have predicted the influence students' choice of agriculture as a career. All the variables were therefore determinants of students' choice of agriculture as a career given that all p-values calculated were lower than α at 0.05 level of significance. The null hypothesis stating that School poultry farm determinants do not significantly influenced the choice of agriculture as a career among secondary school students in Kaduna State is rejected.

4.3 Summary of Major Findings

The analysis of the data used to answer research question one revealed that the perceived utilization of school poultry farm in teaching agricultural science has significant influence on the choice of agriculture as a career among secondary school students in Kaduna State. This is because the mean score (2.87) of research question one was greater than the cut-off point of 2.5 and the result of the regression (r) analysis to test the null hypothesis indicated that the p value calculated at $p \leq 0.000$ was lower than the a priori α at 0.05 significance level.

The analysis of data used to answer research question two revealed that the perceived involvement of students in the management of school poultry farm had significant influence on the choice of agriculture as a career among secondary school students in Kaduna State. This is because the mean score (2.77) of research question one was greater than the cut-off point of 2.5 and the result of the regression show that the p value calculated at $p \leq 0.000$ was lower than the a priori α at 0.05 significance level.

Analysis of research question three shows that the mean score of male students was higher than the bench mark of 2.50. The total mean score was 3.042 and higher than the bench mark of 2.50. This shows that gender influenced the choice of agriculture as a career and it is evident from the regression analysis which shows that the p value of 0.000 was lower than α $p \leq 0.05$ significance level.

The analysis of data used to answer research question four revealed that the perceived determinants of school poultry farm significantly influenced the choice of agriculture as a career among secondary school students in Kaduna State. This is because the total mean score (2.89) was greater than the cut-off point of 2.5 and the result of the regression analysis to test the null hypothesis indicated that all determinants of school poultry farm had

significant influence and p value calculated at $p \leq 0.000$ was lower than the a priori α at 0.05 significance level.

4.4 Discussion of Major Findings

The study showed that the perceived utilization of school poultry farm in teaching of Agricultural Science influenced choice of Agricultural Science as a career in Secondary Schools. This was revealed by the findings on Table 3 which showed that the mean scores to research question one (2.87) was greater than the cut-off point (2.5) and the result of the regression (r) analysis to test the null hypothesis indicated that the p value calculated at $p \leq 0.000$ was lower than the a priori α at 0.05 significance level. This revealed that all the items on utilization of school poultry farm in teaching of Agricultural Science have influence on choice of Agricultural Science as a career. These items includes: Engaging students on field-trip to the school poultry farm, describing the uses of the various equipment in the poultry farm, demonstrating to the students how to use the equipment in the school poultry farm, showing the students the brooding room, demonstrating to the students how to brood chicks, involving students in marketing of school poultry products, assessing students performance on the school poultry farm, coordinating the students for school poultry farm activities, keeping farm records of the poultry farm activities and feeding and watering of birds in school poultry farm by the students. The study agreed with that of Baeyens (2000) which in his work on “Agricultural training in Lesotho” observed that creation of personal interest in the students for agriculture and creation of facilities at the school, such as keeping of few animals and doing some agricultural project is inevitable in agricultural training. Muller in Chudi (2013) commenting on the use of school farm in the secondary schools stated that it may be used to teach self-reliance to school children as it has been successfully done in Tanzania. The study also agreed with that of Nyerere (1998), who stressed that the school

farm serves as a mechanism through which students' interest are stimulated for career choice in agriculture.

The findings of the study on Table 4 showed that the mean score to research question two (2.77) was greater than the cut-off point (2.5) and the result of the regression show that the p value calculated at $p \leq 0.000$ was lower than the a priori α at 0.05 significance level. This revealed that secondary school students were perceived to have been involved in the management of the school poultry farm which influenced the choice of agriculture as a career. The management activities include: brooding of chicks, serving feed and water, cleaning of feeding and water troughs, collecting eggs into crates, selling of poultry products. This finding concurs with the findings of Dean (2009) who listed the following as the management activities in a poultry farm: Checking and attending to water and feed requirements of all school poultry, providing good source of heat, Cleaning feed and water containers routinely, cleaning pens or cages as required, collecting eggs, cleaning and storing. Again, the findings is in agreement with the opinion of Olaitan and Mama (2001) who said that students get many learning experiences in agricultural activities provided in the school farm. These experiences may include rearing of animals such as chicken, turkey, pigeons and quails among others.

The study on research question three shows that gender influenced the choice of agriculture as a career the mean score of male students was greater than the bench mark of 2.50. The total mean score was 3.042 and higher than the bench mark of 2.50 and it is evident from the regression analysis which shows that the p value of 0.000 was lower than $\alpha p \leq 0.05$ significance level. This finding concurs with that of *Carlisle* (2011) that many men and woman uphold this idea of a man working on the farm while women maintain the domestic roles, and like many professions, agriculture is still dominated by men, and the communities still hold onto many patriarchal ideals.

The study findings on Table 6 showed that the mean score to research question three (2.89) was greater than the cut-off point (2.5) and the result of the regression analysis to test the null hypothesis indicated that all determinants of school poultry farm had significant influence and p value calculated at $p \leq 0.000$ was lower than the a priori α at 0.05 significance level. This revealed that all the items on the perceived determinants of choosing Agriculture as a career influenced the choice of agricultural science as a career. The items includes: teacher influence, income and returns generated, motivation, parental influence, personnel interest, peer group, career choice information, economic condition and prestige. The finding concurs with the findings of Ohiwerei and Nwosu (2009), who found that teacher influence, subject combination, parental influence, personnel interest, peer group, career choice information, finance, religious affiliation economic and political condition are factors that determine career choice of the Secondary School students. This was supported by the finding of Information Technology Association of America (ITAA) (2014) who found that secondary school educators often have a large influence on students' career choices.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

The summary conclusion and recommendations would be presented in this chapter as follows:

5.1 Summary

5.2 Contribution to Knowledge

5.3 Conclusion

5.4 Recommendations

5.1 Summary

The study was carried out to determine the influence of the students' perceptions on the choice of agriculture as a career among secondary school students in Kaduna state, Nigeria. The researcher used descriptive survey research design in this study. Questionnaire was used to collect data for the study. The study had four (4) specific objectives, four (4) research questions and four null hypotheses as a guide. The study made use of 710 SSIII agricultural science students and purposively selected 270 as sample. The data collection lasted for about four weeks in which the designed questionnaire was used to collect the data for study. In data analysis mean score and standard deviation were used to answer all the research questions, while regression analysis was used to test the stated null hypotheses. All the null hypotheses were tested at 5% level of significance ($p= 0.05$).

The analysis of the data used to answer research question one revealed that the perceived utilization of school poultry farm in teaching of agricultural science has a significant influence on the choice of agriculture as a career among secondary school students. This is because the mean score (2.87) of research question one was greater than the cut-off point of 2.5 and the result of the regression (r) analysis to test the null hypothesis indicated that the p value calculated at $p \leq 0.000$ was lower than the a priori α at 0.05 significance level.

The analysis of data used to answer research question two revealed that the perceived involvement of students in the management of school poultry farm had significant influence on the choice of agriculture as a career among secondary school students in Kaduna State. This is because the mean score (2.77) of research question one was greater than the cut-off point of 2.5 and the result of the regression show that the p value calculated at $p \leq 0.000$ was lower than the a priori α at 0.05 significance level.

Analysis of research question three shows that the mean score of male students was higher than the bench mark of 2.50. The total mean score was 3.042 and higher than the bench mark of 2.50. This shows that gender has influence on choice of agriculture as a career and it is evident from the regression analysis which shows that the p value of 0.000 was lower than $\alpha p \leq 0.05$ significance level.

The analysis of data used to answer research question four revealed that the perceived determinants of school poultry farm had significant influence on the choice of agriculture as a career among secondary school students in Kaduna State. This is because the total mean score (2.89) was greater than the cut-off point of 2.5 and the result of the regression analysis to test the null hypothesis indicated that all determinants of school poultry farm had significant influence and p value calculated at $p \leq 0.000$ was lower than the a priori α at 0.05 significance level.

5.2 Contribution to Knowledge

1. The perceived utilization of the school poultry farm such as teachers' demonstration to students (0.813) students engaged in the use of practical equipments and brooding (0.672 and 0.603) significantly influenced students' choice of agriculture as a career in Kaduna State ($P \leq 0.000$).
2. Perceived involvements of students in the management of the school poultry farm such as students' keeping record (0.862), collection of eggs (0.793), serving water and

feeding (0.729) and giving antibiotics to birds (0.726) were the most important variables influencing students' choice of agriculture as a career significantly influenced students' choice of agriculture as a career in Kaduna State ($p \leq 0.000$).

3. Gender has significant influence on choice of agriculture as a career among male secondary school students in Kaduna State (0.000).
4. The most important perceived determinants of students' choice of agriculture as a career were teachers' influence (2.601) adequate career information (1.498), economic prosperities (1.241) and prestige attached to agriculture (1.102) (2.601 at $p \leq 0.000$).

5.3 Conclusion

Based on the findings it was concluded that the:

1. utilization of school poultry farm through engaging students on field-trip to the school poultry farm, describing the uses of the various equipment in the poultry farm, demonstrating to the students how to use the equipment in the school poultry farm, showing the students the brooding room, demonstrating to the students how to brood influence students' choice of agriculture as a career.
2. Involving students in marketing of school poultry products, assessing students' performance on the school poultry farm activities, coordinating the students for school poultry farm activities, keeping farm records of the poultry farm activities had significant influence on the choice of agriculture as a career among secondary school students in Kaduna State. This level students' involvement in the management of the school poultry farm motivated them; arouse their interest; improve their skills in agriculture which influenced their choice of agriculture as a career.
3. Gender has influence on choice of agriculture as a career.

4. Teacher influence, income/returns generated, motivation through management of school poultry farm, parental influence, personnel interest, peer group influence, information on career guidance, economic prosperities and prestige attached to agriculture were the determinants of school poultry farm influencing the choice of agriculture as a career among secondary school students in Kaduna State, Nigeria. These are likely to trigger students as lifelong careerist.

5.4 Recommendations

Based on conclusions, the following recommendations were made:

1. There is need for curriculum planners and policy makers to emphasize the importance of utilizing the school poultry farm by teachers when teaching agricultural science in secondary schools.
2. Teachers should encourage the students to be actively involved in all practical related topics in order to motivate and arouse students' interest in agriculture. The use of various practical teaching methods that will fully involve secondary school students should also be employed at all times.
3. Agricultural Science teachers should actively involve both male and female in the management of the school poultry farm.
4. Career guidance enlightenment campaign should be inaugurated by the Ministry of education and run by secondary schools to organise orientation, seminars, symposium, career week. These programmes should be designed to address issues on future careers, both academic; mental and social requirements needed to pursue career in vocational agriculture and many other issues to positively influence students to take up agriculture as a career
5. Governments (at all levels) should encourage the establishment and management of the school poultry farm by providing modern poultry equipment and special

incentives/ remuneration to agricultural science teachers and poultry attendants in order to boost their efforts and motivate them to ensure proper utilization and management of the school poultry farm in teaching and learning activities in the Secondary Schools.

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APPENDIX 1

Department of Vocational and Technical Education

Faculty of Education

Ahmadu Bello University Zaria,

Kaduna State

19th March, 2015.

Dear Respondent,

Letter of Introduction to Request for Filling of Questionnaire

I am a postgraduate student of Agricultural Science Education Section in the Department of Vocational and Technical Education, Ahmadu Bello University, Zaria carrying out a research work on “Influence of Management of School Poultry Farm on Choice of Agriculture as a Career by Senior Secondary School Students in Kaduna State, Nigeria”. Therefore, this questionnaire is to solicit your assistance and cooperation in providing the require information by ticking the items. It is purely an academic exercise for the award of Masters of Science in Agricultural Education. The information provided shall be treated strictly for that purpose.

Thanks for your cooperation.

Yours faithfully,

Mathias Augustine

APPENDIX II

Questionnaire for students

SECTION A: BIO DATA

Name of school.....

Please tick (√) as appropriate where necessary

1. Sex

a. Male []

b. Female []

SECTION B

INSTRUCTION: Tick (√) appropriate in the column provided against the option of your choice.

Key for rating (likert-type scaling)

Strongly agree (SA) 4 points

Agree (A) 3 points

Disagree (D) 2 points

Strongly disagree (SD) 1 point

	Extent to which school poultry farm is utilized in teaching of Agricultural Science.	SA	A	D	SD
1.	Engaging students on field-trip to poultry farm whenever teachers are teaching poultry production topics.				
2.	The agric sci. teacher engage the uses of the various equipments in the poultry farm during practical with students				
3.	The teacher demonstrates to the students how to use the equipment in the school poultry farm				
4.	The teacher engages the students in brooding room				
5.	The teacher demonstrates to the students all steps on how to brood chicks				
6	Teacher involves students in marketing of school poultry products				
7	Teacher assess students performance on the school poultry farm using evaluation form				
8	Students are engaged in the coordination of school poultry farm activities				
9	Students are normally grouped to undertake specific school poultry farm operation.				
10	Students are involved in keeping farm records in the poultry farm activities				

	Extent of student's involvement in the management of school poultry farm.				
12	Students clean pens and cages of bird as required.				
13	Students serves water and feed to the birds				
14	Students cleans both feeding and water troughs in the school poultry farm				
15	Students collects eggs and arrange in crates from the school poultry farm				
16	Students sales poultry products to consumers on teachers directive				
17	Students serve anti-biotic/drugs to birds				
18	Students observe and document birds behavior and health				
19	Students change chickens litter at regular interval				
20	Students keeps farm record of all activities in the school poultry				
	Determinants of choosing Agriculture as a career	SA	A	D	SD
21	You chose to practice Agriculture as a career because of personal interest you have for it.				
22	Students chose Agriculture as a career because they are motivated through management of the school poultry farm.				
23	Students chose Agriculture as a career because of peer group influence.				
24	Students chose to practice Agriculture as a career because of parental influence.				
25	You chose agriculture as a career because of the high returns generated from the agricultural production in the school farm				
26	Students chose Agriculture as a career due to adequate career choice information they have				
27	Students chose Agriculture as a career because of economic prosperities seen from the school poultry farm				
28	Students chose Agriculture as a career because of teachers influence				
29	Students chose Agriculture as a career because of prestige attached to agriculture in the society				

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