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FACTORS INFLUENCING STUDENT TO CHOOSE AGRICULTURAL SCIENCE AS A CAREER IN SENIOR SECONDARY SCHOOLS IN POTISKUM LOCAL GOVERNMENT AREA, YOBE STATE.

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ABSTRACT

The study is aimed at determining the Factors Influencing Students Choice of Agricultural Science as a Career in Senior Secondary Schools in Potiskum Local Government Area. The descriptive survey research design was adopted for the study. The population of study is comprises of 1000 SS II agricultural science in senior secondary schools in Potiskum Local Government Area. A random sampling technique was adopted to select one-hundred (100) SS II Agricultural Science students to constitute the sample of the study. Structured questionnaire was the instrument used to collect data for the study. The data obtained were analysed using mean and standard deviation for each of the questionnaire.The findings of the study revealed that, their father influenced them to choice Agricultural Science as a career, their mother influenced them to choice Agricultural Science as a career, family business is a factor in their choosing a career in Agricultural Science and dominant profession in their family is also my preferred to choice Agricultural Science as a career are some of the family related factors influences Students Choice of Agricultural Science as a Career in Senior Secondary Schools in Potiskum Local Government Area. The findings of the study also revealed that, Career guidance is comprehensively offered at our schools, School career days influenced our career choice and Career trips or field trips influenced our career choice are some of the school related factors influences Students Choice of Agricultural Science as a Career in Senior Secondary Schools in Potiskum Local Government Area. The findings of the study revealed that, Career education comes from other students and Peer influence regarding career choice is powerful, their friends have influenced them to choose a career are some of the peer group related factors influences Students Choice of Agricultural Science as a Career in Senior Secondary Schools in Potiskum Local Government Area. It was recommended that, recommended that career guidance teachers be trained to equip them with necessary skills that enhance teaching in the classroom.

Keyword: *Agricultural Science, Student Carrier, Student choice*

1.0. Introduction

What do I want to be when I grow up? What is the best career for me? These are questions every young person asks himself and gets asked by others at some point in time, especially during the secondary school years. Although these questions may appear simple and ordinary, they are not always easy to answer in absolute terms. This is because many factors interact and come in to play in answering the questions. The answers given by young people to the questions, after secondary school are based on previous experiences and also reflect the context of their daily life experiences, especially within their families and communities (Jeofrey, 2017).

Wankwo (2015) reported that, agricultural science is being taught in the various levels of education today. This is because there is need for full participation in food production by all citizens of this country, and will equally help the students cope with the present unemployment problems of the country. These levels include; primary school level, where the subject is mostly taught on demonstration basis with the sole aim of acquainting the pupils with the knowledge of the primary source of food for man. The secondary level is yet another level in which agricultural science is taught at two different dimensions. At junior secondary level, it is mostly taught on the theoretical and practical basis with the aim of creating the right background skills, knowledge and attitude in the students for self-esteem and evaluation. While at the senior secondary level, it is taught for three good years. At this level, the students are taught and given the various professional opportunities which abound in agriculture which can be further pursed in tertiary institutions. Such as listed in Akinyosoye (2016) include; agricultural engineering, agricultural banking, agricultural biotechnology, agricultural marketing and teaching profession.

Generally, the choice of occupation in Nigeria is traditionally influenced by parents, friends, teachers and at times scholarship award. Supporting this, Cavus, Geri and Turgunbayeva (2015) notes that, in Nigeria many students are lured into certain professions/occupations through the advice of the parents and friends. These people often choose an occupation of their interest. He added that other students are attracted to some occupation by the white collar illusion and rumors of high salaries. Seraphine, Jacob & Joash (2018) stated that parental idea more than any other factors influence students in choice of occupation and supporting this statement, Seraphine, Jacob & Joash (2018) noted that parents are the most socializing agent of the child; this is because the child learns first from the parents before joining other peer groups. This, he said is based on the extent to which the parents encourage the aspiration formed by the children.

Seraphine, Jacob & Joash (2018) found out that interest in occupation had the strongest influence on the students in their career aspiration. Students considered their interest in their career as a prime factor in their choice of career. Seraphine, Jacob & Joash (2018) further stated that perception of a subject affects the student's interest in that subject area and this has a significant relationship with the choice of occupation of the students. Students have shown that there has been considerable lack of interest in agriculture among the students and educational students were very reluctant to associate themselves in farming. Chauhan (2015) opined that occupational attractiveness of adolescent have to make their vocational choice by the prestige, income and social recognition. For example, boys and girls show interest in profession like teaching,

medicine, business, executive post, law and engineering. Supporting this Okorie (2016) states that students have been observed to choose occupations based on their glamour or because people engaged in these occupations are held in high esteem in the society without considering their abilities to fit into the occupations for financial gain backing such occupations. According to Okorie (2015) most students pursue careers in which they may not have interest. In such a situation, continuity and progress are seriously affected and the workers performance is hampered. Hence there is need to guide and direct students towards capitalizing on their interest, aptitude and intrinsic intelligence towards agricultural science related occupations so that they will be satisfied workers.

Career guidance is widely accepted as a powerful and effective method of bridging the gap between education and the world of work (Ibrahim, Wambiya, Olaka & Raburu, 2015). Agricultural science Students will come through senior secondary school with knowledge of their preferences and interests because of their interactions with many stakeholders in their environment. Career guidance programmes are therefore intended to help students understand their own potentials and develop them to the full (Ombaba, *et al.*, 2015).

The process of making a choice is complex and unique for each individual depending on cognitive factors and social structures of the individual's environment (Braza & Guillo, 2015). A career choice is a decision that most human beings make sometime in their lives; it is a decision that should be carefully considered since it can affect the rest of a person's life (Eyo, 2016). Therefore, the goal of career guidance and counselling is to allow an individual to explore his or her options (Lazarus & Chinwe, 2017).

According to UNESCO (2018), career counselling consists of four elements,

i. Helping individuals to gain greater self-awareness in areas such as interest, values, abilities and personality style;
ii. Connecting students to resources so that they can become more knowledgeable about jobs and occupations;
iii. Engaging students in the decision making process in order that they can choose a career path that is well suited to their own interests, abilities values and personality style; and
iv. Assisting individuals to be active managers of their career paths (including managing career transitions and balancing various life roles) as well as becoming lifelong learners in the sense of professional development over the life span.

Career guidance comprises a range of processes designed to enable individuals to make informed choices and transitions related to their educational, vocational and personal development (Watts & Kidd, 2016). The goal of guidance and counselling services is to enable each learner in institutions of learning to derive optimal educational benefits to utilized his or her potential (Ibrahim, *et al.*, 2015). It also instills confidence and positive attitudes and inculcates an eagerness for lifelong learning (Ajufo, 2015). Countries need citizens who are able to make the best use of their talents and make career choices that will help them to be motivated and productive (Hiebert, 2016).

Although the choice of future careers may be a challenge for young people in general, the dilemma is both complex and dynamic for rural youth in particular. This is because rural youth are always torn between two competing forces the desire to remain in their rural or farming communities and maintain ties with family, community and tradition versus the temptation to leave their rural communities in pursuit of educational and occupational opportunities elsewhere (Herkner, 2015; Elder, & Stern 2015). However, because of the declining employment and few or no post-secondary educational opportunities in most rural communities, rural youth, despite their strong attachments to their communities, have had to move out or get out of their communities in order to developed it both socially and economically (Hektner, 2015; Jamieson 2016).

The factors influencing the choice of agricultural science in the secondary schools, colleges of education and universities in Nigeria are numerous including family and friend influence, profession and job consideration (Leven, 2017). Also, the choice of students to study agriculture is guided by the interest developed in the subject area at secondary schools level. The interest when nurtured to colleges or university level, qualifies them to be trained as extension workers and graduate as a degree holder in any area of agricultural science (NBS, 2018). Other factors range from gender, financial incentives (Scholarship, parents education level, teachers teaching methods and teachers personality, to the societal value of the studied course (Eboh, 2017). These factors are further explained by learning theories of career.

A social learning theory of career and decision making (Mitchell, Krumbolts, 2016) explains how educational and occupational preference and skills are acquired and how selection of course of study and occupation are made. The theory identified the interaction of genetic factors (race), environmental conditions (social and economic forces), learning experiences (associative and instrumental) and performance (task) skills as career decisions influencers. It is posited that each of these influencers play a part in all career decisions that are made. Different combinations of the interaction of influencers produce a multitude of different career choices that the individual makes (Mitchell, Krumbolts, 2016). Like in agricultural science, students all over the world are usually faced with the task of career decision making (Mitchell, Krumbolts 2016; Okoh, 2018).

The choice of subjects and courses in schools and subsequent paths of career to follow is always a problem needing guidance in prospective undergraduate (Okoh, 2018). To provide good guidance and encouraging Nigerian youths to study agriculture in secondary schools, colleges or universities, there is the need to understand the factors and influencers that guide student's career choice. The problem of decreasing number of students opting to study any branch of agricultural science in secondary schools, colleges and universities in Nigeria can be resolved if only the factors influencing and affecting it as a course of study and occupation is completely resolved.

Against this foregone background, the present study intends to investigate the Factors Influencing the Students Choice of Agricultural Science as a Career in Senior Secondary Schools in Potiskum Local Government Area.

1.2 Statement of the Problem

Agricultural science is a known profession in both secondary schools and colleges of education in Nigeria and the largest employer of labour in the country yet from observation; most people practicing it as a means of livelihood are often the old and uneducated youths. The educated youths in our senior secondary schools in Potiskum Local Government Area of Yobe State do not study and practice agricultural science as other professions been studied and apply after school as a means of livelihood. Though agricultural science is a known profession, people often believe it to be a non-professional and non-profitable career for young school leavers in Nigeria. It is also assumed that agricultural science is rather a course of study for the less intelligent and privileged thus, a course of study of chance rather by choice. The Nigerian government is given little to the need of agricultural science and its graduates. This is a problem as the negligence has spread to the non-governmental organisation in the country. More importantly the present secondary schools students of agricultural science are influenced to study agricultural science by various factors and circumstance such as parental, peer group, school environmental factors. Most students pass this stage without having chosen their careers because most of the students are confused and apply for tertiary education without knowledge of what they want to pursue.

It is on the above mentioned problems, this study is to find out the Factors Influencing the Students Choice of Agricultural Science as a Career in Senior Secondary Schools in Potiskum Local Government Area.

1.3 Objectives of the Study

The main objective of this study is to find out the Factors Influencing the Students Choice of Agricultural Science as a Career in Senior Secondary Schools in Potiskum Local Government Area. Specifically, the study sought to:-

i. Determine the family related factors influencing Students Choice of Agricultural Science as a Career in Senior Secondary Schools in Potiskum Local Government Area.
ii. Find out the school related factors influencing Students Choice of Agricultural Science as a Career in Senior Secondary Schools in Potiskum Local Government Area.
iii. Ascertain the peer group related factors influencing Students Choice of Agricultural Science as a Career in Senior Secondary Schools in Potiskum Local Government Area.

1.4 Research Questions

The study will be guided with the following research questions;

i. What are the families related factors influencing Students Choice of Agricultural Science as a Career in Senior Secondary Schools in Potiskum Local Government Area?
ii. What are the schools related factors influencing Students Choice of Agricultural Science as a Career in Senior Secondary Schools in Potiskum Local Government Area?
iii. What are the peer groups related factors influencing Students Choice of Agricultural Science as a Career in Senior Secondary Schools in Potiskum Local Government Area?

1.5 Significance of the Study

The finding of the study would be of great significance to the individual, students, society, the nation and the researchers.

The study may help schools to develop or improve the quality of career guidance and counseling they give to their students by taking into consideration factors that influence the choice of career pathways. School heads and teachers may be made aware of the importance of career guidance in schools and career guidance counsellors in schools stand to benefit from this study as it highlights factors that influence students' career choices. The study may also help national planners of curricula to make informed decisions with regard to career guidance and counseling.

The individual student, when an individual choose agriculture as a career, food and other essentials will not be bought in the market. The society will benefit from agricultural production, because as secondary school graduates are motivating in choosing agriculture as a career after will help to increase food and animal production which are the demand of every human being.

The nation will also benefit from agricultural production, when the young farmers are given incentives (loan) that will help them to be productive enough. As known to us that agriculture provides foreign exchange to neighbouring countries and as such generates income to the local, state and federal government. The study will help to enlighten individual, society and the public on the crucial role of agriculture in the economic development of the local, state and federal government.

Therefore the researcher concluded that the energy came from agriculture produce and so it should be given an attention at all time. Meanwhile when farmers are regarded by the public, then those youth graduating from the colleges will be motivated into the field as a career without any biased mind.

1.6 Scope and Delimitation of the Study

The scope of the study will cover the parental related factors, peer group related factors and school environment related factors that influence Students Choice of Agricultural Science as a Career in Senior Secondary Schools in Potiskum Local Government Area. Geographically, the scope of the study will not cover the entire senior secondary schools in Potiskum Local Government Area; therefore, it will be delimited to only five Public Senior Secondary schools in Potiskum Local Government Area due limited time of the research and limited resources at the researcher's disposal.

2.0 Methodology

2.1 Introduction

This section describes the methods adopted in carrying out the research study. It was discussed under the following sub-headings; Research Design, Population for the Study, Sample and Sampling Techniques, Instrument for Data Collection, Validation of the Instrument, Method of Data Collection and Method of Data Analysis.

2.2 Research Design

This study adopted a descriptive survey design to answer the research questions. The researcher selected a descriptive survey design since it attempts to describe the characteristics of the variables of this study (Mugenda and Mugenda, 2003). Robson, (2002) asserted that descriptive research design studies have advantages in that they may be adopted to collect information that can be generalized from all populations and that they provide relatively simple and straight forward approach to the study of values, attitudes, beliefs and motives.

2.2.1 Population of the Study

The population of the study was comprised of (1000) SS II Students from the five (5) public Senior Secondary Schools in Potiskum local government area of Yobe State.

Table 1: Population Distribution of SS II Students in the Area of Study

S/N.	Schools	Population of Students
1	G.D.S.S. Potiskum	300
2	G.S.T.C. Potiskum	200
	G.G.S.T.C. Potiskum	100
4	G. S.S. Mamudo	150
5	Fika G.S.S. Potiskum	250
Total		**1000**

Source: Potiskum Zonal Office (2019)

2.2.2 Sample Size

The sample of this study comprises of one hundred (100) SS II students from the five public senior secondary schools in Potiskum Local Government Area of Yobe State.

2.2.3 Sampling Techniques

The random sampling techniques were used to select the target sample size of the SS II students from the five public senior secondary schools in Potiskum Local Government Area of Yobe State.

2.3 Data Collection Instrument

The Instrument used to collect data for this study was structured questionnaire. The questionnaire was developed by the researchers and is titled: Factors Influencing Students Choice of Agricultural Science as a Career in Senior Secondary Schools in Potiskum Local Government Area. This questionnaire is constructed on the basis of research questions on a four point likert scale. The questionnaire was structured in form of four –point likert scale coded as follows:

Strongly agreed	(SA)	---	4
Agreed	(A)	----	3
Strongly Disagreed	(SD)	---	2
Disagreed	(D)	----	1

Table 2: The breakdown of the number of sample SS II students

S/N.	Schools	Sample Size
1	G.D.S.S. Potiskum	30
2	G.S.T.C. Potiskum	20
	G.G.S.T.C. Potiskum	10
4	G. S.S. Mamudo	20
5	Fika G.S.S. Potiskum	30
Total		**100**

2.4.1 Validation of the Data Collection Instrument

The instrument used to collect data for this study was validated by three experts from School of Vocational Education, Department of Agricultural Science Education Umar Suleiman College of Education Gashua, Yobe State. These experts were subject the instrument to rigorous scrutiny in order to ascertain the clarity, relevance, adequacy and other attributes which a good research instrument should possess. The researcher was reconstructed the instrument based on the suggestions of the experts.

2.4.2 Reliability of the Instrument

The internal consistency of the instrument was established using Cronbach alpha reliability method. Twenty copies of the instrument will administered to the 20 SS II students of in Senior Secondary Schools of Fika Local Government Area of Yobe State. The responses were be computed using Statistical Package for Social Science (SPSS). The internal consistency of the instrument was determined using test retest with the use of Cronbach Alpha method, which yielded a coefficient of 0.84 showing that the instrument was reliable for the study.

2.5 Data Collection Procedure

The researchers was administered the questionnaire to the SS II Students in Senior Secondary Schools in Potiskum Local Government Area of Yobe State. After responding to the questionnaires the researcher was collected back the filled questionnaire on the same day.

2.6 Data Analysis Procedure

The data collected for this study was analyzed using mean and standard deviation. Mean is the total sum of number divided by the total number of items in a given set of data while Standard Deviation is the square root of the sum of squares of the deviation of the values in the distribution from mean.

Therefore, the researcher was use Mean and Standard Deviation because they have a greatest reliability than any other measures of central tendency and dispersion (Sambo, 2008).

The mean was determined with the following formula:

$$\overline{X} = \frac{\sum Fx}{n}$$

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Where,
$\overline{X}$= mean
F= frequency
X = nominal value of option
∑= summation sign
N= number of the respondent

Decision Rule:

A cut- off point of 2.50 was used to determine the mean which was obtained thus:

$\frac{4+3+2+1}{4} = \frac{10}{4} = 2.50$

This mean that any mean score equal to or greater than (≥) 2.50 was considered as agreed response and any mean score less than (<) 2.50 was considered as disagreed responses.

While the Standard Deviation was determine using the following formula:

$S.D = \sqrt{\frac{\sum f(x-x)2}{fx}}$

3.0 Data Presentation and Analysis

3.1 Introduction

This chapter deals with data analysis and presentation of results. The data collected was analyzed and presented in tabular form based on each stated research question. The mean response of the respondents from 2.50 and above is considered as agreed and any response below 2.50 is considered as disagreed.

3.2 Data Presentation

3.2.1 Research Question 1

What are the families related factors influences Students Choice of Agricultural Science as a Career in Senior Secondary Schools in Potiskum Local Government Area?

From table 1, the findings of the study revealed that, their parents influenced their to choose of Agricultural Science as a career, family business is a factor in their choosing a career in Agricultural Science, dominant profession in their family is also a preferred factor for choose in Agricultural Science as a career, their father's career had an impact on their career to choose Agricultural Science, Older siblings had an influence on their career this motivate them to choose Agricultural Science and that an extended family member will influence them to choose Agricultural Science as a career are some of the family related factors influences Students choose of Agricultural Science as a Career in Senior Secondary Schools in Potiskum Local Government Area.

Table 1: Mean and Standard Deviation on the family related factors influences Students Choice of Agricultural Science as a Career in Senior Secondary Schools in Potiskum Local Government Area

S/N.	Items	SA	A	D	SD	$\overline{X}$	SD	Remarks
1	My parents influenced me to choose Agricultural Science as a career.	18	62	18	2	2.96	0.66	Agreed
2	My mother influenced me to choose Agricultural Science as a career	63	27	7	3	3.50	0.75	Agreed
3	The family business is a factor in my choosing a career in Agricultural Science	65	20	10	5	1.85	1.24	Agreed
4	The dominant profession in my family is also my preferred to choose Agricultural Science as a career.	38	30	30	2	3.04	0.87	Agreed
5	My father's career had an impact on my career to choose Agricultural Science	55	25	12	8	2.73	0.96	Agreed
6	Older siblings had an influence on my career this motivate me to choose Agricultural Science	50	25	20	5	3.20	0.93	Agreed
7	An extended family member was influential me to choice Agricultural Science as a career	31	58	8	3	3.17	0.69	Agreed

3.2.3 Research Question 2

What are the schools related factors influencing Students Choice of Agricultural Science as a Career in Senior Secondary Schools in Potiskum Local Government Area?

From table 2, the findings of the study also revealed that, School career days influenced our career choice, Career trips or field trips influenced our career choice, school career guidance cleared career confusion that we had, our class teacher was influential to the career our want to pursue, career guidance counsellor was influential to the career our want to do and that former students' careers had a positive influence on them career choice are some of the school related factors influences Students Choice of Agricultural Science as a Career in Senior Secondary Schools in Potiskum Local Government Area while they disagreed that Career guidance are not comprehensively offered at their schools.

Table 2: Mean and Standard Deviation on the school related factors influences Students Choice of Agricultural Science as a Career in Senior Secondary Schools in Potiskum Local Government Area

S/N.	Items	SA	A	D	SD	$\overline{X}$	SD	Remarks
1	Career guidance is comprehensively offered at our school	17	13	10	60	1.87	1.18	Disagreed
2	School career days influenced my career choice	60	20	18	2	3.38	0.85	Agreed
3	Career trips or field trips influenced my career choice	50	17	30	3	3.14	0.95	Agreed
4	School career guidance cleared career confusion that I had	70	5	10	15	3.10	0.77	Agreed
5	My class teacher was influential to the career I want to pursue	38	30	30	2	3.04	0.87	Agreed
6	The career guidance counsellor was influential to the career I want to do	50	17	30	3	3.14	0.95	Agreed
7	Former students' careers had a positive influence on my career choice	35	48	10	7	3.11	0.85	Agreed

3.2.3 Research Question 3

What are the peer group related factors influences Students Choice of Agricultural Science as a Career in Senior Secondary Schools in Potiskum Local Government Area?

From table 3, the findings of the study revealed that, Career education comes from other students, Peer influence regarding career choice is powerful, their friends have influenced them to choose a career, Peer advice on career guidance was helpful, their friends validated the career that they chose, Information given by their friends is always reliable, they chose a career that is similar to their friends' and that their friends give comprehensive and proper advice on careers are some of the peer group related factors influences Students Choice of Agricultural Science as a Career in Senior Secondary Schools in Potiskum Local Government Area.

3.3 Summary of the Findings

1. The findings of the study revealed that, their father influenced them to choose Agricultural Science as a career, their mother influenced them to choose Agricultural Science as a career and family business is a factor in their choosing a career in Agricultural Science as a career.
2. The findings of the study also revealed that, Career guidance is comprehensively offered at our schools, School career days influenced our career choice, Career trips or field trips influenced our career choice and school career guidance cleared career confusion that we

had are some of the school related factors influences Students Choice of Agricultural Science as a Career in Senior Secondary Schools.

3. The findings of the study revealed that, Career education comes from other students, Peer influence regarding career choice is powerful, their friends have influenced them to choose a career and Peer advice on career guidance was helpful are some of the peer group related factors influences Students Choice of Agricultural Science as a Career in Senior Secondary Schools.

Table 3: Mean and Standard Deviation on the peer group related factors influences Students Choice of Agricultural Science as a Career in Senior Secondary Schools in Potiskum Local Government Area

S/N.	Items	SA	A	D	SD	$\overline{X}$	SD	Remarks
1	Career education comes from other students	80	10	7	3	3.33	0.73	Agreed
2	Peer influence regarding career choice is powerful	80	15	3	2	3.73	0.61	Agreed
3	My friends have influenced me to choose a career	36	35	19	10	2.97	0.97	Agreed
4	Peer advice on career guidance was helpful	50	17	30	3	3.14	0.95	Agreed
5	My friends validated the career that I chose	31	58	8	3	3.17	0.69	Agreed
6	Information given by my friends is always reliable	50	17	30	3	3.14	0.95	Agreed
7	I chose a career that is similar to my friends'	70	20	6	4	3.36	0.73	Agreed
8	My friends give comprehensive and proper advice on careers	36	35	19	10	2.97	0.97	Agreed

4.1 Discussion of Findings

The findings of the study revealed that, their father influenced them to choice Agricultural Science as a career, their mother influenced them to choice Agricultural Science as a career, family business is a factor in their choosing a career in Agricultural Science, dominant profession in their family is also my preferred to choice Agricultural Science as a career, their father's career had an impact on their career to choice Agricultural Science, Older siblings had an influence on their career this motivate them to choice Agricultural Science and that an extended family member was influential them to choice Agricultural Science as a career are some of the family related factors influences Students Choice of Agricultural Science as a Career in Senior Secondary Schools in Potiskum Local Government Area.

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5.0 Conclusion and Recommendations

5.1 Conclusion

The study is aimed at determining the Factors Influencing Students Choice of Agricultural Science as a Career in Senior Secondary Schools in Potiskum Local Government Area. To elicit responses for the study, three research questions in line with the purpose of the study were formulated. The descriptive survey research design was adopted for the study. The population of study is comprises of 1000 SS II agricultural science in senior secondary schools in Potiskum Local Government Area. A random sampling technique was adopted to select one-hundred (100) SS II Agricultural Science students to constitute the sample of the study. Structured questionnaire was the instrument used to collect data for the study. The data obtained were analysed using mean and standard deviation for each of the questionnaire. The decision rule of 2.50 was used to determine the mean scores. The data collected was analysed and presented in tabular form based on each stated research question. Finally, summary, conclusion and recommendations were made based on the findings of the studies.

It emerged from this study that family influences career choices among senior secondary schools students in Potiskum Local Government Area. The study revealed that both mothers and fathers influence their children in their choice of careers. The study also revealed that parents can create career interests in their children. It also emerged from this study that parental influence comes in different forms such as parental actions, parental values and beliefs, parental connectedness and expectations. The current study further showed that the level of parental education has a positive influence on children's choices of careers in agricultural science. Therefore, it can be concluded that, school, family' and peer group careers also had an impact on their children's choices of careers in agricultural science in senior secondary schools.

5.2 Recommendations

5.2.1 Recommendations from the Study

Based on the findings of the study on factors influencing the career choices of students, the following recommendations, from both the literature review and the findings from the empirical study, are made:

1. Career guidance activities, including field trips which are critical in marrying theory to practice, need to be planned prior to the opening of schools. If field trips are poorly organised, they will not benefit the students. It is therefore recommended that field trips be part of career guidance activities and be planned well in advance for them to be effective.
2. It is recommended that career guidance teachers be trained to equip them with necessary skills that enhance teaching in the classroom. Teachers' colleges and universities should comprehensively train their students in career guidance to enable them to be competent when engaging their students in career guidance activities.
3. It is further recommended that staff development of career guidance teachers be prioritised to enhance competitiveness of teachers when executing their duties as career guidance practitioners.
4. Since parental involvement is inevitable, the current study recommends that parents be trained in career guidance. Special community programmes, initiated by the schools, may be organised to help parents guide their children.
5. It is important that peers receive training in career guidance. Peer training may be done in schools. As students receive career guidance in schools, activities such as peer training may be introduced where students are trained to help fellow students in career guidance. Such initiatives may include career guidance and field trip organisation. Libraries should be equipped with literature that helps learners to gain insight in career guidance.

5.2.2 Recommendations for further studies

Further research could be conducted on;

1. A survey to determine the proportion of secondary school graduate in agriculture that would like to pursue degree in agriculture.
2. Motivational Strategies for Improving Students Choice of Agricultural Science Education as a Career in Colleges of Education in Yobe State.

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