

A STUDY OF FACTORS INFLUENCING EDUCATIONAL
AND OCCUPATIONAL ASPIRATIONS AMONG SECONDARY
SCHOOL STUDENTS IN NYANDARUA DISTRICT

BY

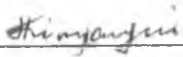
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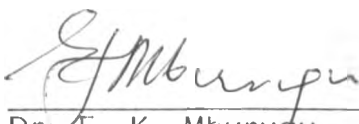
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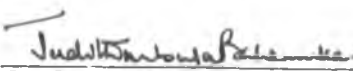
1990

This thesis is my original work and has not been presented for a degree in any other University.


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This thesis has been submitted for examination with our approval as University Supervisors.


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Dedicated to:

My husband for love and care,
to our elder daughter

Nyambura for being what she is,
and to our younger daughter

Wambui, who was born when this
work was almost complete.

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The task of thesis writing is no doubt, an arduous one. Indeed many people have either directly or indirectly assisted in making this study possible. Thus, this study would not have been done without the help, co-operation and contribution of many individuals to whom I wish to acknowledge my indebtedness for their valuable assistance.

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ABSTRACT

The main objective of this study was to investigate factors which influence educational and occupational aspirations of secondary school students in Nyandarua District, Kenya.

The hypotheses guiding the study were that students' social background, personal and school related factors influence their educational and occupational aspirations. These factors were considered to be important since they have not been investigated in Nyandarua District. The subjects for this study were 279 form two students who were the first secondary school students under the 8-4-4 education system. They came from five secondary schools selected from Nyandarua District.

The data for the study were collected from September to November, 1987. A twenty item questionnaire was used to collect the data. The questionnaire was administered to the subjects in their respective schools.

The results for the study indicated that majority of the students (77.1%) hoped to continue their education after completing secondary school education (12 years of formal education). They had high educational aspirations. About a quarter (22.9%) of them did not hope to continue their education after form four level of education. Regarding occupational aspirations, about half (52.3%) of the respondents had low occupational aspirations. They indicated that they would like to join occupations which do not require University

education as entry requirement. One hundred and thirty three (47.7%) of the respondents had high occupational aspirations. They indicated that they hoped to join occupations which require University education.

The results of testing the hypotheses indicated that there was no significant relationship between students' social background factors (students' residence, marriage type of students' fathers, family size, fathers' education and occupation, mothers' education and occupation) and their educational and occupational aspirations. However, a significant relationship was found between students' perceived academic ability, the type of school attended (single sex/mixed), age and their educational aspirations. No significant relationship was found between the three variables (school type, age, students' perceived academic ability) and the students' occupational aspirations. Further analysis of the data revealed that there was no significant relationship between students' sex and their educational aspirations. But there was a significant relationship between students' sex and their occupational aspirations. "All hypotheses were tested for significance at 0.05 level of confidence.

On the basis of the findings the following conclusions and recommendations were made: Proper guidance and counselling services should be offered to students in secondary schools from as early as when they join form one. , Such a service will help students in adjusting their aspirations to the realities so that they do not get frustrated when their aspirations are not achieved. Fem

students in secondary schools should be informed of the kind of jobs and occupations that exist in the labour market and those that they are eligible to join. They should be encouraged to join careers such as engineering, medicine, law, which are traditionally considered as a "man's job". They should be made to understand that if they qualify to join institutions that offer courses leading to occupations in these areas they will not be discriminated by our educational system on the basis of their sex. Teachers and career masters should keep progressive records of the academic achievement of students under their care. Such information will assist them in guiding and advising the students on the career choices available to them. It will also help the students make rational decisions on the level of education that they can attain and careers that they can join after formal education.

In conclusion it was recommended that:

- (1) Studies be undertaken at inter-district, provincial or national level on the factors influencing educational and occupational aspirations of secondary school students. These will ensure a large sample and a broader scope. Such studies will also shed light on the problems experienced by secondary school students when their aspirations are being formed.
- (2) Studies be conducted to examine other factors such as peer influence, parental income, parents' interest in students' schooling which may influence educational and occupational aspirations of secondary school students.

- (3) A follow-up study should be conducted when the present form two students complete form four. This should be done in order to find out whether their aspirations will change or whether they will be more rational as they become older in age.
- (4) A follow-up study should be conducted to establish the career which students who participated in the study will join in relation to their secondary school occupational aspirations.
- (5) More research should be done to investigate how aspirations are formed and how students can be helped in the formation of their aspirations. Parents, students and teachers should also be interviewed.

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CHAPTER ONE

INTRODUCTION

When Kenya attained her political independence in 1963, there were high hopes that effective national development could be brought about through education. Education was seen as a key to national development (Gachathi 1976:13). Further education was seen by the public as the best route to individuals' upward social mobility (Gachathi 1976: ix). For these reasons the government invested a lot of resources in education and encouraged Kenyans to do the same (Gachathi 1976: x). This resulted in a massive expansion of education system than was the case during the colonial era. New primary and secondary schools were built through government and harambee efforts (Gachathi 1976:34). Thus in the years that followed 1963, there was a drastic rise in the number of secondary schools in Kenya. For example, there were 222 secondary schools in 1964 and by 1972 the number had risen to 949. In 1979 the figure was almost nine times that observed at independence being 1711 secondary schools. By 1984 the number of secondary schools in Kenya was 2396. (Ministry of Education 1964, 1972, 1979, 1984 and Statistical Abstract 1980: 196).

The type of education which was offered in Kenyan secondary schools was that inherited from the colonialists which was elitist in nature (Anderson 1970: 151 - 152). Very little attention was paid to the type of education that was being offered to students. Republic of Kenya (1974 - 78: 403) observes that the system of education was found to have developed certain characteristics. It was selective and aimed at producing few

individuals for placement in the modern formal sector of the economy. This can be understood in the light of two major factors: that formal education was seen as the most accessible route to individual social and economic development and that the structure and content of formal education reinforced this pattern. The two factors were mutually reinforcing.

A key role of education provided in Kenya was to prepare the youth for employment. That was because at the time of independence Kenya was faced with a severe shortage of skilled manpower to take up the posts that were previously held by foreigners. Soon after independence this was well achieved as the Africans filled the posts left by expatriates (Gachathi 1976: 13). Gachathi (1976: xvii) confirms this observation when he points out that:

Every student who successfully completed ordinary level certificate was invited to wage employment in the modern sector of the economy.

However, this practice was short lived as the number of school leavers continued to increase and the jobs left by expatriates got filled by 1970₅. Unemployment among school leavers who had little or no occupation oriented training started to increase (Gachathi 1976:34). Concerning the increased number of school leavers leading to unemployment the ILO Report (1972:2) observes:

As education expanded fast, among a population itself fast expanding, thousands of young Kenyans, with their parents and other supporters, are beginning to find their certificates almost worthless, at least for obtaining jobs.

Thus while education may be viewed as an avenue to upward social mobility as it was soon after independence (Eshiwani 1980: 1), in Kenya today, obtaining a good school certificate

is not an assurance of getting a good job.

The rapid increase of secondary schools in Kenya has led to a massive increase of secondary school leavers. Data from the Central Bureau of Statistics (1979 and 1980) indicate that from 1972 to 1977 the number of school leavers have more than doubled (from 26,217 to 55,878). By 1984, the number of secondary school leavers was more than four times than in 1972, having reached 112,677. The rapid increase of school leavers, implies that their supply in the labour market has been high.

The demand for the school leavers in the labour market can be understood by analysing data on unemployment creation, especially in the modern sector where school leavers aspire to get wage employment. According to the Republic of Kenya 1979/83 it was expected that 50,000 persons would be employed in the modern sector every year during the plan period. However over the years it has been difficult to meet the target. From 1980 to 1981, for example, wage employment went up by 18,500, an increase of 1.8% (Central Bureau of Statistics, 1984 b). On the other hand, in 1981, about 87,191 school leavers were produced. Assuming that 40% (34, 191 leavers), of the leavers joined the form five or training institutions, the remaining 60% (52,315 leavers) out-numbered the wage employment opportunities available (18,500). The situation become worse when leavers of previous years are taken into account.

Similarly, the Republic of Kenya (1970/74), estimated that during the plan period, approximately 70,000 school leavers

would be in possession of form four education and were expected to enter the labourforce. Further less than half of the school leavers would be able to find wage employment which they aspire for.

From the above figures, it is evident that expansion of the education which started in the mid 1960_s has not been matched with the corresponding expansion in job opportunities especially in the modern sector.

The rapid expansion of the education system accompanied by a relatively slow growth in training and employment opportunities have tended to make a high level of education an important factor in determining school leavers employment than it was soon after independence. As a result, aspirations of secondary school students should adjust to this reality. Thus in Kenya today those who gain entry into education system aspire for higher level of education in an effort to acquire the necessary qualifications needed for entry into various career openings. Secondary school leavers aspirations are not usually matched with the available job opportunities, leading to stress and frustrations. As noted before, the reason for this could be that as far as getting a job is concerned many factors seem to be at work today in Kenya so that the "ideal" (the type of occupation a student aspires to get after attaining a certain educational level) and the "real" (the job opportunities available for him/her in the labour market) are widely apart.

The ILO Report 1972:2 argues that:

There is not one cause of unemployment problem but many. Most of these causes are in one way or another aspects of imbalances - the imbalances between the growth of the labourforce, the urban population and education and the over-all growth of the economy, and the imbalances between peoples aspirations and expectations of work and the structures of incomes and opportunities available.

Thus there are many causes of unemployment in Kenya. The education system has been viewed as one of the major causes of unemployment in Kenya. In the years following independence, there had been a debate about education as it relates to unemployment. However, leaders and scholars have not yet agreed as to what causes unemployment. A number of studies, such as the Republic of Kenya (1970 - 74), King (1976:1), Mbithi (1975), Blaug (1974:8), Republic of Kenya (1978 - 83: 38), Wanjigi's report (1982/83:11), Gachathi's Report (1976), cite causes which are related to the education system. For example the Republic of Kenya (1979 - 83: 38) cites the poor quality and quantity of school output as the major cause of unemployment when it views the problem of school leavers as threefold :

First the number of job requiring skill which students have upon leaving school is not growing as rapidly as the number of school leavers. Secondly, leavers aspirations are unrealistically high and often turn down realistic employment opportunities which they consider beneath them. Thirdly graduates may find their education does not provide them with skills needed to qualify for medium wage opportunities provided by the labour market.

Blaug (1974:8) provides another example of education as it relates to unemployment. He discusses both the Columbia Report (1970) and ILO Report (1972) and points out that the two reports;

take the view that the problem of unemployment is essentially one of mis-match between job expectations generated by the traditional education system and the job opportunities provided by the labour market.

He therefore notes that, the two reports view the problem of unemployment as caused by the mis-match between leavers aspirations/expectations and job opportunities that exist in the labour market.

Other studies such as Kinyanjui (1974), Gakuru (1979), Peil (1971), Hanson (1980) hold that the problem of unemployment is an economic one. For example when the problem of unemployment among school leavers is seen as the inability of the school system to produce people with practical skills; and that the school leavers (the victims) are to blame due to their unrealistic aspirations coupled with white collar mentality; and lastly that there are employment opportunities for school leavers outside the major towns of Kenya, Kinyanjui (1974) holds a different view. This is when he notes that unemployment is an economic problem which needs a restructure of the whole economy and the distribution of economic benefits. Kinyanjui argues that such issues as land ownership, control of local resources are all important in creating job opportunities especially in the rural areas.

Gakuru (1979) cites the structure of the society and particularly the failure of the economy to industrialize and

modernize at the rate that absorbs the entire labourforce as the cause of unemployment problem. To solve a basic problem like that of unemployment requires coordinated reorganization of the socio-economic institutions and not isolated education reforms. Thus according to Gakuru(1979) education is one of the many factors that determine the problem of unemployment. What education system has done is to interact with other factors like high population growth and disparity of incomes. This is why the education system tends to feature out prominently as a major factor.

One major attempt to solve the problem of unemployment in Kenya has been the restructuring of Kenya's education system. In January, 1985 the government replaced education structure of 7-4-2-3 (that is seven years primary, four years secondary, two years upper secondary and at least three years in the university) with the 8-4-4 one (that is eight years of primary, four years secondary, and four years in the University). The 8-4-4 education system is aimed at responding to the challenge of national development. This is because previous reports on education (see Gachathi, 1976; Wanjigi, 1983;) indicated that the former education system did not respond adequately to the needs of the country and its people. The 8-4-4 education is aimed at redressing this shortcoming. Further it is aimed at making the school curriculum more relevant by making it practical oriented and one that will offer a wide range of employment opportunities. The former education system followed by the country did not have a curriculum that catered for the large number of pupils enrolled. As opposed to the former

education system which put emphasis on academic performance, the 8-4-4 system will emphasize on technical and vocational education. This will ensure that the students graduating at every level have scientific and practical knowledge that can be utilized for either self employment, salaried employment and for further training (see Ministry of Education 1984:1). The restructuring of the education system came as a result of realization that the youth unemployment problem was getting out of hand. Besides, the economy was not generating enough jobs in the formal sector, hence a need to train the youth into skills that could lead to self employment.

Although as noted earlier, there is lack of employment opportunities in the modern sector, they are said to exist in the rural areas. For example, Republic of Kenya (1979-74) suggest that such opportunities exist and that students should be encouraged to take jobs in the rural areas through career guidance. This view is supported by Ouko (1986:4) when he points out that:

Youth of this country should be asked to accept jobs which are available without choosing. Kenya has a fairly unique situation where unemployment exists side by side with vacant positions mainly in agriculture.

On the other hand Nzioka (1987:9) contends that youth in Kenya,

seem to despise agricultural work and aspire for "white collar" jobs which are only available in urban areas.

Further it has been pointed out that the unemployment problem cannot be solved by emphasizing practical skills in

in the school curriculum only (see Elkan 1973, 22; Yambo, 1986). It is in the light of the 8-4-4 education system that we set out to study the factors influencing educational and occupational aspirations of secondary school students.

Statement of the Problem

The issue of educational and occupational aspirations of secondary school students in Kenya today has to be looked at in the context of severe shortage of training and employment opportunities for those leaving the education system. After two decades of independence unemployment continues to be one of the most acute social, political and economic problem in Kenya (see Ghai and Godfrey, 1979). Among the unemployed persons in Kenya are the secondary school leavers (see Weekly Review 7th Feb, 1986: 6). One of the major causes of unemployment of secondary school leavers could be that some of the factors influencing their educational and occupational aspirations have not been investigated. If the aspirations and preferences of school leavers and occupational opportunities available are at variance, this could lead to unemployment and underemployment resulting in having too many school leavers, with inappropriate skills which will drag the rate of economic development.

While the blame for unemployment of secondary school leavers have been laid upon the education, economic and social systems, the Republic of Kenya (1979-83:38) blames the victims who leave school with aspirations that are unrealistically high and often turn down realistic employment opportunities. This

study is aimed at updating secondary school students educational and occupational aspirations.

Republic of Kenya (1984-88:147) observes;

The attitudes of both parents and students to formal education as a route to modern sector employment needs to be changed since many school leavers will be forced to look for employment in the informal sector, non-urban activities especially small-scale agriculture and rural non-farm activities.

Assuming that career guidance is offered to secondary school students and because of the fact that the form two (1987) students are under the 8-4-4 education system, what factors influence their educational and occupational aspirations? The study was aimed at seeking answers to this question.

The education system in Kenya may be viewed not as an end in itself, but as a means to an end - the end being the improved economic opportunities (see Odumbe 1982:18). Assuming that secondary school students aspirations are formed when they are in school, secondary school students are expected to aspire for the highest level of education in order to attain these ends. However, Eshiwani (1985:6) states that the structure of education in Kenya is like a pyramid with a high attrition rates at the end of seventh year of primary education, fourth and sixth year respectively of secondary school education. Therefore, given a steep education pyramid and the high standard of advancement set by the Ministry of Education through examinations, not all those who enter the education system will continue up to the final stage. If the aspirations of these students who cannot continue their

education are not properly adjusted to the realities problems and frustrations will follow.

In studies that have been conducted in Kenya on educational and occupational aspirations (Somerset, 1970; Kariuki, 1976; Rono, 1982) a number of factors which may influence student's educational and occupational aspirations appear not to have been investigated. These factors are student's father's marriage type (polygynous or monogamous), students residence (urban or rural), the school attended by a student (mixed or single sex) and student's perceived academic ability. This study is expected to fill this gap. It is aimed at investigating whether these factors which have not been previously given attention and others, influence the educational and occupational aspirations of secondary school students in Nyandarua District, where hitherto no studies have been conducted on the factors influencing educational and occupational aspirations of secondary school students who are under the 8-4-4 education system. The subjects of previous studies on educational and occupational aspirations of secondary school students have mainly been the form four students who are about to sit for their examinations. No study appears to have been done on educational and occupational aspirations of secondary school students using form two students while taking into account some of the factors which were not included in the previous studies; (see Somerset, 1970; Kariuki, 1976; Rono 1982). Thus the study uses form two secondary school students. The form two students were selected to participate in the study on the grounds that, they were the only students with the highest level of education under the 8-4-4 education

system. Further it was felt that since they have been in secondary schools for almost two years they are more familiar with the secondary school system compared with the form one students. It was assumed that their educational and occupational aspirations have already been formed having been in primary schools for about eight years and for nearly two years in secondary schools. Other forms would have been used in the study but these were not under the 8-4-4 education system.

Specifically the study attempts to answer the following questions:

- (a) What are the educational and occupational aspirations of secondary school students in Nyandarua District?
- (b) Which factors influence their educational and occupational aspirations?

Objectives of the study

The study has three main objectives:

- (a) To identify the social background, school-related and personal factors influencing the educational and occupational aspirations of secondary school students.
- (b) To establish whether or not there exists a significant relationship between students' social background, school-related, personal factors and their educational and occupational aspirations.

Significance of the Study

The study is expected to reveal the educational and occupational aspirations of secondary school students. There is a need to inform the students of occupational realities which confront them after school. The study will therefore be of great help to students in secondary schools in Nyandarua and other districts since they will be able to make proper adjustments to the realities of a rapidly decreasing job opportunities.

Further the study will provide useful information to the manpower planners who need to know how students' educational plans are related to the most productive period of his life. Such information will provide basis for a comprehensive vocational information and guidance system in the present day schools

The factors influencing educational and occupational aspirations of secondary school students are country specific. The factors are bound to change over time, given the dynamic characteristics of world economies. Thus a study like this one will provide relevant and up-to-date information on the most significant factors influencing educational and occupational aspirations of secondary school students. Such information could be utilized by policy makers in formulating educational

and training .policies aimed at bridging the gap between the demand and supply for specific skills.

Assumptions underlying the study

In pursuing this study it was assumed that:

- (a) Students would give their own opinion uninfluenced and as honestly as possible.
- (b) The information provided by the students in secondary schools was correct and valid.
- (c) The selected sample of this study was representative of secondary schools in Nyandarua District.
- (d) Career guidance is offered to students in both harambee and government maintained schools in Nyandarua District.

Definition of Key Terms

Educational Aspiration: refers to the highest educational level one would like to attain in order to get the job he desires.

Educational level: refers to the highest standard, form or post secondary class attained in school.

Form two: refers to the second year of secondary school level in Kenya.

Harambee: refers to the collective efforts towards an attainment of a goal. A good example of this can be observed when the government fails to provide enough secondary schools for all primary school-leavers who have done well in their final examinations in a certain district. The local community may start a secondary school with minimum assistance from the government in terms of teaching staff.

Harambee schools: refers to those schools built by local self-help initiative in response to the shortage of places in government maintained schools. Their intake is largely non-selective and staff is rather poor compared with other types of schools.

KA.C.E.: refers to the Kenya Advanced Certificate of Education. It replaced the East African Advanced Certificate Education (E.A.A.C.E.). This was used as a selection device for university admission. However, this examination was done for the last time in 1989. After that there were no more form five and form six in Kenya. The 7-4-2-3 system of education had completely been phased out up to secondary level.

K.C.E.: refers to Kenya Certificate of Education prepared and validated by the Kenya Examination Council. It replaced the former East African Certificate of Education (E.A.C.E.). This examination was taken after seven years of primary school education and four years of secondary education. However under the 8-4-4 education system this has been replaced by the K.C.S.E.

K.C.P.E. Refer to the Kenya Certificate of Primary Education. This examination is taken at least after eight years of primary education

K.C.S.E.: refers to the Kenya Certificate of Secondary Education. It replaced the K.C.E. in 1989 when it was done for the first time in Kenya. This examination was taken after 8 years of primary education and 4 years of secondary education.

National schools: refers to those schools that recruit their

students from all over the country. These schools make selection of intake before other secondary schools and attract teachers of high calibre. They have physical equipment of a high standard. (see Somerset 1970).

Occupation: is measured by one's career, profession or job. It is taken to mean any form of income earning activity either related to farm or non-farm employment.

Occupational Aspirations: refers to the type of job one would like to get after attaining the highest level of education that one desires.

Provincial schools: refers to those schools that draw most of their intake from a small area in comparison with the National Schools. They charge relatively low fees and are aided by the government.

Secondary School: refers to an education institution attended after primary (eight years of formal education) school in Kenya for a minimum of four or a maximum of six years.

The 8-4-4 education system: refers to the new education system in Kenya, whereby there are eight years of primary, four years of secondary and four years in the university.

The new education system replaced the former system in January 1985. In the former system of education there were seven years of primary, four years secondary, two years in advanced secondary education and three years in the university (7-4-2-3). The 8-4-4 education system emphasizes acquisition of technical and vocational skills. On the other hand the former education system (7-4-2-3) emphasized on academic achievement.

CHAPTER TWO

THE REVIEW OF RELATED LITERATURE AND THEORY

This chapter covers review of related literature, and the theoretical framework for the study. In reviewing the literature attention is first given to relevant studies from other countries before discussing studies done in Kenya. This literature review will provide a setting for the theoretical framework that will follow.

Studies conducted outside Kenya

A Study by Sewell and Shah (1968) investigated the educational and occupational aspirations of 4169 high school students from non-farm families in Wisconsin (United States). The main purpose of the study was to investigate whether the educational and occupational aspirations of these students would be influenced by their parents' social status. The results of this study indicated that for both male and female students, their aspirations were both related to social status of their families. The study showed that ninety percent of the respondents from high status families planned to attend college while only thirty two percent of those from low status families planned to do likewise.

The authors concluded that:

The correlation, causal, the cross tabular analyses in this study substantiate, on the whole, the claim made by other investigators using less vigorous methods and less representative samples that parental encouragement is a powerful intervening variable between socio-economic class background and intelligence of the child and his educational aspirations. (Sewell and Shah, 1968: 572).

The findings of Sewell's et al study was supported by

an earlier study by Porter. Porter (1954) conducted his study using 100 white senior boys from the Pennsylvania suburban high school through interview. The purpose of the study was to investigate the dependence of vocational plans and preferences upon, among other variables, social class origin, measured by the prestige level of father's occupation. The study revealed that father's occupation was significantly related to vocational plans.

A study by Powers (1974) also came to the same conclusion. Power's study investigated occupational aspirations and expectations of 2055 ninth grade students in Eastern Kentucky (United States). The research further investigated the degree of relationship of these aspirations and selected personal, family and school related factors. The result of this study showed that there was a significant relationship between

- (i) Students' self esteem and educational aspiration
- (ii) Educational attainment of parents and educational aspirations of students.
- (iii) Students' perception of parental interest in the student and occupational aspirations.

The findings in the studies by Sewell et al (1957), Porter (1954) and Powers (1974) were however contradicted by a study conducted by Richards (1974). Richards conducted a study to determine the career aspirations of secondary school students in Jamaica. The researcher also investigated whether career aspirations were significantly influenced by such variables as sex, socio-economic status, school type and parental occupations.

The study further sought to relate student's career aspirations to manpower needs of the country. The subjects of the study were 607 final year secondary school students in Jamaica. The results revealed that majority of secondary school students aspired to join professional type careers. Students aspirations were however found to be independent of sex, socio-economic status and occupations of their parents. Richards indicated that the type of school students attended and the educational programme they were pursuing significantly influenced their aspirations.

Krauss (1964) did an investigation on the sources of educational aspirations among working class youth in America. He found that one of the possible sources of educational aspirations are experiences that lead to dissatisfaction with a present status, and interest in a new one. According to Krauss, when the working class father had not completed high school, the mothers' educational achievement did not influence the students' post high school plans. On the other hand when the father had completed high school, the mother's education strongly affected the students' interest in college. Where both parents had completed high school the majority of the respondents indicated that they had plans for higher education. Therefore the high school experience of the parents influences students' aspirations.

Other studies (Stubbins, 1950; Mulligan, 1957), using either father's education, father's occupation, mother's education or family income as a measure of social status have concluded

that students from higher social classes have higher educational and occupational aspirations than those from lower social classes. What appears to emerge from these studies suggest that social background of the student usually influences their educational and occupational aspirations. Richards' study which indicated that student's socio-economic status and occupations of their parents do not influence student's aspirations may be as a result of cultural differences between Jamaica and United States of America.

Another, variable that has been found to be related to students educational and occupational aspiration is students' residence (rural Vs urban). Sewell (1964) after analysing one of his studies of Wisconsin students found that there was a sizeable difference in the college plans of rural and urban youth which are not artifacts of sex, intelligence and socio-economic composition of the sample. He suggested the reason could be the:

Greater access to higher education in urban areas, however, is not the only educational factor that encourages the higher aspirations of urban youth. Urban schools generally provide a more academically stimulating climate than rural schools because of their better trained facilities, superior facilities and varied and challenging curricular. (Sewell, 1964; 37)

A study by Nam and Cowhig (1960) also investigated the relationship between rural-urban residence and educational aspirations of youth. The study revealed similar results. It showed that students from farm families were considerably less likely to plan to attending college after graduating from high school than were rural non-farm and urban students.

A study by Blay (1973) investigated educational and occupational preferences and expectations of the students in Ghana, in relationship to manpower requirements. Among the variables that the study investigated was whether there was any relationship between educational and occupational aspirations and the sex, social background and residence of secondary school students. Results from analysed data of this study revealed that there was no significant correlation between educational and occupational aspirations and student's residence.

It appears that in developing countries the rural-urban residence does not affect the educational and occupational aspirations of students. In developed countries this variable appears to have a significant influence on the educational and occupational aspirations. This study will investigate whether in Nyandarua district, rural or urban residence has any effects on secondary school students' educational and occupational aspirations.

Another factor that has received considerable attention in the study of educational and occupational aspirations of secondary school students is their sex. A study by Crawford (1975) investigated educational and occupational aspirations and expectations of Galveston high school students, in Texas (United States of America). Responses to the survey were compared by sex, age, ethnic background and school programme in which they were enrolled. Data was collected through a questionnaire which was group administered to selected classes involving 914 students in Ball School in 1974. Findings indicated that

the ethnic groups appeared to be more similar than different, relative to their occupational status orientations. While males and females were similar on eight of the ten dimensions studied, females possessed stronger desire to achieve their educational goals and desired significantly higher occupational status (or positions) than did their male counterparts. However, a study by Nam and Cowhig (1960) showed that girls were less likely to plan on college than boys. This appears to be the opposite of the results from Crawford (1975) study. Probably the cause of the difference between the results of the two studies was the time which had elapsed. Nam and Cowhig conducted their studies in 1960 whereas Crawford (1975) conducted his study one and a half decade later. Perhaps the younger generation was more aware of women rights than the older generation which thought males are superior to females, and that there are differences between jobs assigned for males and females and this could have shaped their aspirations. Hence in Crawford study (1975) females had higher desires to achieve their educational goals and desired significantly higher occupational status (or positions) than did their male counterparts.

A study by Amadi (1975) contradicted the findings of Crawford. Amadi attempted to investigate the relationship between educational programmes and occupational aspirations of secondary school students in former Owerri province, Nigeria. The researcher also attempted to identify whether occupational aspirations were significantly influenced by sex, socio-economic status, rural urban location and school type. Questionnaire was administered to 649 male and female first and fifth year students in twenty schools. Results from the data showed

that most students from rural and urban sectors still aspired to prestigious occupations and professional, technical related administrative and managerial jobs. The study revealed no significant difference between male and female students in their gravitation to the same occupational categories.

A number of studies particularly those conducted in developing countries appear to support the study by Amadi. Richards (1974), Blay (1973) and Ametewee (1979) also have concluded that the educational and occupational aspirations of students are not affected by sex differences.

A factor that has not received considerable attention in the study of educational and occupational aspirations of students is their fathers' marriage type (polygynous or monogamous type of marriage system). In Western countries, many families are monogamous and cases of polygynous families are rare. However in most African countries there are many families that are polygynous. The practice of getting married to more than one wife is gradually dying among the young generation mainly due to economic reasons.

In many polygynous families, the co-wife relationship is expected to be the first source of conflict or rivalry. The attitude of co-wives to each other affects their children's behaviour. No empirical research studies seem to have been done to investigate the effect of co-wife rivalry on half siblings aspirations and achievements. However, a study by Nukunya (1969) on kinship and marriage among the Anlo Ewe of Ghana revealed that co-wives relationship is an "explosive one" and

noted that "in many polygynous households the co-wives are never in speaking terms" (see Nukunya 1969: 160). The husband however is expected to be fair to all his wives in all aspects of home management. In educating the children he should provide equal opportunities to the children of all his wives.

In practice, the financial support of a father to children from primary school through secondary and college (or university level) depends upon two factors. These are the father's financial capability and a child's good performance at examinations in every level of educational ladder. As a result, children from polygynous homes compete not only to reach highest education levels but also see their half-siblings as real objects of competition. Successful competition of a child would mean victory for the mother over her co-wife or co-wives whose children are not so successful. In a polygynous home co-wives may therefore put all kinds of pressure on their children to perform well in examinations and consequently continue to higher educational levels. It would therefore, be expected that children from polygynous homes would have higher aspirations than those from monogamous homes.

A study that investigated the effects of family structure (that is whether a family is monogamous or polygynous) on primary school students aspirations was done by Ametewee (1979) in Ghana. The purpose of the study¹ was to explore selected aspects of the subjects' educational and occupational aspirations. The specific family background variables

investigated included father's level of education, status of father's occupation, family lifestyle and family structure. The data for the study was collected from four elementary schools in Ghana in 1975. The sample was made up of 149 pupils all of whom were enrolled in classes which were a year prior to the grades in which they would take the Common Entrance Examination (C.E.E.). Results from this study revealed that there was no significant relationship between marriage type of students' fathers and their educational and occupational aspirations. However, an inverse association was found. Even after the control for father's education, family life style and father's occupation, all simultaneously, the negative association remained significant. On the basis of these results, Ametwee concluded:

The atmosphere of rivalry and jealousy which reportedly exists in polygynous families may be a contributory factor in depressing children's aspirations rather than translating the influences of the conflict-prone families milieu into positive traits of healthy competition, and therefore, the plausibility of setting high occupational goals towards which to struggle. (Ametwee, 1979:182)

Although the results of this study, revealed no significant relationship between the family structure and educational aspirations of pupils, the findings of the study should be interpreted with caution as the subjects were very young. At the primary school level the aspirations are still in the early stages of formation and are therefore subject to changes as the student grows older. At secondary school level, it would be expected that students' aspirations have stabilised to some extent. It will therefore be of interest to investigate whether marriage type affects secondary school

students' educational and occupational aspirations in Nyandarua District, Kenya.

Students' perceived academic ability appears to influence their educational and occupational aspirations. A study by Blay of Ghana (1973) revealed that student's rating of himself in terms of academic ability was significantly related to his educational aspirations. Student's hopes of continuing their education was therefore influenced by how they thought they performed academically. No significant relationship was however found in the study between perceived academic ability and occupational expectations.

A study conducted in Ivory Coast by Clignet and Foster (1966) also supported the findings of Blay. Clignet and Foster's study revealed that academic standing as measured by student's own ranking of his academic ability played a modest role in influencing educational aspirations. Over 80 percent of students who had not repeated any class expected to continue their education as against only 69 percent of those who had repeated one or more classes. The study also found perceived academic ability to have some influence on occupational aspirations of students. The study found that it was the academically weak as well as those from limited social background who chose teaching, as a career. Police and military careers were chosen by the weakest students. However, those who rated themselves high in academic ability and those from higher social background tended to reinforce each other with respect to the choice of administrative and executive occupations. The study further

showed that two-thirds of the students who ranked themselves in the top-quarter of their class had high occupational aspirations as compared to 44 percent of those who had placed themselves in the bottom quarter.

Perhaps a study with interesting results was that done by Kunza (1982) in Korea. The study was based on the social mobility theory, that the parents position in stratification influences the level of aspirations of adolescents. The study attempted to also investigate the impacts of urbanicity, socio-economic status, mental ability, academic performance, academic self concept and significant others on higher educational and occupational aspirations of Korean women. The study further sought to find out how this impact differs between men and women. Data for the study was derived from responses to the questionnaire of multiple choice administered to 1828 junior boys and girls in 13 high schools randomly selected from all academic and vocational high schools in all regions of Korea. Data analysis indicated that all the six hypothesized factors (significant others influence, academic performance, sex, urbanicity, socio-economic status and mental ability), that influence occupational and higher educational aspirations of Koreans were significant except "academic self-concept" variable. However, this study together with the others mentioned above were conducted in other countries and not in Kenya. This study will therefore investigate whether students' perceived academic ability influences their educational and occupational aspirations, in Nyandarua District, Kenya.

Studies in Kenya

Studies of educational and occupational aspirations of students have also been conducted in Kenya. Sommerset (1970) studied the educational and occupational aspirations of fourth form secondary school students. The data for his study came from all over Kenya, stratified by province. Seventeen of the schools were boys schools only, two were girls schools only, and the other two were co-educational. In order to cover a complete range of type of secondary schools found in Kenya, additional data was obtained from other three schools which were outside the main sample. Complete questionnaires were obtained from 1253 pupils in the 24 schools in the random and supplementary samples. Nine hundred and ninety three (993) respondents were boys and two hundred and sixty (260) were girls. Somerset's study had one main question concerning students aspirations and the other on students expectations for further education. Apart from these two questions, other questions included background factors on educational and occupational aspirations.

Results from analysed data showed that eighty percent of the sample answered the two questions on educational and occupational aspirations and expectations in the same way. Only five percent said they would like to continue their education to a higher level that they thought would have been possible. The type of school that the student attended was strongly associated with his or her educational aspirations. More than two thirds of the students from national schools wanted to

continue their education to higher certificate and about three fifth hoped to go to University. On the other hand more than three quarters of the students from Harambee schools were not aiming at anything more than a pass in the school certificate examinations. Students from provincial schools were intermediate in their aspirations, but more closely to those of Harambee school's than of national schools.

Kariuki (1976) conducted a study in three secondary schools in Kiambu District. The study focussed mainly on parental influence upon educational and occupational aspirations of secondary school students. The particular variables that were investigated on whether they influenced educational and occupational aspirations of secondary school students were age, sex, religious affiliation, birth order, educational level, parental education and occupation. Results from analysed data revealed that there was a significant relationship between students' sex, educational level, father's education and occupation and their educational and occupational aspirations. Kariuki concluded her study by observing that:

The role of interpersonal relationship between parents and students, discussions on educational matters too play a crucial part in formation of aspirations. In other words the kind of motivation that students get from their parents need to be emphasized in school and at home (Kariuki 1976: 90).

The findings of the study by Kariuki (1976) were supported by those of the study by Arap Rono (1982). Arap Rono (1982) set out to study the educational and occupational aspirations and expectation of senior boys and girls in Kericho District. The objective of the survey was to identify characteristics which

relate to expressed educational and occupational aspirations and expectations of secondary school students in Kericho District. The data used in this descriptive survey revealed that certain aspects of home and school environment did influence the students on their educational and occupational aspirations, occupational choices and ability to continue with their education.

It was also noted that parents without formal schooling could not help their children in occupational choices. Parental encouragement was deemed essential for the children in their consideration of continuing education, occupational aspirations and expectations. Further analysis indicated that parents' land ownership and students' sex were statistically significant in their ability to continue education. The students perceived that land ownership may indicate that parents were able to get enough income from the farm to enable them to send their children to unaided schools or private or vocational colleges. Previous academic performance and performance in trial examinations were the best indicators of educational aspirations and expectations.

Anderson (1968) did a research which focused on the occupational attitudes of school pupils in Central Province of Kenya. He observed that choices of school leavers were regularly conditioned by factors which were quite beyond the control of the school. These were scarcity of land, lack of infrastructure, availability of markets sufficiently large for profitable enterprise, lack of working capital and number of wage and salaried employment all of which were related to the structure of the economy.

Anderson further noted that pupils aspirations also tended to be influenced by non-economic factors notably the attitudes and judgements of students' parents.

Koff (1967) examined what primary pupils in Kenya think are the purpose of their education and how these relate to their aspirations. His sample consisted of thirty three primary school pupils. Most pupils were found to view education as a means towards social mobility. There was a demonstrated preference for occupations which are linked with educational activities because they offer chances for further education. Thus, pupils were found to prefer clerical positions to farming. As to the factors influencing students' career aspirations family background and training values and expectations were found to be significant. Majority of the students indicated interest in formal education upto university level.

Koff's study was conducted many years ago using a very small sample. Further, the subjects of his study were primary school pupils. In primary schools, pupils were still very young and perhaps their aspirations were in the process of formation. There is therefore a need for a study to be conducted using secondary school students and a larger sample.

The ILO Report on Kenya (1972) dealt with employment, income and inequality. The report assessed education from the employment generation point of view. As regards employment the report pointed out its causes were of two imbalances. First there was imbalance between the growth of the labour-force (mainly the educated urban population) and the overall

growth of the economy. Secondly there was imbalance between people's aspirations and expectations of work and the structure of incomes and available opportunities. The report noted that educational training interacts and reinforces the imbalance in two ways. First of all, the education and training provided by the system was found to be of the wrong kind in the view of the needs of the economy. Secondly, the attitudes, aspirations and expectations generated and stimulated by the education system (namely a preparation for and expectation of formal, non-rural employment) create a mis-match between job expectation and opportunities.

According to the report, the factors which determine individuals career choice were of two types: those generated by the education system and those associated with Kenyan's economic structure. The country's education was found to produce students whose aspirations were geared towards high levels of formal education. That was because the curriculum did not relate education to the needs of terminal students. Instead emphasis was laid on academic achievement which actually was the main orientation for advancement within the system.

Maxwell (1969) analysed the attitude formation aspect of the overall education function and its relevance to development process in Kenya. Specifically the study was an attempt to measure student's attitude towards rural living and modernization movement, to correct occupational inclinations and choices as well as to assemble some indicators of the level of their general agriculture information. The respondents were male students

in their second and fourth form education in selected Kenyan secondary schools. The sample size was 1855 students. Maxwell started his analysis by making two propositions. The first proposition was that although it had been recognized that agriculture played a crucial role in the development of the country, there were no strong incentives to induce school leavers to enter farming and related occupations. The second proposition was that the vast majority of secondary school students viewed education as a way of escaping from the drudgeries of non-productive agriculture. In other words "white collar" preference was strong.

Assuming the situation to be as stated above, Maxwell raised one basic question: "how can a change in the educational, agrarian and economic structure be so organized as to induce educated people to enter agriculture and related occupations of their own free will and even desire?" To answer this question Maxwell analysed factors which influenced students' career aspirations, their perception of education and their attitude toward old ways such as traditional farming. Maxwell established that students' feelings and preferences about various employment opportunities were influenced and formed by such factors as the availability of certain jobs, prestige associated with an occupation, parental or group opinion, knowledge regarding remunerations and information gathered from teachers.

As regards career preference, his finding was that contrary to the view held that secondary school students have a strong preference for white-collar jobs students seem to prefer blue-collar jobs to white collar ones.

An Overview of Related Literature

An overview of the studies that have been carried out in Kenya show that sex of a student is an important determinant of educational and occupational aspirations of secondary school students. The type of school that a student attends (national, provincial or harambee) also may influence students' aspirations (Somerset, 1970). The studies of Arap Rono (1982), Kariuki (1976) clearly indicated that education or occupation of students' parents is a powerful determinant of students' aspirations. Perhaps the experiences that a highly learned parent has and the encouragement that the parent gives was the main reason behind the parental influences. However, these studies were conducted many years back, thus there is a need for another study to be conducted considering some of the factors that were included in these studies. These factors are fathers education and occupation, mothers education and occupation, age, sex, family size. This study will investigate whether these factors influence educational and occupational aspirations of secondary school students in Nyandarua District.

Studies that have been conducted in other countries suggest that apart from the factors mentioned in the Kenyan studies, there are other factors that can influence students' educational and occupational aspirations. These factors include: a student's residence whether rural or urban (Sewell, 1957; Nam and Cowhig, 1960; Blay 1973), marriage type, whether polygynous or monogamous (Ametewee, 1979), students' perceived academic ability (Clignet and Foster, 1966; Blay, 1973; Kunza, 1982). The present study will investigate whether these factors which have not been investigated previously influence the educational and occupational aspirations of students in Nyandarua District. The study will

further investigate whether students' educational and occupational aspirations are influenced by the type of school which a student attends which is either mixed or not mixed in terms of sex.

The Theoretical Framework

This study employs both the socialization and symbolic interactionism theories to serve as the underlying reference point for the factors influencing educational and occupational aspirations of secondary school students in Nyandarua District.

Socialization is a process through which the society teaches the child what he needs to know to be integrated into the community, to develop his personalities and to find stable meaningful satisfactions. Society transmits not only general cultural values that define its way of life but also specific aspirations (Broom and Selznick 1955: 86). The individual is socialized by many agencies - the family, the school, his playmates, his occupation and in literate society by the written word (Broom and Selznick 1955: 57). In childhood years the family is the major socializing agent. It is within the family that training of children largely takes place. Within the family the parents are the adult societal agents responsible for socialization. Parental socialization practices are strongly influenced by the neighbourhood, school, subculture and wider culture within which the family resides (Mussen et al 1984: 379).

A child's aspirations are partly acquired within the family and partly within the school. In regard to this the relevant theoretical framework is symbolic interactionism (Mead, 1934; Cooley, 1964) which provides some relevant elements of interaction,

as they relate to individual child perception, child perceptions for adults and significant others in his or her environment and the effects which these have in shaping the child's educational and occupational aspirations.

Mead (1934: 140) contends:

"The self as that which can be an object of itself is essentially a social structure and it rises in social experience".

Thus this conception implies that how one perceives his or herself must be socially determined. The concept of self is a composite of those attributes of quality and values which the individual think and, or perceive the other people as thinking and expecting of him and her. Thus, as in the case of polygynous families for example where jealous and rivalry exists among the co-wives (Ametewee 1979), a child may perceive his/her mother as expecting him/her to attain a certain level of education in order to acquire a certain type of occupation. As a child takes the role of his/her mother, he/she may set his/her aspirations at acquiring the level of education leading to an occupation that he/she perceives his/her mother thinks it is appropriate for him/her.

As students interact with their parents at home their aspirations may be set at acquiring the level of education that they consider appropriate in order to acquire a particular type of occupation. This study investigated whether parental education and occupation influence students' educational and occupational aspirations in Nyandarua District.

The place where children reside can influence their educational and occupational aspirations. (Mussen et al 1984: 379). Students who reside in an urban area when the schools they attend are closed are likely to interact with people who have attained different levels of education for example, from four, six or even university. These people might be having different types of jobs. As students interact with these people in their environment, their aspirations may be shaped if they perceive other people as expecting them to attain the highest level of education and then acquire prestigious occupations. These students may also have good chances of reading magazines, newspapers, listening to the radio or watching televisions than their rural counterparts. All these may help in shaping students aspirations. On the other hand students who reside in the rural area when the school they attend are closed, are likely to interact with few people who have attained high education. As a result of low educational level attained by most people in their rural environment, who might not be having prestigious occupations, children may have lower educational and occupational aspirations compared to their urban counterparts. This study investigates whether students' residence influences their educational and occupational aspirations.

The family size of students may also influence their aspirations. It is assumed that students who come from large families will have less time to interact with their parents than those who comes from small families. This is because parental attention is shared among all the children. In this study

it will be investigated whether students' family size will influence their aspirations in Nyandarua District.

A student's perceived academic ability will influence his educational and occupational aspirations. A student rates his/her academic ability according to how he/she performs in the class tests. If a student rates himself/herself to be average, above average, or below average he/she may perceive other students and teachers as wanting him/her to attain the highest level of education. Students' aspirations may be set at acquiring the highest level of education leading to a certain type of occupation. On the other hand, students who perceive themselves as being below average may set their aspirations at acquiring occupations that do not require high educational level. This study will investigate whether students' perceived academic ability influences their educational and occupational aspirations in Nyandarua District.

The school type students attend as categorised by sex may help in shaping their aspirations. As students interact with one another, they may be having sex-stereotyped ideas which may help in shaping their educational and occupational aspirations. Students may have an idea that there are jobs that are appropriate for each sex. Their aspirations may therefore be set at acquiring the educational level which can lead to the occupations that are considered appropriate for a certain sex. This study investigated whether there is any relationship between students' educational and occupational aspirations and the school type they attend when categorised by sex.

Through socialization appropriate sex roles are transmitted to members of the society (Weinreich 1978: 18). As socialization of students of different sex takes place among themselves in the schools they attend, each sex may have sex-stereotyped ideas about the type of jobs that are appropriate for each sex which may help in shaping their aspirations (see Weinreich 1978:20). As male and female students interact with one another each sex will aim at attaining the level of education required in order to acquire the jobs that are considered appropriate for each sex. This study therefore investigates whether sex of the students influences their educational and occupational aspirations in Nyandarua District.

Socialization is an ongoing affair which continues through the individual's life cycle (Goslin, 1962: 2). It is therefore expected that students who are more mature in age than their counterparts, though in the same class, have gathered more information about jobs and the level of education required in order to acquire those jobs. This may in turn influence their educational and occupational aspirations. This study investigated whether students' age influences their educational and occupational aspirations in Nyandarua District.

Hypotheses

In this section the major hypotheses generated for this study are discussed. These hypotheses were drawn from the literature review and the theoretical framework. The independent and dependent variables are isolated and then the operational

definitions of these variables is provided. The following are the major hypotheses in the study.

H1: The social background factors of a student influences his/her educational and occupational aspirations.

The independent variables in this hypothesis are the social background factors of a student. The following indicators were used to measure the independent variables:

Marriage type of a student's father: Can either be polygynous or monogamous regardless of whether the father is present at home or not.

Student's residence: taken to be either rural or urban.

Student's family size: taken to be the total number of brothers or sisters a student has.

Father's education: This refers to the highest class or standard attained by a student's father.

Father's occupation: This is taken to be what a students' father does in order to earn his living.

Ametewee (1979), found that there was a significant relationship between the students' fathers, marriage type and their educational aspirations. Scholars like Sewell (1957), Nam and Cowhig (1960) have found that students from rural and urban areas differ in terms of their educational and occupational aspirations. Students from urban areas had more educational aspirations than those from rural areas.

A study by Blay (1973) investigated educational and occupational preferences and expectations of students in Ghana

in relation to the manpower requirements. Among the variables that the study investigated was whether there was any relationship between educational and occupational aspirations and students residence.

Kariuki (1976), Rono (1982), Sewell et al (1957), Porter (1954), Krauss (1964), Powers (1974) and Sewell et al (1957), have found in their studies that a child's father's and mother's education and occupation generally emerge as particularly important factors in the way children form their educational and occupational aspirations. Our study aims at examining how these parental characteristics influence the educational and occupational aspirations of secondary school students in Nyandarua District.

Further, Kariuki (1976) found in her study that there was no significant relationship between a student's family size and his educational and occupational aspirations. This study examines whether the family size influences a student's educational and occupational aspirations in Nyandarua District.

The operational definitions of the independent variable in HI are as follows:

Independent Variable in HI

1. Marriage Type: to be defined as the number of wives a student's father or guardian has: A family in which a man has only one wife is termed as monogamous. If a man has more than one wife, the family is termed as polygynous. The monogamous or polygynous family

structures are considered regardless of whether the father is present or absent from home.

2. Student's Residence: defined as a place where a student resides when he is not in school. It can either be in a rural or in an urban area.
3. Students' family size: taken to be the total number of brothers and sisters a student has.
4. Father's educational level: defined as the highest class or standard attained by a student's father.
5. Father's occupation: this is to be taken to be what a student's father does in order to earn his living.
6. Mother's educational level: defined as the highest class or standard of education attained by a students' mother.
7. Mother's occupation: taken to be what a students mother does in order to earn her living.

Dependent variable in H1

The dependent variable in H1 is the educational and occupational aspirations of a secondary school student. The dependent variable is operationally defined as:

Educational aspirations: Refers to the highest educational qualifications the individual aspires to, in life.

Occupational aspirations: Refers to what the student aims at accomplishing, the occupational and professional goal he or she hopes to attain, as well as his or her self-fulfilment prophesy in job matters.

H2: School- related factors influence students' educational and occupational aspirations

The independent variable in this hypothesis is the school related factors while the dependent variable is the educational and occupational aspirations. The dependent variable in H2

is defined as in H1. The following indicators were used to measure the independent variable:

School type attended by a student: The school could be either mixed (co-educational) if boys and girls school together, or single sex, if it is for either boys or girls only.

As far as the researcher is aware, no study has been conducted in Kenya about the factors influencing educational and occupational aspirations of secondary school students using form two as the subjects while considering whether the schools they attend are mixed or not mixed. Therefore this study will investigate whether there is any relationship between the school type a student attends and his/her educational and occupational aspirations in Nyandarua District.

Student's perceived academic ability

This is the way a student ranks himself/herself according to how he/she performs academically in the classroom or in a class tests. The best performance is termed as "above average" whereas the better performance is referred to as "average". On the other hand a student's performance can be below "average" if he/she has poor performance.

This hypothesis is based on the fact that recruitment into institutions of higher education is relatively open and admission into these institutions is essentially determined by performance on open examination. Scholars such as Blay (1973); Clignet and Foster (1966), have found that student's self-rating of his/her academic ability influences his educational and occupational

aspirations. However, the studies by these scholars have been contradicted by that of Kunza (1982). Kunza's study revealed that all other factors, that were hypothesized (significant others influence, academic performance, sex, urbanicity, social economic status and ability) that influence educational and occupational aspirations of Koreans were significant except "academic self-concept" variable. This study investigates whether a student's perceived academic ability influences his/her educational and occupational aspirations in Nyandarua district.

H3: Students personal factors influences his/her educational and occupational aspirations

In hypothesis H3, the independent variable was considered to be a student's personal factors, while the dependent variable was the educational and occupational aspirations. The indicators of the dependent variable and their operational definitions are as in H1 and H2.

Independent Variable in H3

The independent variable in this hypothesis is the student's personal factors. The following indicators were used to measure the independent variable.

Student's sex: to be classified as either male or female.

Student's age: to be defined as the period of time in complete years a person has lived since birth.

Scholars in developing countries (Amadi 1975; Richards, 1974; Blay 1973; Clignet 1966;) have all concluded that the educational aspirations of students are not affected by sex

differences. On the other hand scholars who have conducted their studies in Kenya (Kariuki 1976; Rono 1982;) have found that the educational and occupational aspirations of students are affected by sex differences. However, these studies were conducted in Kiambu and Kericho districts respectively. While Kariuki's study was conducted more than a decade ago, Rono's study was conducted five years back. This study therefore investigates whether student's educational and occupational aspirations are influenced by their sex differences in Nyandarua District. Further scholars in Western countries (Crawford, 1975; Nam and Cowhig 1960;) found sex to be related to the educational aspirations of students. There is therefore a need to investigate whether in Nyandarua District students' educational and occupational aspirations are influenced by their sex differences.

Measurement of Variables

Levels of Educational Aspirations

In this study the levels of educational aspirations have been categorised as being either "high" or "low". In question fourteen, the respondents who gave form four as the highest level of education they would like to attain were placed in "low" category. On the other hand those respondents who indicated that they wanted to attain university education were placed in the "high" category.

Levels of Occupational Aspirations

The levels of occupational aspirations have been categorised as being either "high" or "low". In question sixteen, the respondents who chose jobs that required anything academically lower than university education were placed in the "low" category.

The respondents who chose jobs that require university education were placed in the "high" category.

Father's education

In this study "high level of education" was taken to mean that the students' fathers have had secondary or more education. "Low level of education" was taken to mean that students' fathers have had less than secondary education.

Father's occupation

If a father had a job that requires secondary school education or higher the occupation was termed as "high" in terms of status. On the other hand if a father had a job that requires less than secondary school education the occupation was termed as "low" in terms of status.

Students' Residence

In question ten students were asked to indicate where they live when the schools they attend are closed. Students who indicated that they live in Nairobi city, within a municipality or within an urban council were termed as living in urban areas. This question was therefore taken to mean that a student live either in a rural or in an urban area when not in school.

Family size

A family with one to four children was taken to be a small family. On the other hand a family with five or more children was taken to be a large family.

Students' perceived academic ability

This was based on the student's own rating of himself/herself in terms of academic ability. The categories precoded and the score assigned to each were: Those that indicated were excellent and above average were assigned a score of 3. Those that were average were assigned a score of 2. Lastly those who indicated that they were below average and poor were assigned a score of 1. Therefore there were only three categories, above average, average and below average.

CHAPTER THREE

METHODOLOGY

Area of the Study

The research was carried out in Nyandarua District in the Central Province of Kenya. The district covers a total land area of 3528 square kilometres which is 0.6% of the Republic of Kenya and 26.7% of the Central Province. The district is bordered to the north by Laikipia District, to the east by Nyeri and Muranga Districts and to the west by Nakuru District (see Nyandarua District Development Plan 1989-1993, and also map 1.)

Climatically Nyandarua enjoys a rainfall of about 750 mm and 1500mm annually. Much of this rain falls between March to May and August to November periods. (District Development Plan 1984 - 1988).

According to the District Development Plan (1989 - 1993:7) Nyandarua is predominately a mixed farming district with large scale farming increasingly supplementing the large scale farms that were found in the district before independence (1963) and soon after independence. The major crops grown in terms of cultivated hectareage are maize, potatoes, wheat, beans, vegetables, pyrethrum and other horticultural crops. Dairy farming is an important activity all over the District. Beef cattle are also reared as well as sheep for wool and meat.

Nyandarua is one of the districts where settlement schemes are found in Kenya. Prior to independence the district was occupied by white settlers who had large farms. After independence the government subdivided the white settlers' farms and gave

MAP 1

KENYA

LOCATION OF NYANDARUA DISTRICT



-  NYANDARUA DISTRICT
-  INTERNATIONAL BOUNDARY
-  PROVINCIAL BOUNDARY
-  DISTRICT BOUNDARY

- 1 LAIKIPIA DISTRICT
- 2 NYERI DISTRICT
- 3 MURANGA DISTRICT
- 4 KIAMBU DISTRICT
- 5 NAKURU DISTRICT

SOURCE: NYANDARUA DISTRICT DEVELOPMENT PLAN 1989-1993

them to the landless Kenyans. Nyandarua is therefore a new district which is composed of different ethnic groups. Apart from those people who were settled by the government, there are those individuals who have bought subdivided plots. Kikuyus form by far the majority of the ethnic groups in the district. Out of the total population of 233,253, they number 221,715 or 95% of the total population. Other ethnic groups in the district include Kalenjin (1%), Luhya (0.9%), Luo (0.6%), Turkana (0.5%), Kamba (0.5%) and others (1.5%) (Nyandarua District Development Plan 1989 - 1993: 18).

As regards secondary schools, in 1978, there were 28 secondary schools. By 1983 secondary schools had increased from 28 to 37 (Nyandarua District Development Plan 1984 - 1988:23). In 1987 there were 62 Secondary Schools in Nyandarua District. (see District Development Plan 1989 - 1993:234).

Methods of Data Collection

This study is based on primary data which was generated through the administration of the questionnaire to a sample of 279 secondary school students in Nyandarua district. The questionnaire used in the study had both pre-coded and open-ended questions. Pre-coded questions were meant to restrain respondents from giving vague answers where precision was required. Pre-coded questions were also preferred mostly for convenience. According to Best (1970: 167) ;

A closed form questionnaire is easy to fill out, takes little time, keeps the respondent on the subject, is relatively objective and fairly easy to tabulate and analyse.

Open-ended questions were included so as to take care of cases where the respondents personal view was required. In question 16, for example students were asked to indicate the kind of job they would like to have more than the other and then explain the job fully and specifically to indicate the occupation. Another example is question 18 where students were asked whether they would like to do the same kind of work as their fathers or mothers. If a student indicated "yes" or "no" for any of his parents, he was also required to write down the reason or reasons for saying that.

The questionnaire which was constructed in order to measure the variables in the hypotheses consisted of 20 items (See Appendix 2). These questions were related to the students' social background, (students' residence, marriage type of students' father, family size, fathers/mothers' education and occupation) school related factors (school type, students' perceived academic ability), students' personal factors (age and sex). These variables were important since some of them have not been investigated by other researchers in Kenya. They therefore formed the basis for this study and were included in the hypotheses to be tested.

As a measure of students' educational aspirations questions 13 to 15 were used. In particular question 14 was used since it required the respondents to indicate the highest educational level they would like to attain. On the other hand, in order to measure the occupational aspirations of the students questions 16 to 18 were used. Specifically question 16 was used since the respondents were required to indicate the kind of job they

would like to have more than the other if they were free to choose.

Sampling Procedures

Selection of the schools

In Nyandarua District there are 62 Secondary Schools (see District Development Plan 1989-1993:234). Out of these schools, ~~fifty five~~ are mixed, five for girls and two for boys only. In order to select the schools that participated in the study, a stratified random sampling approach was adopted. Moser (1958: 76) states that:

Stratification is a means of using knowledge of the population to increase the representativeness and precision of the sample.

He further remarks that:

Stratification does not imply any departure from the principle of randomness. All it means is that, before any selection takes place the population is divided into a number of strata; then a random sample is selected within each stratum. This is almost certain to be an improvement on a simple random sample because it makes sure that the different strata in the population are correctly represented
(Moser 1958: 78 - 79)

A list of all secondary schools in Nyandarua District was made.

These schools were arranged into various strata: Boys', girls' and mixed schools. The name of each school from every stratum was written on a separate piece of paper. All pieces of paper for each stratum were wrapped and mixed up. Two pieces of paper were picked at random from the stratum of girls' secondary schools, one from the stratum of boys' secondary schools and three from the stratum of mixed secondary schools. The schools whose names appeared on the picked pieces of paper were selected for the study. Thus a total of five secondary schools were selected to participate in the study. Out of the five selected schools, Nyandarua High School and Magomano Harambee Secondary School were mixed (co-educational). Nyahururu High School was for boys only, whereas Karima High School and Njabini were girls' schools.

The choice of five schools out of the total number of secondary schools (sixty two) did not minimize the importance of other schools which could provide similar results. The choice of conducting the research, using only five schools in Nyandarua District was justified on the grounds of time and resources available for the study.

Selection of the Subjects

The unit of analysis in this study is the individual form two secondary school students. Out of the total population of the form two students, a sample of 279 students participated in the study. The form two students were selected on the grounds that they were the only students with the highest level of education under the 8-4-4 education system when the study was conducted. Further it was felt that since they have been in the secondary school system for nearly two years, they were more familiar with the secondary school system compared to form ones. It was also assumed that their educational and occupational aspirations have already been formed having been in primary schools for eight years and for nearly two years in secondary schools. Other forms would have been used in the study, like the form threes, but unfortunately there were no form three students in that year. Lack of the form three students was due to the fact that in 1985 when the 8-4-4 education system was implemented, primary school pupils who would have joined form one in that year after completing their standard seven (as was the case with the former 7-4-2-3 education system), joined standard eight. Consequently there were no form one students in 1985, no form two students in 1986 and in 1987

there were no form three students in Kenya. The form fours who have been the subjects of other studies (Somerset, 1971; Kariuki 1976; Rono 1982) on the educational and occupational aspirations were busy doing their K.C.E. examination. Apart from this, the form four students were not under the 8-4-4 education system.

Simple random sampling techniques was used to select the stream(s) of form two class from each of the five schools that participated in the study. In schools with two streams of form two students only one stream was selected. In schools with three or four streams of form two students, two streams were selected to participate in the study. This method was considered appropriate as it was found that in all the schools that were selected to participate in the study, the streams were not arranged according to ranks. In total, 279 form two students participated in the study.

The Pilot Study

The pilot study was conducted as a pretest of the questionnaire. The students were encouraged to point out whenever they encountered a question which was unclear, undully, biased, limiting or obscure. By sitting and watching the students go through the questionnaire, the researcher was able to gauge the extent of the respondents emotional reaction to the instrument in general and to specific questions in particular. Specifically the pilot study was administered to determine whether

1. There were ambiguities in any of the items
2. The instrument would elicit the type of data anticipated.
3. The type of desired data would be meaningfully analyzed in relation to the stated hypothesis.

The Choice of the Sample

The questionnaire instrument was field tested with a sample of thirty six form two students from Magumu Secondary School. This school was chosen on the grounds that it is nearest to Nairobi compared with the other schools in Nyandarua District, hence it was easy to reach the school. Before the questionnaire was administered, permission from the headmaster was obtained. The researcher was then introduced to the teachers whose class was to be used in the study. The class teacher introduced the researcher to the students. In the school there were three form two class streams. One stream consisting of forty students was selected at random and then used in the study.

Administration of the questionnaire for pilot study

The questionnaires were distributed to the students who were selected to participate in the study. The researcher explained to them the purpose of the study. The respondents were required to answer all the questions. They were encouraged to raise up their hands whenever they came across a question that they did not understand. The respondents spent about 25 to 45 minutes to complete the questionnaire after which they were all collected.

Several problems arose during the administration of the questionnaire. In question 14 students were required to indicate the highest educational level they would like to attain. In the pilot study, the following alternatives were given:

1. To complete secondary school
2. Post-secondary professional training (e.g. teacher training, nurse training, polytechnic etc).

3. University

After conducting the pilot study it was found that it was not necessary to include the second alternative since it indicated professional training. It was therefore removed and the remaining alternatives were

1. To complete form four
2. University.

In question seventeen several ideas were given as reasons people have for choosing an occupation. Students were required to read the whole list and then mark the most important reasons for choosing a particular occupation. In other words they were required to rank these reasons according to their order of importance. The following alternatives were given:

1. To earn plenty of money and be able to buy the things I would like to have.
2. To work in some way that my country needs help.
3. To have prestige and honour as an important man or boss.
4. To do work that makes me happy.
5. To earn enough money to live on and have them for my own interests.

After conducting the pilot study some correction was made in alternative (2) and it read "to work in order to develop the country" instead of "to work in some way that my country needs help" (See Appendix 1 & 2).

In the same question the word 'prestige' appeared difficult and unclear to some students. The meaning of the word was explained to them after which they continued filling the questionnaire.

Administration of the Research Instrument for the Main Study

Before the sample schools were visited, letters were sent to the heads of these schools and a copy of the research permit was enclosed. The school heads were informed of the purpose of the visit. The visiting date and the classes to be involved were also indicated. After permission to conduct the study was granted by the school head in each school, the researcher visited the schools. One stream was randomly selected from each form as stated earlier. It was found that each class consisted of about fifty students. The questionnaires were distributed to the selected streams when students were seated in their classrooms. To ensure that students were not talking to each other or even copying from each other, the desks were arranged in such a way that there was a distance of one metre between one desk and the next in all sides. The students were then instructed not to write down their names on the questionnaires. After being assured that all information obtained from them would be kept confidential all the 279 selected students who were in the classroom at the time the researcher conducted the study responded to the questionnaire independently.

Problems encountered in the field

One of the problems that the researcher encountered while in the field was travelling for long distances when moving from one school to the other. This was due to the fact that, the sample schools were not found in the same locations. Apart from this the research was conducted in the months of September to November when it was the rainy season.

Another major problem was that although the researcher had written letters to the school heads, three weeks before visiting the schools, some headmasters were absent and had not informed their deputies about the researchers' visit to the school. In one school the headmaster was away and the researcher had no alternative but to explain everything in detail to the deputy headmaster, so as to be allowed to conduct the research in that school.

In Nyandarua High School, apart from the national examinations which were taking place among the form four (KCE) and form six (KACE) students, the other students had already started to do the end of the year examinations. The researcher could not be allowed to conduct the research during the day, but had to wait till in the evening when the students were studying in their classrooms. When the selected students were given the questionnaires some students were reluctant to fill them. That was probably because they felt that a lot of their study time was being wasted. This could have affected the way the students filled the questionnaires, but after discovering that the questions were very easy and that the questionnaire were very short, they all agreed to fill them.

Methodological limitations of the study

Like any other study, this had its own limitations. In the first place, the researcher accepts that its sample size is quite small. Out of 62 secondary schools that are found in Nyandarua District, (See District Development Plan 1989-83:234) only 5 schools (8.1%) participated in the study. Again

out of the total 2048 form two students (see Ministry of Education, Science and Technology, 1984: 50) only 279 form two students participated in the study. Normally, large samples give better results, hence are more reliable. This makes generalization more valid or reliable. Ideally it would have been appropriate to include all secondary schools in Nyandarua district in the study, so as to have a large sample. However this was not possible because of the limited financial resources and time frame within which the investigation had to be carried before the schools were closed at the end of the year.

Another limitation was that, there was no method by which the researcher could have determined the accuracy of the responses given by the subjects in this study. Some respondents could have just decided to fill the questionnaire without giving enough attention to every question in order to finish quickly. Apart from being assured that all information from them will be kept confidential, some respondents would have decided not to tell the truth, thinking that they can be discovered later.

Methods of Data Analysis

In analysing the data both descriptive and inductive or inferential statistics have been employed. In this study, both the descriptive and inferential statistics have been calculated by means of a computer. Specifically, the study used the statistical package for the social sciences (SPSS) programme in computing all the statistics (see Nie et al, 1970).

(a) Descriptive Statistics

These are simple statistical methods which do not support or falsify relationships between variables, but simply help in

the description of the data. They are measures of central tendency and dispersion. They include modes, median, percentages and kurtosis (see Bailey 1978:78).

(b) Inferential Statistics

In contrast to descriptive statistics, inferential statistics deal with methods of drawing conclusions or making decisions about populations on the basis of samples. The basic ideas of descriptive statistics prepare the way for inference, hence have been outlined first. (see Wallis and Roberts, 1956: 155).

The inferential statistical tools that are used by this study are (i) cross-tabulations (ii) measures of association (iii) chi-square.

(i) Cross-tabulation

Cross tabulation is a joint frequency distribution of cases according to two or more classifactory variables (Nie et al, 1970: 218).

Such tables simultaneously tabulate the sample on two or more separate dimensions in such a way that the leader can see the interrelationship between respondent's score on one variable (dimension) and his score on a second (and/or third) variable(s) (Prewitt 1975).

These joint frequency distributions can be summarized by a number of measures of association such as contingency coefficient (C) and can be analysed by certain tests of significance, such as chi-square test. In this study, the above mentioned measure of association and the chi-square test of

significance are used to analyze and to summarize these tables which have been employed in chapter four.

(iii) Measures of Association

A measure of association indicates how strongly two variables are related to each other. Such a statistic indicates to what extent characteristics of one variable and characteristics of another variable occur together. While some measures of associations such as contingency coefficient only indicates the strength of relationship between variables, other measures such as Pearson product-moment coefficient symbolised r , gives both the strength and direction of such relationships.

The following is a brief summary of the measure of association that have been used in this study.

Contingency Coefficient (C)

This is a measure of association which is based upon chi-square. It is denoted by C hence its formula:

$$C = \sqrt{\frac{x^2}{x^2 + N}}$$

x^2 = Chi-square

N = Number of cases.

It can be used with a table of any size, has a minimum value of zero but the maximum value it can take depends on the size of the table (Nie et al, 1979: 225). The contingency coefficient is used when both variables in the table are measured at nominal level. This fact makes it difficult to use C to show the direction of relationship.

While using the contingency coefficient (C), their values were defined as follows:

0.1 - 0.2	-	weak relationship
0.3	-	slight relationship
0.4	-	moderate relationship
0.5 and above	-	strong relationship

(iii) Chi-square (χ^2)

This is a test of statistical significance which helps us to determine whether a systematic relationship exists between two variables. It measures whether something observed differs significantly from something expected (chance). The formula for χ^2 is:

$$\chi^2 = \frac{(O - E)^2}{E}$$

Where O = observed frequency

E = expected frequency

Chi-square test of significance assumes that both variables in the table are measured at the nominal level. This condition is ensured throughout the study. Moreover, the risk of getting a chance finding is maintained at 0.05 (5%) level. Consequently any hypothesis is accepted as a true finding at or beyond the 95% level of confidence or certainty.

CHAPTER FOUR

DATA DESCRIPTION

This chapter presents and discusses the findings of the study using simple tables and percentages. Rigorous analysis of the data and testing of hypotheses will be the subject of the next chapter.

Individual attributes of secondary school students

As stated before, the 279 students who filled the questionnaire were from five schools in Nyandarua District. The name of the schools, and the number of subjects interviewed is shown in Table 1.

TABLE 1: NAME OF THE SCHOOLS FROM WHICH THE
RESPONDENTS CAME FROM AND NUMBER OF
RESPONDENTS

Name of the school	Number of the subjects who answered the questions (Absolute Frequency)	Relative frequency (percentage)
Nyandarua High School	80	28.7
Njabini Sec. School	35	12.5
Magomano Harambee Secondary School	96	34.4
Karima High School	36	12.9
Nyahururu High School	32	11.5
Total	279	100.0

The majority of the respondents came from Magomano Harambee Secondary School (ninety six). This is because in Magomano Harambee Secondary School some of the streams had more than forty students each.

This study shed some light on the individual attributes of secondary school students that were interviewed.. Some of the attributes such as age and sex are presented and discussed here.

TABLE 2: DISTRIBUTION OF STUDENTS BY AGE

AGE IN YEARS	FREQUENCY	PERCENTAGE
Less than 15 years	4	1.4
Between 15 and 17 years	137	49.1
Between 17 and 19 years	128	45.9
Between 19 and 21 years	9	3.2
Over 21 years	1	0.4
Total	279	100.0

According to the results presented in Table 2, about half (49.1%) of the students were aged between 15 and 17 years. This is the appropriate age for the form two students since they are admitted in primary schools at the age of seven years. Assuming that they do not repeat any class, or they do not enter primary school late, by the time they did the K.C.P.E. at the end of standard eight under the 8-4-4 education system,

they were already 15 years old. Thus when the research was conducted, about half of the students (49.1%) indicated their age was between 15 and 17 years. Four of the students (1.4%) indicated that their age was less than 15 years. Perhaps these are the bright pupils who start schooling in primary schools before they have reached the required age, and they do not repeat any class. The second frequent age category was between 17 and 19 years. One hundred and twenty eight (45.9%) of the respondents indicated that their ages were between 17 and 19 years. Probably these are the students who had repeated one of the classes or went to school immediately after their school age. Nine (3.2%) of the students who participated in the study indicated that their age was between 19 and 21 years, while only one (0.4%) student indicated that his age was over 21 years. Perhaps these are the students who had repeated several classes before they did their K.C.P.E. or started schooling several years after their school age, hence they are advanced in age.

Of the total sample of 279 cases, one hundred and ninety three (69.2%) were males while eighty six (30.8%) were females. This finding support the casual observation made in the field that there were more male students than females.

Father's education

Table 3 indicates the educational level attained by a student's father. Thirty two (11.5%) of the students had fathers with no formal education, while three (1.1%) of the students had fathers who had attended adult literacy classes.

A change can be observed between the former older generation which had no interest in formal education or did not have an opportunity for further education and the present older generation which finds it important to attend adult literacy classes in order to acquire formal education. One hundred and fifty nine (57%) of the students had fathers who had completed primary school education. Eighty (28.6%) of the students had fathers who had completed secondary school education. Fifty nine (21.1%) of the students had fathers who had completed form six (A level). However only five (1.5%) of the students had fathers who had completed university level of education. It can be observed that majority of the students' fathers (69.6%) have attained no education, have adult literacy education or primary school education. On the other hand only 30.4% of the students fathers have attained at least secondary or more than secondary school education. This is in line with Eshiwani's (1985:6) argument that the education system in Kenya is like a pyramid with a very high attrition rates at the end of seventh year of primary education (now eight years of primary education), fourth year and sixth year respectively of the secondary education. Perhaps this is due to the competitive nature set by the Ministry of Education through examinations that more of students' fathers have completed primary school level of education than those who have completed form four and form six level of education, and finally university education.

TABLE 3: THE HIGHEST EDUCATIONAL LEVEL ATTAINED
BY A STUDENT'S FATHER

<u>EDUCATIONAL LEVEL</u>	<u>FREQUENCY</u>	<u>PERCENTAGE</u>
None	32	11.5
Adult Literacy Class	3	1.1
Lower Primary	64	22.9
Upper Primary	95	34.1
Secondary 'O' level	59	21.1
Secondary 'A' level	21	7.5
University	5	1.8
Total	279	100.0

Mothers Education

Table 3(b) indicates the educational level attained by a students' mother. Fifty eight (20.8%) of the students had mothers with no formal education, while twelve (4.3%) had mothers who had attended adult literacy classes. This is in contrast to the educational level attained by students' fathers. Of all the students' fathers only three (1.1%) had attended adult literacy classes. This findings supports the widely observed pattern that more women are motivated and attend adult literacy classes compared to men in Kenya (Irungu, 1984). The table also reveals that of the two hundred and seventy nine students only forty one (14.7%) of them had mothers with secondary

school education. None of the student had mothers with university level of education. These findings support the findings by Eshiwani (1985:6) that among the older generation women were under represented among all those with higher levels of education.

TABLE 3B THE HIGHEST EDUCATIONAL LEVEL ATTAINED
BY A STUDENT'S MOTHER

EDUCATIONAL LEVEL	FREQUENCY	PERCENTAGE
None	58	20.8
Adult Literacy	12	4.3
Lower Primary	88	31.5
Upper primary	80	28.7
Secondary 'O' level	36	12.9
Secondary 'A' level	5	1.8
Total	279	100.0

Father's Occupation

Table 4 indicates the distribution of the students who participated in the study by their father's occupation. More than a half (57%) of the students indicated that their fathers were small scale farmers. It can be observed that in Nyandarua District like in many other parts of Kenya,

TABLE 4: FATHERS' OCCUPATION OF SECONDARY SCHOOL STUDENTS

FATHER'S OCCUPATION	FREQUENCY	PERCENTAGE
Small scale farmer	159	57
Police/Army	8	2.9
Primary School Teacher	22	7.9
Secondary School Teacher	2	0.7
University lecturer	4	1.4
Petty Trader	2	0.7
Nurse	7	2.5
Chief	2	0.7
Medical doctor	4	1.4
Clinical officer	8	2.9
Mechanic/Driver	4	1.4
Businessman	31	11.1
Artisan/carpenter	2	0.7
Junior Agric. Officer/Vet Officer	7	2.5
Agricultural Officer/Vet Officer	5	1.8
Surveyor	3	1.1
Others	9	3.2
Total	279	100.0

majority of the people practice farming, since Kenya is an agricultural country (see Republic of Kenya, 1983:45). About 30.5% of the students' fathers are employed in the modern sector whereas 12.5% are in the tradition sector.

Residence of the students when not in school

Students had been asked to indicate where they reside when they are not in school. The results are presented in Table 5.

TABLE 5: STUDENTS' RESIDENCE WHEN NOT IN SCHOOL

Residence	Frequency	Percentage
Urban areas	60	21.5
Rural areas	219	78.5
Total	279	100.0

The data revealed that more than three quarters (78.5%) of the students live in the rural areas probably with their parents when they are not in school. This is supported by the data in Table 4 whereby majority of the students' fathers are small scale farmers in the rural areas who live with their children when they are not in school. Republic of Kenya (1983:145) also support this when it observes that the largest part of Kenya's population live in the rural areas. However sixty (21.5%) of the students indicated that they live in the urban areas when they are not in school. One of the reasons why some of the students live in the urban areas may be because their parents work there or have relatives living in the urban areas.

Marriage type of students' fathers

Table 6 indicates the type of marriage of the fathers of the students who participated in the study. The data indicates that majority of the students (77.7%) came from monogamous families. Sixty two (22.3%) of the students came from polygynous families. On the basis of the foregoing it can be observed that, the practice of marrying more than one wife is dying out among the younger generation probably because of the economic reasons.

TABLE 6: STUDENTS' FATHERS MARRIAGE TYPE

No. of wives	Frequency	Percentage
One	217	77.7
Two	56	20.1
Three	6	2.2
Total	279	100.0

The type of school attended by a student

The data presented in Table 7 indicate the school type attended by students as categorized by sex. An examination of the data presented revealed that more than a half (63.4%) of the students were in mixed schools. Sixty five (23.3%) of the students were in boys schools while thirty seven (13.3%) of the students were in girls schools.

TABLE 7: THE SCHOOL TYPE ATTENDED BY A STUDENT

<u>School Type</u>	<u>Frequency</u>	<u>Percentage</u>
Boys'	65	23.3
Girls'	37	13.3
Mixed	177	63.4
Total	279	100.0

Students' perceived academic ability

Students had been asked to rate themselves according to their academic ability. The results obtained are presented in Table 8. One hundred and thirty four (48.0%) of the students, indicated that they are average. One hundred and sixteen (41.6%) of the students indicated that they are above average while only twenty nine (10.4%) of the students indicated that they are below average.

TABLE 8: STUDENTS SELF-RATING OF HIS ACADEMIC ABILITY

<u>Academic Ability</u>	<u>Frequency</u>	<u>Percentage</u>
Above average	116	41.6
Average	134	48.0
Below average	29	10.4
Total	279	100.0

Educational Aspirations of the students

Table 9 indicates the educational level aspired by the students. An examination of the data revealed that sixty four (22.9%) of the students indicated that they wanted to attain form four education. On the other hand the majority (77.1%) indicated that they wanted to attain university education. Probably the majority of the students want to attain university education so that they can get well paid jobs. This is in line with Odumbe's (1982) observation that education in Kenya may be viewed as a means to an end, the end being the improved economic opportunities.

TABLE 9: STUDENT'S EDUCATIONAL ASPIRATIONS

Educational level	Frequency	Percentage
Form IV	64	22.9
University	215	77.1
Total	279	100.0

TABLE 10: STUDENT'S OCCUPATIONAL ASPIRATIONS

OCCUPATIONAL ASPIRATIONS	FREQUENCY	PERCENTAGE
Low	146	52.3
High	133	47.7
Total	279	100.0

Occupational Aspirations of the students

The data presented in Table 10 indicate students' occupational aspirations. The data revealed that about a half of the students (52.3%) had low occupational aspirations. On the other hand about a half of the students (47.7%) had high occupational aspirations. These results may be due to the fact that at form two level students may not be aware of the jobs that exists for them in the labour market. In most schools, career guidance is given major attention in form 3 and 4 when students are about to complete their secondary education.

CHAPTER FIVE

DATA ANALYSIS AND INTERPRETATION

The inferential statistical tool used in this study for testing of hypotheses was the chi-square and contingency coefficient(c). While the chi-square was used to test for statistical significance between the dependent and independent variables, the contingency coefficient was used to measure the strength of association between the dependent and independent variables.

H1: The social background factors of a student influences his/her educational and occupational aspirations.

The social background factors in this hypothesis were isolated as a student's father's educational level and occupation, mother's educational level and occupation, residence, marriage type of a student's father and family size.

Kariuki (1976), Rono (1982), Sewell et al (1957), Porter (1954), Krauss (1964), Powers (1974) have found in their studies that a child's parental education and occupation generally emerge as particularly important factors in the way children form their aspirations. On the other hand Richards (1974) has found student's aspirations to be independent of parental occupation. Our study aims at examining how parental education and occupation influence students' educational and occupational aspirations. However, majority of the students' mothers (92%) were found to be housewives. For this reason mothers' occupation was not tested against students' educational and occupational aspirations.

Table 11 (a) examines the relationship between father's educational level and students' educational aspirations.

TABLE 11 (a): THE RELATIONSHIP BETWEEN FATHERS'
EDUCATION AND STUDENTS' EDUCATIONAL
ASPIRATIONS

EDUCATIONAL ASPIRATIONS	FATHER'S EDUCATION					
	HIGH		LOW		TOTAL	
	N	PERCENT	N	PERCENT	N	PERCENT
Low	19	6.8	48	17.2	67	24.0
High	66	23.7	146	52.3	212	76.0
TOTAL	85	30.5	194	69.5	279	100.0

$\chi^2 = 0.08$ with 1 df. Not significant at
0.05 level of significance

C = 0.02

When data presented in Table 11 (a) were analysed by means of chi-square and tested at 0.05 level of significance, the result showed that there was no significant relationship between educational aspiration of a student and the educational level attained by his/her father. Accordingly and in so-far-as this study was concerned it was concluded that fathers' education did not significantly influence students' educational aspirations. The relationship between fathers' education and students' educational aspirations was also found to be very weak as

indicated by the small value of $C (0.02)$. This shows that the relationship between the two variables was not only statistically insignificant but also weak. The small value of $C(0.02)$, suggests that other factors exist that influence students' educational aspirations other than students' fathers' education. This finding fails to conform to those of Sewell et al (1957), Powers (1974), Krauss (1964), Porter (1954), Kariuki (1976) and Rono (1982) but conforms with that of Richards (1974). Although Kariuki (1976) and Rono (1982) did their studies in Kenya and found a significant relationship between father's educational level and students' aspirations, Kariuki's (1976) study is over a decade old whereas Rono's study is over seven years old. Probably parents who are not highly educated have seen the role played by education in providing employment to school leavers. As a result they have encouraged their children to attain high educational levels so as to get employment. Further the subjects of Kariuki's and Rono's studies were from Kiambu and Kericho Districts respectively, whereas the subjects of this study are from Nyandarua District, hence their background is different from that of Kariuki's and Rono's studies. Therefore fathers educational level does not seem to influence student's educational aspirations in Nyandarua District. This is supported by the fact that at the moment there is a high motivation of educating children in Nyandarua District as evidenced by their leading in Kenya Certificate of Primary Education (KCPE) results for the last four years (1986 - 1989), in the country (see Nyandarua District Development Plan 1989 - 1993: 233).

When father's educational level and students' occupational aspirations were cross-tabulated against each other, the following results came up.

TABLE 11(b): RELATIONSHIP BETWEEN FATHER'S EDUCATION
AND STUDENT'S OCCUPATIONAL ASPIRATIONS

OCCUPATIONAL ASPIRATION	FATHER'S EDUCATION					
	LOW		HIGH		TOTAL	
	N	PERCENT	N	PERCENT	N	PERCENT
Low	104	37.3	42	15.1	146	52.3
High	90	32.3	43	15.4	133	47.7
TOTAL	194	69.5	85	30.5	279	100.0

$\chi^2 = 0.27$ with 1 df. Not significant at
0.05 level of significance

C = 0.03

The relationship between father's educational level and students' occupational aspiration was not statistically significant at 0.05 significance level and a contingency coefficient of 0.03 showed a weak relationship. Accordingly it was concluded that father's educational level does not influence students' occupational aspirations in Nyandarua District. As noted earlier (see Chapter 4 Table 5) majority of the students' fathers (57.0%) were peasant farmers but majority of the students aspired to jobs in the modern sector. Perhaps parents who

were peasant farmers have realised their limitations and have encouraged their children to aspire to better paying jobs

TABLE 12(a) RELATIONSHIP BETWEEN FATHER'S OCCUPATION
AND STUDENT'S EDUCATIONAL ASPIRATIONS

EDUCATIONAL ASPIRATIONS	FATHER'S OCCUPATION					
	LOW		HIGH		TOTAL	
	N	PERCENT	N	PERCENT	N	PERCENT
Low	49	17.5	18	6.5	67	24.0
High	176	63.1	36	12.9	212	76.0
TOTAL	225	80.6	54	19.4	279	100.0

$\chi^2 = 3.45$ with 1 df. Not significant at
0.05 level of significance

C = 0.11

Table 12 (a) presents the data pertaining to father's occupation and students' educational aspirations. The relationship between fathers' occupation and students' educational aspiration was not significant at 0.05 significance level. The association between father's occupation and students' educational aspiration was also found to be very weak as indicated by the small value of C(0.11). It was therefore concluded that students' fathers' occupation did not influence their educational aspirations in Nyandarua District. It is probable that other factors influence the educational aspirations of secondary school students in

Nyandarua District but not fathers' occupation. This finding is not in line with those of Kariuki (1976), Rono (1982), Sewell et al (1957), Porter (1954), Krauss (1964) and Powers (1974) who found in their studies that a child father's and mother's education and occupation generally emerge as particularly important factors in the way children form their educational/occupational aspirations.

TABLE 12(b): RELATIONSHIP BETWEEN FATHER'S OCCUPATION AND STUDENT'S OCCUPATIONAL ASPIRATION

OCCUPATIONAL ASPIRATION	FATHER'S OCCUPATION					
	LOW		HIGH		TOTAL	
	N	PERCENT	N	PERCENT	N	PERCENT
Low	30	10.8	116	41.6	146	52.3
High	24	8.6	109	39.1	133	47.7
TOTAL	54	19.4	225	80.7	279	100.00

$\chi^2 = 1.35$ with 1 df. Not significant at
0.05 level of significance

C = 0.11

From Table 12 (b) it is evident that relationship between

father's occupation and student's occupational aspiration was not statistically significant at 0.05 significant level. The inference drawn is that in Nyandarua District fathers' occupation does not influence students' occupational aspirations. This is supported by the results of the study whereby majority of the students (76.7%) indicated that they did not wish to do the same kind of work as their fathers. As indicated by Table 4 in chapter 4, majority of the student's fathers are small scale farmers (57%) and 12.5% of the students' fathers are employed in the traditional sector. Only 30.5% of the students' fathers are employed in the modern sector. As pointed out earlier the 8-4-4 education system emphasizes learning of possible skills so that after completing school students can become self employed instead of being employed in the modern sector. Since these students know very well that after completing school majority of those who will not join University will be required to seek employment in the traditional sector, it is evident that their occupational aspirations are not realistic.

TABLE 12 (c) RELATIONSHIP BETWEEN MOTHER'S EDUCATION
AND STUDENT'S EDUCATIONAL ASPIRATIONS

		MOTHER'S EDUCATION					
		HIGH		LOW		TOTAL	
EDUCATIONAL							
ASPIRATIONS	N	PERCENT	N	PERCENT	N	PERCENT	
Low	12	4.3	55	19.7	67	24.0	
High	29	10.4	183	65.6	212	76.0	
Total	41	14.7	238	85.3	279	100.0	

$\chi^2 = 0.43$ with 1df. Not significant at 0.05 level of significance

C = 0.04

From Table 12 (c), it is evident that there was no significant relationship between mother's educational level and students' educational aspirations at 0.05 level. The inference drawn from this analysis of data is that in Nyandarua District mother's educational level does not influence students educational aspirations. Other factors may have influenced students' educational aspirations but not mothers education level. This finding fails to conform to the results of research by Kariuki (1976), Powers (1974) and Foster (1965). These researchers have found in their studies that students whose parents had attained high educational levels had also indicated that they would like to continue with education to higher levels.

TABLE 12(d) RELATIONSHIP BETWEEN MOTHER'S HIGHEST
EDUCATION AND STUDENT'S OCCUPATIONAL
ASPIRATIONS

MOTHER'S EDUCATION						
LOW			HIGH		TOTAL	
EDUCATIONAL ASPIRATIONS	N	PERCENT	N	PERCENT	N	PERCENT
Low	23	8.2	123	44.1	146	52.3
High	18	6.5	115	41.2	133	47.7
Total	41	14.7	238	85.3	279	100.0

$\chi^2 = 0.13$ with 1 df. Not significant at 0.05 level of
significant

C = 0.02

The relationship between mother's education and students occupational aspirations was not significant at 0.05 level. It was therefore concluded that students' occupational aspirations is not influenced by mothers' educational level. The findings of this study fails to support the findings in Kariuki's (1976) study who found that mothers educational level had some influence on students occupational aspirations. In this study it was however found that most (85.3%) of the students' mothers had little or no education at all. However since Independence in 1963, the government has created an awareness of the importance of providing education to all children irrespective of their social economic background. This awareness may have had some influence on students educational and occupational aspirations.

TABLE 13(a): THE RELATIONSHIP BETWEEN STUDENT'S RESIDENCE
WHEN NOT IN SCHOOL AND EDUCATIONAL
ASPIRATIONS

RESIDENCE						
RURAL			URBAN		TOTAL	
EDUCATIONAL						
ASPIRATIONS	N	PERCENT	N	PERCENT	N	PERCENT
Low	56	20.1	11	3.9	67	24.0
High	163	58.4	49	17.6	212	76.0
TOTAL	219	78.5	60	21.5	279	100.0

$\chi^2 = 0.94$ with 1 df. Not significant at
0.05 level of significance

C = 0.06

When the data presented in Table 13 (a) were analysed, the result showed that there was no significant relationship between the students' residence when not in school and their educational aspirations. The relationship between the two variables was also very weak as indicated by the small value of C (0.06). It was concluded that students' residence when not in school does not significantly influence their educational aspirations.

This finding fails to conform with the findings of researchers in the Western countries (Sewell et al 1957, Nam and Cowhig 1960). However the finding conforms with that of Blay (1973) who did his research in Ghana a developing country and found

that there was no significant correlation between educational and occupational aspirations of the students and their residence. Perhaps this result can be explained by the fact that students are away on holidays from secondary schools for only three months in a year. This short period which students may stay either in rural or urban area may not have a significant effect on their educational aspirations compared to nine months in a year that they spend in school.

TABLE 13 (b): THE RELATIONSHIP BETWEEN STUDENT'S
RESIDENCE WHEN NOT IN SCHOOL AND
OCCUPATIONAL ASPIRATIONS

STUDENTS' RESIDENCE						
		RURAL	URBAN		TOTAL	
OCCUPATIONAL						
ASPIRATIONS	N	PERCENT	N	PERCENT	N	PERCENT
Low	114	40.9	32	11.5	146	53.3
High	105	37.6	28	10.0	133	47.9
TOTAL	219	78.5	60	21.5	279	100.0.

$$X^2 = 0.001 \text{ with 1 df. Not significant at } 0.05 \text{ level of significance}$$

$$C = 0.002$$

When the data presented in Table 13 (b) were analysed, the result showed that there was no significant relationship between the students' residence when not in school and his/her

occupational aspirations. Furthermore the relationship between the two variables was found to be very weak as indicated by the small value of C (0.002). It was concluded that student's residence when not in school does not significantly influence their occupational aspirations in Nyandarua District. Like for the relationship between student's residence and his/her educational aspirations the finding of this study does not support those of scholars in Western countries (see Sewell et al 1957; Nam and Cowhig, 1960). However the finding is consistent with that of Blay (1973) who indicated that there was no significant correlation between student's residence and his/her educational or occupational aspirations.

Further in hypothesis 1 (H1), a statistical test was attempted between family size and student's educational and occupational aspirations. Table 14 (a) and 14 (b) below present the findings of this study.

TABLE 14 (a): RELATIONSHIP BETWEEN FAMILY SIZE AND STUDENT'S EDUCATIONAL ASPIRATIONS (FATHER'S CHILDREN)

FAMILY SIZE						
BIG			SMALL		TOTAL	
EDUCATIONAL						
ASPIRATIONS	N	PERCENT	N	PERCENT	N	PERCENT
Low	60	21.5	7	2.5	67	24.0
High	197	70.6	15	5.4	212	76.0
TOTAL	257	92.1	22	7.9	279	100.0

$\chi^2 = 0.40$ with 1 df. Not significant at 0.05 level
of significance.

C = 0.04

The relationship between family size and students' educational aspiration was not significant at 0.05 significance level and a contingency coefficient of 0.04 showed a weak relationship. We therefore rejected the hypothesis that students' family size influences his educational aspirations in Nyandarua District. This confirms Kariuki's (1976) and Foster's (1965), findings who found no significant relationship between the respondents family size and their aspirations. The finding of this study fails to conform with that of Cameron (1970) and Sewell and Shah (1968) who indicated that respondents from small families had higher aspirations than those from large families.

TABLE 14 (b): RELATIONSHIP BETWEEN FAMILY SIZE AND
STUDENT'S OCCUPATIONAL ASPIRATIONS

	FAMILY SIZE					
	OCCUPATIONAL			ASPIRATIONS		
ASPIRATIONS	N	PERCENT	N	PERCENT	N	PERCENT
Low	138	49.5	8	2.9	146	52.3
High	119	42.7	14	50	133	47.7
TOTAL	279	92.1	22	7.9	279	100.0

$\chi^2 = 1.80$ with 1 df. Not significant at 0.05 level
of significance

C = 0.08

Similarly, the relationship between family size and students' occupational aspiration was not significant at 0.05 significance level. Moreover, the relationship was quite weak as indicated by the small value of C (0.08). Respondents from small families and large families showed similar occupational aspirations. We therefore rejected the hypothesis that students' family size influences his/her occupational aspirations in Nyandarua District. This finding is similar to that of Kariuki (1976) and Foster (1965) who indicated no significant relationship between the respondents' family size and their aspirations. However the finding differs from that of Cameron (1970) and Sewell and Shah (1968) who indicated that respondents from small families had higher aspirations than those from large families.

Lastly in hypothesis one a statistical test was attempted between marriage type of a students' family and his educational aspirations. Table 15 (a) and 15 (b) present the findings of this study.

TABLE 15 (a) RELATIONSHIP BETWEEN MARRIAGE TYPE AND
STUDENTS' EDUCATIONAL ASPIRATIONS

		MARRIAGE TYPE					
		MONOGAMOUS		POLYGYNOUS		TOTAL	
OCCUPATIONAL							
ASPIRATIONS	N	PERCENT	N	PERCENT	N	PERCENT	
Low	48	17.2	19	6.8	67	24.0	
High	169	60.6	43	15.4	212	76.0	
TOTAL	217	77.8	62	22.2	279	100.0	

$\chi^2 = 1.48$ with 1 df. Not significant at 0.05 level of significance.

C = 0.07

When the data presented in Table 15 (a) were analysed, the result indicated no significant relationship between the marriage type of students' families and their educational aspirations. We therefore rejected the hypothesis that the marriage type of students' families influences their educational aspirations in Nyandarua District.

The finding is consistent with the finding of the study by Ametewee (1979). Ametewee found no significant relationship between marriage type and students' educational aspirations in Ghana. This result can be explained by the fact that polygynous marriage type is gradually dying out mainly because of economic reasons. In our study only sixty two (22.2%) of the two hundred and seventy nine (279) students who participated in the study came from polygynous families. This number was quite small to have any significant influence on the total population, considering that they came from varied social background.

TABLE 15 (b): THE RELATIONSHIP BETWEEN MARRIAGE
TYPE AND STUDENT'S OCCUPATIONAL
ASPIRATIONS

MARRIAGE TYPE						
MONOGAMOUS			POLYGYNOUS		TOTAL	
OCCUPATIONAL						
ASPIRATIONS	N	PERCENT	N	PERCENT	N	PERCENT
Low	114	40.9	32	11.5	146	53.3
High	103	36.9	30	10.8	133	47.7
TOTAL	219	77.8	62	22.2	279	100.0

$\chi^2 = 0.003$ with 1 df. Not significant at 0.05
level of significance

C = 0.001

Similarly in Table 15 (b), the relationship between marriage type and students' occupational aspirations was not statistically significant at 0.05 significance level. Again the relationship between the two variables was very weak as indicated by the small value of C (0.001). The inference drawn is that in Nyandarua District marriage type of students' fathers do not influence the occupational aspirations of secondary school students.

The finding of this study confirms that of Ametewee (1979) who found no significant relationship between marriage type of students' fathers and students' occupational aspirations.

H2: The School related factors influence student's educational and occupational aspirations

School related factors in this hypothesis were isolated as school type a student attends, whether mixed or not mixed and students perceived academic ability. These were seen as influencing a student's educational and occupational aspirations. Table 16 (a) and 16 (b) presents the finding of this study.

TABLE 16 (a): THE RELATIONSHIP BETWEEN THE TYPE OF SCHOOL ATTENDED BY A STUDENT AND HIS EDUCATIONAL ASPIRATIONS

TYPE OF SCHOOL						
SINGLE			MIXED		TOTAL	
EDUCATIONAL						
ASPIRATIONS	N	PERCENT	N	PERCENT	N	PERCENT
Low	17	6.1	50	17.9	67	24.0
High	86	30.8	126	45.2	212	76.0
TOTAL	103	36.9	176	63.1	279	100.0

$$X^2 = 4.41 \text{ with 1 df. significant at 0.05 level of significance}$$

$$C = 0.12$$

When the data presented in Table 16 (a) were analysed, the result showed that the relationship between students educational aspirations and type of school they attended was statistically significant at 0.05 significance level. Accordingly

it was concluded that, the school type students attend influences their educational aspirations in Nyandarua District. The finding of this study resembles the finding of an earlier study by Thuo (1983). In his study Thuo (1983) found that the relationship between educational aspirations and type of school was significant in favour of students in boys' schools. Thus according to him students in boys' schools had higher educational aspirations as compared to girls' schools and mixed schools. The order of proportion was boys' schools (97.7%), mixed schools (97.4%) and girls' schools (91.8%). The relationship between educational aspirations and type of school was established at 0.05 level of significance. This relationship was stronger in case of students in boys' schools. However, Thuo's study (1983) was conducted in Kiambu District while using the form four students as the subjects. Further, the subjects were not under the 8-4-4 education system.

TABLE 16 (b): RELATIONSHIP BETWEEN TYPE OF SCHOOL
ATTENDED BY A STUDENT AND HIS
OCCUPATIONAL ASPIRATIONS

EDUCATIONAL ASPIRATIONS		TYPE OF SCHOOL					
		SINGLE		MIXED		TOTAL	
		N	PERCENT	N	PERCENT	N	PERCENT
Low		51	18.3	95	34.1	146	52.3
High		52	18.6	81	29.0	133	47.7
TOTAL		103	36.9	176	61.1	279	100.0

$\chi^2 = 0.36$ with 1df. Not significant at 0.05 level
of significance

C = 0.04

When the data presented in Table 16(b) were analysed the result showed that there was no significant relationship between the type of school attended by a student and his occupational aspirations. The relationship between the two variables was also weak as indicated by the small value of C (0.04). Accordingly it was concluded that, the type of school that the students attend does not influence their occupational aspirations in Nyandarua District. Other factors that influence the occupational aspirations of secondary school students exist rather than the school type they attend.

Lastly in hypothesis 2, a statistical test was attempted between students' perceived academic ability and their educational/ occupational aspirations. Table 17 (a) and 17 (b) below present the finding of this study.

TABLE 17 (a): RELATIONSHIP BETWEEN STUDENTS' PERCEIVED ACADEMIC ABILITY AND EDUCATIONAL ASPIRATIONS

EDUCATIONAL ASPIRATIONS	PERCEIVED ACADEMIC ABILITY							
	BELOW AVERAGE				ABOVE AVERAGE		TOTAL	
	N	PERCENT	N	PERCENT	N	PERCENT	N	PERCENT
Low	22	7.9	33	11.8	12	4.3	67	24.0
High	7	2.5	101	36.2	104	37.3	212	76.0
TOTAL	29	10.4	134	48.0	116	41.6	279	100.0

$\chi^2 = 54.62$ with 2df. Significant at 0.05 level
of significance

C = 0.40

The relationship between students' perceived academic ability and educational aspirations was significant at the study's set decision criteria of 0.05 significance level. The strength of the relationship was also moderate as indicated by the value of C (0.40). It was therefore concluded that students' perceived academic ability influences their educational aspirations in Nyandarua District.

The finding of this study supports that of Blay (1973) whose study revealed that students' perceived academic ability was significantly related to his/her educational aspirations. According to Blay (1973) students' hopes of continuing their education was influenced by how they thought they performed academically. Further this finding resembles that of Clignet and Foster (1966) who conducted their study in Ivory Coast. Their study revealed that academic standing as measured by students' own ranking of his academic ability played a modest role in influencing educational aspirations. However, the finding of this study contradicts that of Kunza (1982), conducted in Korea. Kunza (1982), indicated that all the six factors he had hypothesized (significant others influence, academic performance, sex, urbanicity, socio-economic status and mental ability) that influenced occupational and higher educational aspirations of Koreans were significant except academic self concept variable. Probably the differences in the findings

of these studies are due to cultural differences between the two areas where the studies were conducted.

TABLE 17 (b): RELATIONSHIP BETWEEN STUDENTS' PERCEIVED ACADEMIC ABILITY AND OCCUPATIONAL ASPIRATIONS

		PERCEIVED ACADEMIC ABILITY							
		BELOW AVERAGE		AVERAGE		ABOVE AVERAGE		TOTAL	
OCCUPATIONAL ASPIRATIONS	N	PERCENT	N	PERCENT	N	PERCENT	N	PERCENT	
Low	20	7.2	69	24.7	57	20.4	146	52.3	
High	9	3.2	65	23.3	59	21.1	133	47.7	
TOTAL	29	10.4	134	48.0	116	41.6	279	100.00	

$\chi^2 = 3.73$ with 2 df. Not significant at 0.05 level of significance

C = 0.11

The relationship between student's perceived academic ability and his educational aspirations was not significant at 0.05 significance level. The relationship between the two variables was also weak as indicated by the small value of C (0.11). Accordingly it was concluded that students' perceived academic ability does not influence their occupational aspirations in Nyandarua District. Other factors that influence students' occupational aspirations exist rather than student's perceived academic ability. The finding of this study fails to support that of Clignet and Foster (1966) who found perceived

academic ability to have some influence on occupational aspirations of students. The difference between the finding of this study and that of Clignet and Foster (1966) could be attributed to the period of time which has passed between the conducting of the two studies. Clignet and Foster (1966) conducted their study more than two decades ago, hence there are bound to be changes in the way students form their aspirations. However the finding of this study is in line with that of Kunza (1982), a more recent finding, though from a study conducted in a different cultural environment.

H3: The students' personal factors influences his/her educational and occupational aspirations

The students' personal factors in this hypothesis were isolated as students' age and sex. These were seen as influencing a students educational and occupational aspirations.

Students sex was examined against his/her educational and occupational aspirations in Nyandarua District. Table 18 (a) and 18 (b) contain the finding of this study.

TABLE 18 (a): RELATIONSHIP BETWEEN STUDENTS' SEX AND EDUCATIONAL ASPIRATIONS

SEX						
		MALE		FEMALE		TOTAL
OCCUPATIONAL ASPIRATIONS	N	PERCENT	N	PERCENT	N	PERCENT
Low	45	16.1	22	7.9	67	24.0
High	148	53.1	64	22.9	212	76.0
TOTAL	193	69.2	86	30.8	279	100.0

$\chi^2 = 0.07$ with 1 df. Not significant at 0.05
level of significant

C = 0.02

From Table 18 (a) it is evident that the relationship between student's sex and his/her educational aspirations was not statistically significant at 0.05 significant level. The relationship between the two variables was also found to be too weak as indicated by the low value of C (0.02). The inference drawn is that in Nyandarua District, sex of students does not influence their educational aspirations.

The finding of this study is consistent with that of other scholars who conducted their studies in developing countries. Such scholars as Amadi (1975), Richards (1974), Blay (1973), Clignet (1966) have all concluded that the educational aspirations of students are not affected by sex differences. However this finding is not in line with that of Rono (1982) and Kariuki (1976) who conducted their studies in Kericho and Kiambu Districts respectively. Although the two studies (Kariuki, 1976; Rono, 1982); were conducted in Kenya, a developing country, their findings differ from the finding of this study probably due to time factor. As the years go by, students have tended to disregard their sexes as far as educational aspirations are concerned. Girls now see themselves as being equal to boys and can compete in any educational achievement, hence there is no sex difference in terms of aspirations. Further there are more girls' schools than it used to be soon after independence (1963), hence there are

more opportunities for higher education for both sexes. There is no sex discrimination in the selection to the institutions of higher learning. This probably does not create the difference in aspirations for both sexes.

TABLE 18 (b): RELATIONSHIP BETWEEN STUDENT'S SEX
AND OCCUPATIONAL ASPIRATIONS

SEX						
MALE			FEMALE		TOTAL	
OCCUPATIONAL						
ASPIRATIONS	N	PERCENT	N	PERCENT	N	PERCENT
Low	87	31.2	59	21.1	146	52.3
High	106	38.0	27	9.7	133	47.7
TOTAL	193	69.2	86	30.8	279	100.00

$\chi^2 = 12.28$ with 1df. Significant at 0.05 level of significance.

C = 0.21

The relationship between students' sex and occupational aspiration was statistically significant at 0.05 significant level. It was concluded therefore that students' sex did actually influence their occupational aspirations in Nyandarua District. The finding of this study fails to conform with the findings of the scholars who have conducted their studies in developing countries (see Amadi 1975; Richards, 1974; Blay 1973;) who have concluded that the educational and occupational aspirations

of students are not affected by sex differences. However it supports the findings of the studies that have been conducted in developed countries (Crawford 1975; Nam and Cowhig 1960).

TABLE 19 RELATIONSHIP BETWEEN STUDENT'S AGE AND EDUCATIONAL ASPIRATIONS

		EDUCATIONAL ASPIRATIONS				
		LOW		HIGH		TOTAL
AGE	N	PERCENT	N	PERCENT	N	PERCENT
Less than 15 years	1	0.4	3	1.1	4	1.4
Between 15 and 17 yrs	26	9.3	111	39.8	137	49.1
Between 17 and 19 yrs	34	12.2	94	33.7	128	45.9
Between 19 and 21 yrs	5	1.8	4	1.4	9	3.2
Over 21 yrs	1	0.4	0	0.0	1	0.4
Total	67	24.0	212	76.0	279	100.0

$\chi^2 = 10.43$ with 4 df. significant at 0.05 level of significance

C = 0.19

Analysis of the data shown in Table 19 revealed that there was a significant relationship between a students age and educational aspirations. On the basis of this findings, it was concluded that age of students influences their educational aspirations in Nyandarua District. These results tend to concur with Silvey (1969) and Ametwee (1979) who found that the age of students can influence their educational aspirations in his study. Older

students are expected to have life experiences which assist them in forming aspirations compared to younger students. In our study, it was observed that the number of young students (17 years and less) with high education aspirations was slightly greater than that of older students (over 17 years) who had higher educational aspirations (35.1%). The life experiences of older students may have had some influences on their educational aspirations. They were slightly more realistic in their aspirations compared to the younger students. Other studies such as that of Kariuki (1976) did not show any significant relationship between students age and their educational aspirations. The differences in the findings may be due to difference in time factor when the two studies were conducted.

TABLE 20 RELATIONSHIP BETWEEN STUDENT'S AGE AND OCCUPATIONAL ASPIRATIONS

	OCCUPATIONAL ASPIRATIONS					
	LOW		HIGH		TOTAL	
AGE	N	PERCENT	N	PERCENT	N	PERCENT
Less than 15 yrs	2	0.7	2	0.7	4	1.4
Between 15 and 17 yrs	71	25.4	66	23.7	137	49.1
Between 17 and 19 yrs	66	23.7	62	22.2	128	45.9
Between 19 and 21 yrs	7	2.5	2	0.7	9	3.2
Over 21 yrs	0	0.0	1	0.4	1	0.4
Total	146	52.3	133	47.7	279	100.0

$\chi^2 = 3.49$ with df. Not significant at 0.05 level of significance

C = 0.11

The data related to students' age and occupational aspirations was presented in Table 20. The data in the Table revealed no significant relationship between students' age and their occupational aspirations. These findings are consistent with the results from a study by Ametwee (1979) who found no significant difference between age and educational aspirations of primary school pupils. The students who participated in this study had more realistic occupational aspirations compared to their educational aspirations. Only one hundred and thirty three (47.7%) had high occupational aspirations. One hundred and forty six (52.3%) had low occupational aspirations. The difference in number between those with high and low occupational aspirations was only thirteen (4.6%). The young students (17 years and less) who had high occupational aspirations were sixty eight (24.4%) while the older students (above 17 years of age) who had high occupational aspirations were sixty five (23.3%). On the basis of these findings it was therefore concluded that there is no significant relationship between students' age and their occupational aspirations.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The main objective of this study was to examine some of the factors which influence the educational and occupational aspirations of secondary school students in Nyandarua District, Kenya.

Interest in this study emanated from the fact that, hitherto, no studies have been conducted in Nyandarua District to explore the factors influencing educational and occupational aspirations of secondary school students. Moreover existing studies that have been conducted elsewhere in the country tend to show that students' sex is an important determinant of educational and occupational aspirations of secondary school students. The type of school that a student attends (National, Provincial or Harambee), also may influence students aspirations (see Somerset, 1970). Education or occupation of students' parents have been indicated to be a powerful determinant of students' aspirations. However these studies were conducted many years ago, thus there is a need for another study to be conducted considering some of the factors that were included in the previous studies. These factors are father's education and occupation, mother's education and occupation, age, sex and family size. Further studies that have been conducted in other countries suggest that apart from the factors mentioned in Kenyan studies, there are other factors that can influence students' educational and occupational aspirations. These factors include: a student's residence whether rural or urban (Sewell et al 1957; Nam and Cowhig, 1960; Blay 1973); marriage type of student's father whether polygynous

or monogamous (Ametewee, 1979); student's perceived academic ability (Clignet and Foster 1966; Blay, 1973; Kunza, 1982). This study therefore investigates whether these factors which have not been investigated previously influence the educational and occupational aspirations of secondary school students in Nyandarua District. The study further investigates whether students' occupational aspirations are influenced by the type of school that a student attends which is either mixed or not mixed in terms of sex. While the subjects of the previous studies in Kenya have been the form four students (Kariuki 1976; Somerset, 1970;) the subjects of this study are the form two students in Nyandarua District.

It was hypothesized in this study that students' social background factors, school related factors and personal factors will influence his or her educational and occupational aspirations. The students' social background factors that were taken into consideration include father's education and occupation, marriage type of students' father, students' residence and family size. Student's school-related factors were considered to be the school type that a student attends (mixed or not mixed) and students' perceived academic ability (below average, average, above average). Students' personal factors in this study include his age and sex.

The data for this study were collected in Nyandarua District in September to November, 1987. The subjects for the study came from form two students who were the first

secondary school students under the 8-4-4 education system. They came from Magomano, Njabini, Karima, Nyandarua and Nyahururu secondary schools. Njabini and Karima were girls' secondary schools. Nyahururu was a boys secondary school, while Magomano and Nyandarua were mixed secondary schools.

A twenty item questionnaire was used for the collection of data. The questionnaire was administered to the subjects in their classrooms at their respective schools. The questionnaire generally took between 25 to 45 minutes to complete. Items in the questionnaire were both closed-ended and open-ended.

Statistical analysis of the data involved computation of frequencies, percentages, and means. While the contingency coefficient was used to measure the strength of association between variables in the sample, chi-square was used to test for statistical significance between the dependent and independent variables. Analysis of the data was done using the computer installed at the Institute of Computer Science, University of Nairobi.

Summary of findings

Analysis of the data revealed;

1. Virtually all the students hoped to continue their education after completing their four years of secondary school education. Majority of the students (77.1%) indicated that they wanted to continue to university education after form four. However 22.9% indicated that they hoped to continue their education upto form four level.

2. Unlike the high educational aspirations, about half of the students (52.3%) indicated that they would like to join occupations which require educational level of less than University education. These students were considered to have low occupational aspirations. One hundred and thirty three students (47.7%) however indicated that they would like to join occupations that require university education. These students were considered to have high occupational aspirations.
3. No significant relationship was found between students' social background variables (father's educational level/ occupation, mother's education, students' residence, marriage type of students' fathers and family size) and their occupational aspirations.
4. A significant relationship (at the 0.05 level) between students' educational aspirations and age, school type (single sex/mixed) as well as their perceived academic ability was found.
5. No significant relationship between students' perceived academic ability, school type and age and their occupational aspirations.
6. No significant relationship was found between students' sex and their educational aspirations. However, a significant relationship was found between students' sex and their occupational aspirations.

CONCLUSION AND DISCUSSION

Based on the results of the tests of the hypotheses and answers to research questions in the study, the following conclusions have been drawn:

Fathers' Educational Level and Educational and Occupational Aspirations of Students

The study provided conclusive evidence that there was no significant relationship between father's educational level and students' educational and occupational aspirations. The findings of this study reinforce those reported earlier by Blay (1973) and Ametewee (1979) in their studies. The two studies investigated whether fathers' education level influences educational and occupational aspirations of students in Ghana and Nigeria respectively. The results of the two studies revealed no significant correlation between fathers' education and students' educational and occupational aspirations among the subjects in their study.

Fathers' Occupation, and Educational and Occupational Aspirations of Students

The findings of the study did not support the hypothesis that there was a significant relationship between fathers' occupation and educational and occupational aspirations of the students. Probably the socialization process of children at home has helped in shaping their aspirations such that they no longer want to do the same kind of work as their fathers. These findings stand in contrast to relationships found between fathers' occupation and educational and occupational aspirations of students in Western societies (Porter 1954; Stubbins, 1950; Mulligan 1957). However, studies conducted in Africa (Blay, 1973; and Ametewee, 1979), supports the findings

of this study. The variation in results may be due to increased awareness of the importance of education among African children and parents irrespective of their social background. In many African countries, governments have also encouraged all parents to take their children to school.

Family Size and Students' Educational and Occupational Aspirations

No significant relationship between family size and students' educational and occupational aspirations were evident in the study. This hypothesis was based on the assumption that if a family has a large number of children the parental attention given to individual child would be less compared to a family which has fewer number of children. It was also assumed that a large family would experience more economic problems or constraints than a small family. This may discourage children from large families from aspiring to higher educational and occupational levels. However, the study did not support this view. Probably the interaction between students and their parents did not influence their aspirations. It was therefore concluded that family size has no significant influence on students' educational and occupational aspirations. These findings conformed with the results from an earlier study by Kariuki (1976) who found no significant relationship between students' family size and their educational and occupational aspirations.

Marriage Type of Students' Fathers and Students Educational and Occupational Aspirations

The findings of this study did not support the hypothesis that students from polygynous families have a higher educational and occupational aspirations than those from monogamous families.

The hypothesis was based on the assumption that the jealousy and rivalry which is usually observed among co-wives in polygynous families would be a source of development of competitive spirits in children from such families. Such healthy competitive spirit would show in students' educational and occupational aspirations. However in our study, students who came from polygynous families were only sixty two (22.2%) of the two hundred and seventy nine students. This number was quite small to have any statistical significant effect on the total sample of students. It is however noteworthy that of the sixty two students from polygynous families, more than two thirds of them (43) had a high educational aspirations and about half of them also had high occupational aspirations. On the basis of the findings of this study, it was concluded that marriage type of students' fathers has no significant relationship on students' educational and occupational aspirations.

Students Residence When Not in School And Their Educational And Occupational Aspirations

The study did not provide results which supported the hypothesis that there was a significant relationship between students residence when not in school and their educational and occupational aspirations. The data revealed that more than three quarters of the students live in rural areas while only 21.5% of the students who participated in the study live in urban areas. It was however noted that of the sixty students who lived in urban areas, forty nine of them had high educational aspirations while twenty eight had high occupational

aspirations. The number of students who lived in urban areas was about (21.5%) of all the subjects in the study. It was evident therefore that they could not have a statistically significant influence on the educational and occupational aspirations of the students who participated in the study. It was therefore concluded that students' residence when not in school did not have any significant relationship to their educational and occupational aspirations. As pointed out earlier (see page 85), students are away on holidays for only three months in a year. Probably the period of interaction between students and members of their urban or rural communities is too short to affect students' aspirations. As a result, socialization of students regarding jobs and the educational level required in order to get these jobs did not take place. These results support the study by Blay (1973), who found no significant correlation between students' residence and educational and occupational aspirations in a study conducted in Ghana.

Although students social background factors did not have any significant relationship on their educational and occupational aspirations in this study, other studies have shown such significant relationship (Ametewee 1979, Kariuki, 1976; Sewell et al 1957; Somerset 1970). However a major difference between those studies and this study is the educational level of students who participated in the study. In most of the previous studies, the subjects were form four or students who were about to complete their secondary education. The subjects for this study were form two students who had only two years of secondary education. They were the first group of secondary school students in the

new 8-4-4 system of education that has just been introduced in the country. The educational and occupational aspirations for most of them may still be in the process of formation. Blay (1973), found similar results to this study with primary school pupils in Ghana.

Type of School Attended And Students' Educational Aspirations

Data from the study revealed that the type of school attended by a student (single sex/mixed) had a significant relationship to students' educational aspirations. The results of the study indicated that 30.8 per cent of the students from single sex schools had high educational aspirations in contrast to 45.2 per cent of students from mixed schools. Socialization process among boys and girls from mixed schools may promote competitive spirit among them. Consequently students from mixed schools would be expected to have high educational aspirations. This may explain the significant relationship found between the type of school attended by students and their educational aspirations. The results of testing the hypothesis provided a basis for the conclusion that the type of school attended by a student had a significant relationship to their educational aspirations.

Type of School Attended And Students' Occupational Aspirations

The findings of the study did not support the hypothesis that there was a significant relationship between type of school attended (single sex/mixed) and the occupational aspirations of students. Data from the study showed that 52.3 per cent of all the students (18.3% from single sex; 34% from mixed schools who participated in the study had low occupational aspirations. These results clearly indicated that some of the students who had high

educational aspirations may not have been aware of the various occupation entry requirements. Probably these students were not well socialized in regard to occupational entry requirements. Hence they indicated preference to jobs that did not require university education. The findings from the testing of hypothesis provided the basis for conclusion that the type of school attended (single sex/mixed) did not have a significant relationship to students occupational aspirations.

Perceived Academic Ability and Students' Educational Aspirations

Analysis of the data from the study revealed that there was a significant relationship between students perceived academic ability and their educational aspirations. This finding can be explained by the fact that if a student performs well academically, he stands a good chance of getting an opportunity to continue his education. However, if a student perceived his academic ability as low, he will consider his chances of continuing education as low. This would be reflected in his educational aspirations. This observation tends to explain the significant relationship observed between perceived academic ability and educational aspirations of students. Those who perceived themselves as academically able showed higher levels of educational aspirations than the less academically able. Probably symbolic interaction among students and their teachers has helped in shaping students educational aspirations. On the basis of these findings it was concluded that students' perceived academic ability influences their educational aspirations.

Perceived Academic Ability and Students' Occupational Aspirations

The findings of the study did not support the hypothesis students' perceived academic ability was significantly related to

occupational aspirations. At form two level of education, students' knowledge of entry requirements to various occupations may be limited. It is therefore possible that students who perceived themselves as average or above average in academic ability may have indicated that they aspired to occupations that do not require university education. This view is supported by the data which indicated that 52.3 per cent of all students who participated in the study had low occupational aspirations. On the basis of these findings it was concluded that students' perceived academic ability has no significant relationship to their occupational aspirations.

Sex and Students' Educational Aspirations

The study did not provide results which supported the hypothesis that there was a significant relationship between the sex of students and their educational aspirations. The conclusion drawn from the finding of this hypothesis is that in Nyandarua District, sex of the students does not influence their educational aspirations. A possible explanation for this observation is that since 1963, when the country attained her independence, the government has encouraged parents to educate their girls unlike before 1963 when boys were given priority in education by parents. The government has since 1963, increased the number of girls secondary schools, adopted the policy of non-discrimination on the basis of sex in the selection of institutions of higher learning and in late 1960's and early 1970's girls paid less school fees in secondary schools compared to boys. All these measures have encouraged girls to regard themselves equal to boys in educational matters and hence have adopted similar educational aspirations. Consequently, students have been socialized in such a way that, they have no sex- stereotyped

ideas as far as educational aspirations are concerned. The finding of this study conforms with the results of studies done earlier by Amadi (1975) and Blay (1973).

Sex and Students' Occupational Aspirations

In our study, students' occupational aspirations were significantly related to their sex. Male students showed higher occupational aspirations than female students. Out of the eighty six female students who participated in the study only twenty seven (9.7%) of them had high occupational aspirations. However, of the one hundred and ninety three male students who participated in the study, one hundred and six (38.0%) had high occupational aspirations. The lower levels of occupational aspirations expressed by female students may be explained by the fact that occupations which require university education (such as engineer, architect, university lecturer, lawyer etc) have traditionally been considered as "a man's job". These occupations usually require long periods of schooling and female students may be discouraged from joining them because of the time required for studying them. Perhaps through socialization process female students have acquired sex stereotyped ideas that there are jobs that are suitable for their sex. On the basis of the findings of this study, it was concluded that students' sex influences their occupational aspirations.

Mothers' Education and Educational and Occupational Aspirations of Students

Analysis of the data from the study revealed that there was no significant relationship between mothers' educational level and students' educational and occupational aspirations. This finding was attributed to the fact that most of the mothers of students who participated in the study had very low educational levels.

About 85.3% of all the students who participated in the study had mothers' whose educational level was primary education or less. Students whose mothers had high educational level were very few to have any influence on the whole sample. On the basis of these findings, it was therefore concluded that mothers' education is not related to secondary school students educational and occupational aspirations.

Age and Students' Educational and Occupational Aspirations

Data from the study revealed that students age had a significant relationship to their educational aspirations but non-significant relationship to their occupational aspirations. The lack of significant relationship between students' age and occupational aspirations was attributed to their lack of knowledge of careers that are available after completing form four and higher levels of education. At form two level of education, students' have a limited knowledge of job requirements and availability of employment opportunities. Probably these students had not been socialized enough as far as jobs are concerned as indicated by Table 9, since they thought they were academically able and that they were capable of getting jobs. On the basis of these findings it was concluded that there were significant relationships between students' age and educational aspirations but non-significant relationship with occupational aspirations.

RECOMMENDATION

The following recommendations were proposed on the basis of the results of this study:

1. Proper Guidance and Counselling services should be offered to students in secondary schools from as early as when they

enter form one. Such a service will help students in adjusting their aspirations to the realities so that they do not get frustrated when their aspirations are not achieved.

2. Female students in secondary schools, should be informed of the kind of jobs that exist in the labour market and those that they are eligible to join. They should be encouraged to join careers such as engineering, medicine, and law, which are traditionally considered as a "man's job". They should be made to understand that if they qualify to join institutions that offer courses leading to occupations in these areas, they will not be discriminated by our education system on the basis of their sex.
3. Teachers and Career Masters should keep progressive records of the academic achievement of students under their care. Such information will assist them in guiding and advising the students on the career choices available to them. It will also help the students make rational decisions on the level of education that they can achieve and careers that they can join after formal education.

Recommendations for further research

1. This study was limited in scope to only one district. It is recommended that a similar study should be conducted at inter-district, provincial or national level. This will ensure a large sample and a broader scope. Such a study will also shed light on the problems experienced by secondary school students when their aspirations are being formed.
2. Studies should be conducted to examine other factors such as peer influence, parental income, parents' interest in

students' schooling, which may influence educational and occupational aspirations of secondary school students.

3. In the view that the educational level of students influence the educational and occupational aspirations of secondary school students as has been found by other studies (see Somerset, 1970; King, 1968; and Kariuki 1976;), a follow-up study should be conducted when the present form two students are about to complete form four. This should be done in order to find out whether their aspirations will change or whether they will be more realistic as they become older in age.
4. A follow-up study should be conducted to establish the career which students who participated in the study will join in relation to their secondary school occupational aspirations.
5. More research should be done to investigate how aspirations are formed and how students can be helped in the formation of their aspirations. Both parents, students and teachers should be interviewed.
6. National examination results should be used to establish whether students' academic performance instead of students' perceived academic ability influence their educational and occupational aspirations.

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APPENDIX 1
QUESTIONNAIRE FOR THE PILOT STUDY

SECONDARY SCHOOL STUDENTS' QUESTIONNAIRE

DIRECTIONS

Please put a circle around the appropriate number or fill in the blank space provided as honestly and accurately as possible about yourself.

e.g. Are you a boarder or a day scholar?

(1) Boarder (2) Day scholar

Circle (1) if you are a boarder.

1. What is your sex?

(1) Male (2) Female

2. What is your age in years? Actual age _____

(1) Less than 15 years.

(2) Between 15 and 17 years.

(3) Between 17 and 19 years.

(4) Between 19 and 21 years.

(5) Over 21 years.

3. What is your father's highest education that he attained?

(1) None

(2) Lower Primary (Standard 1 - 4)

(3) Upper Primary (Standard 5 - 8)

(4) Secondary School (O - level)

(5) Secondary School (A - level)

(6) University

(7) Other (specify) _____

5(a) What is your father's occupation (If your father is
dead, give your guardian's job)

(b) Did your father/guardian have any kind of education/
or training (e.g. in a Trade School, Secretarial School,
Teacher Training etc.)

(1) Yes (2) No

If yes explain briefly

6(a) What is your mother's occupation? (If your mother is
dead, give your guardian's job)

(b) Did your mother/guardian have any other kind of
education/or training (e.g. in a Nursing School, Teacher
Training, Secretarial School etc.)

(1) Yes (2) No

If yes explain briefly

7. How many wives does your father have?

(1) One (2) Two (3) Three

(4) Four (5) Five or more

(6) Other (specify) _____

8(a) How many children does your mother have including you?
(Write in numbers)

(1) Number of boys _____

(2) Number of girls _____

(b) What order of birth are you among your mother's children?
(Indicate whether 1st born/2nd born etc).

9. How many children does your father have?

(Write in numbers) leave blank if your father has one wife.

(1) Number of boys _____

(2) Number of girls _____

10. Where do you live when the school is closed?

(i.e. during school holidays)

(1) Nairobi city

(2) Within a municipality

(3) Within an urban council

(4) In rural areas

(5) Others (specify) _____

11. What is the name of your school?

12. Is your school a single sex or mixed school?

(1) Boys school

(2) Girls school

(3) Mixed school

13. Do you hope to continue your full-time education after you have completed your secondary school course?

(1) Yes

(2) No.

14. What is the highest academic level of education would you like to attain?

(1) To complete secondary school

(2) To join post-secondary professional training (e.g teacher, training, nurse training, polytechnic etc).

(3) University.

15. Looking realistically at your future, how would you regard your chances of continuing your education after secondary school?

- (1) Will be certain to continue my education.
- (2) Have a good chance of continuing my education.
- (3) Will not really be likely to continue my education.
- (4) Will certainly not be able to continue my education.
- (5) Other (specify) _____

16. If you were free to choose any job that you wished, what kind of job would you like to have more than the other? Explain the job fully and specifically indicate the occupation.

17. The following ideas are reasons people have for choosing an occupation. Please read the whole list and mark the most important reasons for choosing a particular occupation. In other words you should rank these reasons according to their order of importance.

(MARK EACH ITEM. USE NUMBERS 1 TO 5)

- (1) To earn plenty of money and be able to buy the things I would like to have _____
- (2) To work in some way that my country ~~needs~~ help _____
- (3) To have prestige and honour as an important man or boss _____
- (4) To do work that makes me happy _____
- (5) To earn enough money, to live on and have time for my own interests _____

18. When you complete school, would you like to do the same kind of work as your father and/or mother?

(CHECK ONE ANSWER FOR YOUR FEELINGS ABOUT YOUR FATHER'S WORK AND ONE ANSWER FOR YOUR FEELINGS ABOUT YOUR MOTHER'S WORK)

- (a) Father (1) Yes (2) No

My reasons for saying this are: (Write in reason or reasons) _____

- (b) Mother (1) Yes (2) No

My reasons for saying this are (Write in reason or reasons) _____

19. How would you rate yourself in terms of your academic ability?

- (1) Above Average
(2) Average
(3) Below Average

20. In which position were you during the last terminal examination in your class?

- (1) First Quarter
(2) Second Quarter
(3) Third Quarter
(4) Fourth Quarter

THANK YOU FOR PARTICIPATING IN THE STUDY

APPENDIX 2
QUESTIONNAIRE FOR THE MAIN STUDY

SECONDARY SCHOOL STUDENTS' QUESTIONNAIRE

DIRECTIONS

Please put a circle around the appropriate number or fill in the blank space provided as honestly and accurately as possible about yourself.

e.g. Are you a boarder or a day scholar?

(1) Boarder (2) Day scholar

Circle (1) if you are a boarder.

1. What is your sex?

(1) Male (2) Female

2. What is your age in years? Actual age _____

(1) Less than 15 years.

(2) Between 15 and 17 years.

(3) Between 17 and 19 years.

(4) Between 19 and 21 years.

(5) Over 21 years.

3. What is your father's highest education that he attained?

(1) None

(2) Lower Primary (Standard 1 - 4)

(3) Upper Primary (Standard 5 - 8)

(4) Secondary School (O - level)

(5) Secondary School (A - level)

(6) University

(7) Other (specify) _____

5(a) What is your father's occupation. (If your father is dead, give your guardian's job)

(b) Did your father/guardian have any kind of education/
or training e.g. in a Trade School, Secretarial School,
Teacher Training etc.)

(1) Yes (2) No

If yes explain briefly

6(a) What is your mother's occupation? (If your mother is
dead, give your guardian's job)

(b) Did your mother/guardian have any other kind of
education/or training (e.g. in a Nursing School, Teacher
Training, Secretarial School etc.)

(1) Yes (2) No

If yes explain briefly

7. How many wives does your father have?

(1) One (2) Two (3) Three

(4) Four (5) Five or more

(6) Other (specify) _____

8(a) How many children does your mother have including you?
(Write in numbers)

(1) Number of boys _____

(2) Number of girls _____

(b) What order of birth are you among your mother's children?
(Indicate whether 1st born/2nd born etc).

9. How many children does your father have?

(Write in numbers) leave blank if your father has one wife.

(1) Number of boys _____

(2) Number of girls _____

10. Where do you live when the school is closed?

(i.e. during school holidays)

(1) Nairobi city

(2) Within a municipality

(3) Within an urban council

(4) In rural areas

(5) Others (specify) _____

11. What is the name of your school?

12. Is your school a single sex or mixed school?

(1) Boys school

(2) Girls school

(3) Mixed school

13. Do you hope to continue your full-time education after you have completed your secondary school course?

(1) Yes

(2) No.

14. What is the highest academic level of education would you like to attain?

(1) Complete form four

(2) University

15. Looking realistically at your future, how would you regard your chances of continuing your education after secondary school?
- (1) Will be certain to continue my education.
 - (2) Have a good chance of continuing my education.
 - (3) Will not really be likely to continue my education.
 - (4) Will certainly not be able to continue my education.
 - (5) Other (specify) _____
16. If you were free to choose any job that you wished, what kind of job would you like to have more than the other? Explain the job fully and specifically indicate the occupation.
- _____
- _____
17. The following ideas are reasons people have for choosing an occupation. Please read the whole list and mark the most important reasons for choosing a particular occupation. In other words you should rank these reasons according to their order of importance.
- (MARK EACH ITEM. USE NUMBERS 1 TO 5)
- (1) To earn plenty of money and be able to buy the things I would like to have _____
 - (2) To work in order to develop my country. _____
 - (3) To have prestige and honour as an important man or boss _____
 - (4) To do work that makes me happy _____
 - (5) To earn enough money, to live on and have time for my own interests _____

18. When you complete school, would you like to do the same kind of work as your father and/or mother?

(CHECK ONE ANSWER FOR YOUR FEELINGS ABOUT YOUR FATHER'S WORK AND ONE ANSWER FOR YOUR FEELINGS ABOUT YOUR MOTHER'S WORK)

- (a) Father (1) Yes (2) No

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- (1) First Quarter
(2) Second Quarter
(3) Third Quarter
(4) Fourth Quarter

THANK YOU FOR PARTICIPATING IN THE STUDY