EDUCATIONAL AND CAREER EXPECTATIONS OF FORM THREE GIRLS AT NYABURURU AND KERERI SCHOOLS IN KISII DISTRICT

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A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION.

KENYATTA UNIVERSITY
DECLARATION

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

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DEDICATION

This thesis is dedicated to the 1988 Form Four Students of Moi Girls' Mandera who inspired the author and to my parents, Kwamboka and Obonyo from whose "universities" I first graduated. Special dedication to my daughter Amina Ochora who was born when I was collecting data for this study.
ACKNOWLEDGEMENTS

I am grateful to Kenyatta University whose generosity made it possible for me to carry out the study. I am particularly thankful to the university for granting me a scholarship.

A special mention goes to my supervisors Dr. Okwach, J.A., Dr. Wamahi, S.P. and Dr. Waiyaki, E.M. who through their handy and untiring effort provided guidance, criticisms, suggestions and encouragement during the formulation and writing of this study. Indeed, I owe them deep appreciation.

Discussion with Prof. D.N.Sifuna, Mr. Kombo, D.K., Mr. Ogolla, N. A., Mr. Makambi, K., Mr. Ombati, V. and Mr. Otwori, C. O. also deserves mention for their direct contributions. The list is too long to permit individual mention but this does not indicate any dilution of gratitude.

I am appreciative to the participation of teachers and students of Nyabururu and Kereri who made it possible to conduct this study successfully.

Special thanks to my lovely wife Mokeira and daughter Amina for their patience and encouragement throughout the trying periods of brutish neglect because of this study. Also my parents for their sacrifice and patience during my study. Lastly, I would like to express my thanks to Eudias O. Obuya for her care in typing this work.

KWA WOTE, AHSANTENI SANA.

MMO 1994
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The study set out to explore the educational and career aspirations of Form Three girls in two secondary schools in Kisii District and to attempt to describe the home background and the school setting of the students. The study also examined the role played by the parents and teachers in creating career awareness. An attempt was made to find out the perceptions of the parents and teachers on students' educational and career expectations.

A total of two hundred and thirty-two students, twenty-four teachers (headteachers inclusive) and six parents participated in this study. Four types of research instruments were used; observation guides, questionnaires, interview guides and official records. Observation guide was used in a non-participant form in and outside classrooms. Questionnaires were used to get demographic data from the Form Three students. Interviews were administered to twenty-students, twenty-four teachers and six parents so as to obtain information on students' educational and career aspirations. Official records were used so as to obtain the history of the schools and to analyze the Kenya Certificate of Secondary Education (KCSE) examination results for the years 1989 and 1990. Analysis of the data was presented in form of simple tables, actual words of the informants and brief discussions.

From students' educational aspirations, it was found that most students preferred post-secondary education to direct employment. In the pursuit of further education (at university and middle colleges), most students preferred to study art subjects to sciences. However, on students' career aspirations, most students aspired for science-oriented careers. Gendertyping of subject choice appeared to guide most students in the pursuit for further education unlike it did on career preference.
It was concluded that the girls were aware of their educational and career aspirations in spite of the schools not creating the awareness among students. The schools were found to be examination-oriented judging school success by performance in national examinations.

On the basis of the collected data, it was generally recommended that the Ministry of Education should ensure that teachers are well-trained to nurture students' aspirations besides the formal teaching in schools. There is also a need to design a more gender sensitive curriculum so as to minimize gendertyping tendencies among girls.
CHAPTER ONE

BACKGROUND, STATEMENT AND CLARIFICATION OF THE PROBLEM

Background of the Problem

The issue of equality in general and educational opportunities in particular has been the pre-occupation of most governments and lobby groups in both more industrialized and Third World nations. It is generally accepted today that equality between human beings is a desired goal, and is reflected in the United Nations (UN) Declaration of Human Rights (1948) which states that: "All human beings are born free and equal in dignity and freedoms (and are entitled) to the rights and freedoms set forth in this Declaration without distinction of any kind." It is in the light of this Declaration that provision of educational opportunities should reflect minimum gender inequalities.

This pledge by the UN remains largely unattained by most contemporary governments. Studies on gender issues in developing countries have shown that gender inequality has tended to be enhanced by formalized prejudices, stereotyping, discriminatory practices and violence; drawing justification from religious, biological, psychological, cultural and/or economic dimensions in most societies. In fact, as studies have shown, over the last decade or so, gender inequality has tended to widen in most parts of Africa. Widening gender inequality precludes meaningful development of a nation. Unless women's pivotal role in the development process, and their unequal access to development benefits are addressed, critical problems affecting overall development, including shortfalls in food production, inadequate health care, and a rapidly increasing population, will not be solved. However, as feminist scholars have observed, both women's welfare and strategic needs will have to be met so as to encourage them to take responsibility for their lives as self-determining autonomous human beings. The aim of these scholars is to help women become human beings who not only think critically, and analyze and
synthesize facts and figures but also express feelings and emotions in their thoughts and actions\textsuperscript{3}.

Education as one of the basic human rights has been considered as a means through which social (and gender) equality in society may be achieved. This is so because although education can reinforce attitudes towards gender (which originates in the home and community); it can also be used to challenge the way gender is structured by offering an alternative to the existing ideology that generally views females to be less capable and productive than males, especially within the African context\textsuperscript{4}. In addition, a clear link has been established between the education of women and girls and its effects on development. These effects include improved family care, higher rates of child survival, growth and development; higher aspirations for education, and increased efficiency in the management of agricultural, food and environmental resources among others\textsuperscript{5}.

One of the major purposes of education worldwide is to prepare and orient the youth, irrespective of gender, towards the world of productive work in various fields of human endeavour. To achieve this goal, a number of governments spend a substantial proportion of their national budget on education: For example, the Kenya government spends well over 30 per cent of its national budget on education\textsuperscript{6}.

In both developed and developing countries, women are participants in processes of social and economic change and yet their contributions have not been given the recognition it deserves. Studies worldwide show that women have little control over decisions at the highest levels. For example, majority of women are excluded from active politics and are guided and placed into what has been commonly referred to as "feminine" occupations like Teaching, Social work and Nursing. In Africa, women's situation is worrying as they continue to be largely under-recognized, under-utilized and under-represented as sources of human capital due to the quality of education they attain\textsuperscript{7}.
The education women receive has tended to neglect scientific and technical subjects. This tendency has limited women's chances of securing skilled and well-paid jobs. If women do not secure skilled and well-paid jobs, there is a likelihood that they would not occupy pivotal positions in society.

In the last fifteen years, studies focusing on women have been intensified in an effort to address the above imbalance. These studies have addressed issues affecting women's advancement, especially in the world of work. After the 1985 UN Women Decade Conference in Nairobi (Kenya), it was noted that women in Africa and other parts of the Third World had been studied as wives, parents, workers, managers, employers and employees, and in different functions and occupations within various cultures and societies. The "1992 World Labour Report" observes that though more and more women are working outside the home, jobs done by them are often part-time and precarious and they still face many forms of discrimination including low pay, discriminatory benefits, low status and sexual harassment; aspects attributed to the social setup and the education women continue to attain.

In the Kenyan context, women's participation in key positions remains minimal in general terms. Educational policies have done very little to alter the educational and career expectations for girls as they go through the education system. It is as if girls and boys are not exposed to the same educational curriculum because of the inequalities manifested when it comes to educational and career expectations. This phenomenon could be due to the attitudes held towards girls by the society, parents and girls themselves as they go through the education system.

Further, in Kenya it is acknowledged that education remains the most single major factor that can narrow the gender imbalances in all sectors of development. The overall situation, however, reveals that females are disadvantaged at all levels of education in terms of access, participation, completion and performance. For instance, there remains a striking gender gap
in the performance of national examinations and education choices which has been mostly influenced by the bias which exists in the educational system in favour of boys. Consequently, these biases have affected in career paths or course combinations chosen in secondary and university levels. To address the gender gap, there is a need to empower women in development activities.

Statement of the Problem

Education as a fundamental human right is a primary factor for bringing changes in individuals regardless of gender. In this regard, education is seen as a basic need which facilitates development and as a capacity building activity which sustains and accelerates development with a human focus. Broadly, education is expected to increase work efficiency and productivity in society by empowering individuals, improving income distribution, preparing skilled workers to manage capital and technology, and enabling people to understand and address major social issues like democratization, national unity and social cohesion.

Women as part of the human race have tended to be disadvantaged in education and by extension in employment on the basis of gender which negates their fundamental human right. Due to this discrimination, women continue either to be under-represented or to under-participate or under-achieve.

According to Bhasin, it is as if formal education and knowledge have been used to subordinate and disenpower women in their pursuits in the world of work and yet education remains crucial in promoting the participation of human beings in development.

It is acknowledged that lack of education or limited and gender-biased education among women leads to their inequitable representation in most of the important sectors of society such as employment, politics and other decision-making organs such as Parliament. Such inequalities
mainly affect the job placements and promotion of women which in turn minimize the economic and political empowerment of women and their participation in development.

Therefore, under the prevailing conditions, there is a need to make women an integral part of the adjustments to new scientific and technological changes to facilitate meaningful development. If women are not as fully involved as men in education there is a loss of talent to society, and national development. A clear link has been established between the education of women and girls and positive effects on development. Top on the list of these effects include improved family care, health and nutrition, higher rates aspirations for education and increased efficiency in management of agricultural production and environmental resources, access to paid employment and earning capacity (economic autonomy), political affiliation and the exercise of informed choice. Such an exposure predisposes women to widen their horizons so as to overcome social prejudice and earn their socio-cultural autonomy. The subservience of women remains to be attributed to their ignorance which presupposes that education remains one of the most effective ways of developing human potential and equipping humankind with the skills needed for its survival.

The study was prompted by a realization of the fact that secondary schooling is an important transition stage for the girls as they advance to adulthood and consequently are expected to join the world of work. It is important to discover how the school, at this level, shapes the attitudes and expectations of the girls in regard to educational and career preferences.

The school, in this study, is seen as a social institution offering immense opportunities for the nurturing of long lasting attitudes and aspirations through the socialization process. While at school, it is important that students are guided appropriately to meet their expectations before they complete schooling.
Purpose of the study

The task of this study was to examine the educational and career expectations of Form Three girls at Nyabururu and Kereri secondary schools in Kisii District. In order to focus clearly on the above problem, the study undertook to answer one broad research question:

What are the educational and career expectations of Form Three girls (students) at Nyabururu and Kereri secondary schools?

It is important to study women's education and careers in an effort to understand the obstacles to the realization of the above goals. It is only an understanding of the problem that can help one to find solutions for it. As we approach the year 2000, women in Kenya continue to be largely excluded from key positions in the government, business, and professions.

Objectives of the Study

Specifically, the objectives of the study were to:

1. examine the subject choice for further education and career preferences;
2. investigate the career awareness among the students studied; and
3. analyze the emerging trends related to students' educational and career expectations.

Significance of the Study

The findings of this study could be important in many ways. First, women's education is an area that is gaining a lot of publicity by most governments in the world today. Therefore, the findings of this study should contribute to our knowledge of women's education in Kenya in general and women's educational and career aspirations in particular. This knowledge refers to the fields of women's studies, women in development, education, sociology of education and
even the development of African studies.

Second, most studies on women’s education in Kenya are survey type. In fact, very few studies actually study women using the qualitative approach which was used in this study. Using the approach, the researcher was able to study the classroom dynamics and perceptions of teachers and students which cannot be highlighted by survey studies. Further, this study provides researchers with a methodological tool for the study of Kenyan schools. The study thus has implications for gender and educational research.

Third, the study may help to formulate gender responsive policies and strategies. These policies and strategies could be incorporated while developing the secondary school curriculum. The incorporation would enable girls while in secondary schools to pursue studies and careers primarily where there are few or no females. These policies could be incorporated while developing the secondary school curriculum.

Fourth, the study can help to sensitize school administration and the community of the need to guide children of both genders fairly on educational and career prospects as students get prepared to join the world of work. Findings of the study could be incorporated into seminars and refresher courses to sensitize parents and teachers. This will be in an effort to democratize education right from home to schools.

Scope and Limitations of the study

The study was based on a survey of Nyabururu and Kereri Girls Secondary Schools in Kisii District and includes Form Three students, subject teachers and headteachers, and six, Form Three parents at the two schools. The study was done within the following limitations:

(i) The sample was drawn from only two schools in Kisii District and includes only 232 students, only 20 were interviewed in detail (8 from Nyabururu and 12 from Kereri), 20
teachers, 2 headteachers were interviewed in detail (9 from Nyabururu and 13 from Kereri), 6 parents (4 females: 3 at Nyabururu and 1 at Kereri, and 2 males at Kereri).

(ii) The study took a period of three months within which it had to be completed due to the financial provisions which could not allow an extension. It was not a longitudinal study which could have permitted examination of changes in students' career expectations over time.

Due to the above mentioned limitations, any generalizations from the findings presented in chapter four, must take the limitations into account.

Definition of Key Concepts

Below, major concepts, as used in the study, are defined with a view to clarifying the research problem further.

**Attitudes:** are perceptions which are held by people and, they develop over time in different cultures. Thus as attitudes are nurtured, they can either be negative or positive.

**Expectations:** these are realizable preferences students wish to make in regard to their education and career pursuits after completing secondary school education. Therefore, these are perceptions projected to be achieved. Expectations are based on ones' socialization upon which students set goals.

**Career:** an occupation that a student would like to join after secondary or post-secondary education. This includes both non-remunerated occupations (like being a housewife) and remunerated occupations (like Teaching). A career thus refers to an occupation, while career expectation refers to the type of occupations the students want to join after completion of school.

**Gender:** this is the bio-cultural division of people into male (man) and female (woman) in a
given society. Sometimes sex is confused with gender. Sex is the biological division of human beings into females and males which is determined at conception. In this study, however, sex and gender are used interchangeably.

**Gender role:** this is the way society assigns different chores to the genders as deemed appropriate for either a female or a male. This is where the culture ascribes to people what a female or male should do. Essentially these are beliefs about the differing characteristics of female and male.

**Education:** is the nurturing of personal growth viewed from the particular standpoint of learning how to live that life progressively. An individual’s growth depends on mental, spiritual and bodily help from the society. Here society is expected to instil in individuals certain skills, aspirations or attitudes that are judged to be useful and desirable. Schooling refers to the formal learning that individuals acquire in educational institutions. Education is a broader concept than schooling. In this study however, education and schooling are used interchangeably.

**Post-secondary education:** refers to the education obtained after secondary school - offered at the university or middle colleges. It is interchangeably used with further education.

**Socialization:** Conventionally defined as the process by which persons acquire the knowledge skills and dispositions that make them more or less integrated members of their society. To sociologists, socialization and education are used interchangeably.

**Stereotyping:** is a standardized way of perceiving of a group that is inappropriately applied to all its members. The image held may have some elements of truth but it does not apply to all cases.

**Sex-stereotyping:** a process by which persons are socialized to think that they have to act and behave in a way deemed appropriate to their sex (gender). Sextyping and gendertyping are
used with sex-stereotyping interchangeably in this study.

**Organization of the Study**

The study is divided into five chapters. Chapter one deals with the background and statement of the problem. The chapter summarizes the situation of women in education in the world. This leads to the statement of the problem. The final section of this chapter presents significance of the study.

Chapter two deals with literature review. The literature review is divided into women's education in the world, Kenya included, aspirations and expectations of girls in various parts of the world, and finally, conceptual perspective of the study.

Chapter three examines the research methodology, where the research design, research instruments and research procedure, and data analysis are presented.

Chapter four presents data findings. Data findings are based on the major research question which deals with the educational and career expectations.

Finally, chapter five deals with summary, conclusions recommendations and suggestions for further research.
Endnotes


2. Ibid.,


4. Ibid., p. 446.


CHAPTER TWO
LITERATURE REVIEW

Introduction

This chapter presents a review of relevant literature. The presentation is divided into three parts. Part one examines women education in the world in general. In this part, studies done on women education in different parts of the world are reviewed. Part two discusses literature on the aspirations of students with reference to girls' expectations. Part three deals with the conceptual perspective underlying the study. Here, the researcher examines gender differentiation and its maintenance, socialization and gendertyping in the schooling of girls.

Women's Education

All over the world, most countries have encouraged the participation of women in development. In the same vein, most nations have made it possible for women to have access to various development activities in many ways.

Governments have involved women in development activities by making it possible for women to own property, to vote, to stand for election, to have equal access to education and employment among other things. However, as research shows, women continue to lack control of their own pursuits. This predicament has led to women's under-recognition in various societies. Women's under-recognition has tended to negate equality in participation because of women's absence from top positions of power in the policy and decision-making process. As McAuley observes, though women have had equal opportunities in provision and access to education (especially in the Socialist governments), this has not brought about the reduction of occupational segregation, nor has it brought about any marked fall in earning differentials.
According to Borcelle, it is as if education, training and career guidance conspire to direct women towards the worst-paid occupational sectors. Borcelle continues to elaborate that during the schooling of girls before entry into the labour market, girls generally receive very poor guidance (or none at all) in preparation for their working life. It can be added that formal education and knowledge has been a tool to subordinate and disempower women.

As the world prepares to enter the 21st century, the status of the majority of women in the Third World countries remain economically, socially and almost in every other way clearly "inferior" to that of men notwithstanding the work of United Nations and its agencies to ameliorate the predicament. Studies done on women education all over the world have shown that women have lower levels of educational attainment than men. The lower levels of education among women has subsequently hampered women's career attainment and advancement. Many reasons have been advanced to explain the predicament. These factors include high dropout and pushout rates in developing countries but none consistently explains the variations across the world.

Studies have further shown that the proportion of illiterate women instead of decreasing, is on the increase. This is true in countries like India, Arabia, China and those in sub-Saharan Africa. In the final analysis, this has affected the full participation in development and vertical mobility of women as they join the world of work.

It is also acknowledged that women have had access to education but are discriminated against in the political, economic, social, cultural, legal and religious spheres. The discrimination of women from these spheres has intensified their economic exploitation, marginalisation and oppression in most parts of the world bringing about gender inequity and obstructing the full integration of women into the decision-making process.

Research conducted by Martin in different countries of the world show that women
continue to be disadvantaged in formal education in terms of access, provision and retention. Martin attributes this phenomenon to tradition, religion, investment in educational expansion and government policy. The disadvantaged position of women has made women invisible both as doers and beneficiaries of educational thought. In other words, according to Martin it is as if the socialization process in most societies has overlooked the childrearing activities and theoretical writings of women pertaining to education. Indeed, lack of serious attention to women's welfare, particularly in education may lead to an increased proportion of low educational attainment among women. This may in turn, as mentioned earlier, affect the full participation of women in national development programmes which are central to the running of a country.

Women's education is necessary because it is seen as a crucial step in the process of emancipating women and preparing them for greater roles in public life in any given nation. Indeed, if women are not as fully involved as men in education, there is loss of talent to society, and consequently national development may suffer. As Molyneux argues, women are expected to be responsible for the early education of their children since the presence of an educated mother in a home is the best guarantee that the children will grow educated; "educate the mother educate the world" is a common theme in the justification of female schooling programmes.

According to Riria, little or no education in the modern world limits one's formal employment opportunities which in turn determines one's status in the society. Women in the Third World countries tend to receive minimum education and this in turn affects their status and job placements. As a result, majority of the women in the Third World tend to under-achieve, under-participate and even to be under-utilized leading to the marginal status of women in education. Hence, there is a need to investigate the career and educational aspirations of girls.

In formal education, women indeed experience a number of constraints as studies have
shown. These constraints include the "hidden curriculum" of the school. For example, presenting sex differentiated role models for boys/girls and the teaching methods utilized within the schools. These constraints could easily inhibit the educational and career aspirations among young girls who are still at school and even when they leave school.

Education is acknowledged to be one of the most important avenues through which human beings, regardless of gender, can promote and improve their participation in the development of any society. This is reflected in the 1985 Nairobi Forward Looking Strategies for Advancement of Women (NFLS) paragraph 163 where it is stated that "Education is the basis for the full promotion and improvement of the status of women. It is the basic tool that should be given to women in order to fulfill their role as full members of society".

Despite the recommendation embodied in the NFLS, research indicates that women have continued to be economically exploited, marginalized and oppressed in most parts of the world as evidenced by the unfair representation of women in the government and decision-making positions. As Mary Collins, the Canadian Minister responsible for the status of women says "in almost any country you look at, there is struggle for women to improve their economic status". Under such conditions among others, women's education becomes crucial in any country as a vehicle of sensitization and liberation. Indeed, unless women get good quality education that will further enable them to have access to most if not all spheres of development, their participation in development will be minimal.

Studies show that women need to be an integral part of the world adjustments, particularly to new scientific and technological changes. The United Nations Industrial Development Organisation (U.N.I.D.O.), in this connection, has further recommended that "women must not be perceived as a separate or residual issue. They must be mobilized through new initiatives in human resource development." The countries that claim an allegiance to
revolutionary principles have taken the recommendation of U.N.I.D.O. in an effort to remove the obvious and formal inequalities between the sexes, and in this respect they have achieved more than Western liberal democracies. Compared to capitalist countries with similar cultural conditions and levels of development, it is generally the case that the socialist states- in the Third World using formal education, have a far better record in improving women's legal, economic and social position.

As a matter of fact, various countries in the world have shown varying degrees of interest in women's education ranging from accessibility to enrolment. Studies have shown that the former U.S.S.R. had introduced sweeping reforms to improve the position of women in areas such as education, the family, legal reform and employment among other things. These reforms were an attempt to bring women out of the home into the economy by expanding employment opportunities and recognition of peasant households that "keep women in subservient positions." Since the introduction of these sweeping reforms in Russia (U.S.S.R.) in 1920 in the Resolution of the 2nd Congress of the Comintern, girls have tended to outshine boys at an early age at primary school. The outshining of boys by girls has been attributed to socialization, earlier maturation of girls and the involvement of female teachers in the teaching profession. Further, this aspect of girls outshining boys seems to have been passed on to secondary schools in Russia where again girls tend to show high aspirations to a diversity of occupations that they feel are accessible to them like Agriculture, Medicine and Engineering. Indeed, this phenomenon of Russian girls aspiring to a wide spectrum of occupations should be emulated by Third World countries where girls tend to aspire for stereotype careers.

Though studies show that the former U.S.S.R. has minimized differences in educational attainments of men and women, the elimination of sex-linked differences in the amount of schooling has neither resulted in a reduction of occupational segregation, nor has it brought about
any marked fall in earning differentials. Moreover, research indicates that, women are increasingly working with other fellows rather than with men in their places of work. Nevertheless, U.S.S.R.'s initiative is a move towards the right direction for other countries to emulate so as to minimize educational and occupational disparities among men and women.

Women in other parts of the world have continued to be disadvantaged due to the amount and nature of schooling women receive. According to David's study, girls tend to be disadvantaged due to early childhood education, schools' perpetuation of sexual division of responsibility and formal curricular sex differentiation. According to David, these are some of the factors that inhibit women's realization of their educational and career expectations in the world that is still held in sex-stereotypes. Consequently, it is by enhancing stereotypes that girls are socialized towards traditionally feminine characteristics which are reflected in the choices of "feminine" occupations.

Various countries in the world have shown and continue to show varying degrees of commitment in terms of women education. Indeed, studies done on women's education in many parts of the world attest to the fact that there are disparities in obligation and concern over women's education: some countries have done very little while others have and are trying to ameliorate the imbalanced situation of women's formal education and the subsequent job placements.

In Australia, a study done by Evans attests to the fact that gender differentiation is constructed and reproduced in primary schools. This situation is attributed to the patriarchal (a male as the dominant model) domination of Australian school structures. This patriarchal domination is reflected partly through the teachers in primary school classrooms. Subsequently, a study done by Ledger and reviewed by Ross indicates that Australian schools "continue to reinforce the notion that competing in Mathematics is more important for boys than for girls."
Hence, in Australia, going by Ledger's study, women's education has not been given the attention that it deserves despite the government's efforts. Australia's primary schools require intensive effort to minimize gendertyping.

Looking at the enrolment of girls in Afghanistan, a study by Stromquist reveals that "female enrolment is dismally low - 10 per cent at primary level and only 3 per cent at secondary level". This is even worse at the university level where those who had succeeded to go to university in terms of careers, enrolled in Nursing and Social Work. Further, the careers that the few who go through the education system join are not all that pivotal to the country's spheres of participation - mainly they join "feminine" occupations.

In contrast, Latin America, in 1985 girls represented 49 percent and 48 percent of the total enrolment at primary and secondary levels respectively. This is an example of a region where female enrolment is fair given that the gap between the two levels of education (primary and secondary) is relatively harmonious. However, in terms of career placements, the tendency has been that more women join social work - a field assumed to be for females.

Elsewhere in the world, reports indicate that though women's education has enhanced their participation in pivotal positions in national development, there is yet more to be done to reach near parity. For example, Eastern Europe has had high participation rates for some decades and this has been accelerated by the education system and the wide availability of child care facilities. However here too, women do not reach their full potential. In Poland, women occupy only around 10 per cent of high managerial posts; most women are concentrated in lower status jobs. This situation is said to be enhanced by the educational system which at times "invisibly" propagates the gendertyping of occupations owing to the quality of education that girls receive while at school which mainly prepares girls to be childbearers and raisers.

In Africa, the expansion of education for girls especially at primary and secondary school
levels has been impressive for the last thirty years. However, some doubt has been cast by researchers as to whether expansion of educational opportunities for girls per se overcomes the inherited cultural, social, economic and political drawbacks experienced by African women.

Further, studies conducted in Africa have also shown women's relatively disadvantaged position in education in terms of enrolment where females account for 44 per cent of primary school, 35 per cent secondary and 21 per cent at tertiary level students. Thus though enrolment of girls at all levels have increased significantly throughout Africa, what is discouraging is the fact that females comprise at least 50 per cent of the population that is eligible for schooling at almost all levels yet this is not reflected at all levels on education enrolment. Enrolment of girls tends to drop from one level to another because of the influence by the socio-economic background of parents which tends to give priority to males hence lower enrolments among females. Nevertheless, very few studies have been done in Africa to illustrate how socio-economic background affects educational and career expectations.

A review of studies on factors affecting the enrolment of girls in education in Africa (Kenya included) revealed that home background is an important factor that influences both enrolment and achievement at primary and lower secondary levels but becomes less effective in the upper grades. A study conducted in Cameroon (West Africa) by Cooksey indicated that the analysis of the overall primary enrolment reveals that social background is of overwhelming importance in determining who goes to secondary school and even university. Thus, though in most parts of Africa it can be said that girls have had access to formal education especially at primary and secondary levels, the problem that still persists include high dropout, lack of political will among leaders, and adverse traditional patriarchal attitudes that give preference to boys' education. These problems affect a great deal the survival of girls at all levels of education in Africa. Even when it comes to the labour market, women are not given equal opportunities
since access and enrolment in education are also unequal\textsuperscript{28}.

In the proceedings of the Second Professors World Peace Academy, Eastern Africa Regional Conference held in Kampala (July 1987), it was reported that there was improvement in the percentage of women enrolled at secondary school (Kenya tends to lead her neighbours, Tanzania and Uganda). However, it was pointed out in the conference that girls in Uganda receive hardly any guidance to career choices. In the same conference, it was observed that in Tanzania, most women were biased towards Home Economics and commercial subjects for their university education while men were for Agriculture and technical courses\textsuperscript{29}.

Education in Kenya, like in other countries of the world, has been characterised by gender inequalities. For example, the Beecher Report of 1948 recommended that African girls and women should be taught home craft, physical training, and care of small children\textsuperscript{30}. Such a recommendation tended to tailor girls for the mentioned subjects and this did not make it theoretically possible for the girls to compete with boys as per the subjects offered in the school curriculum. It was as if all subjects were not open for both genders. Subsequently, the Kenya government has continuously reviewed the education of women. This is shown in various government commissions such as: the Kenya Education Review of 1975, Gachathi Report of 1976, Kamunge Report of 1988 and the Development Plan 1988-1993. These documents register the government's commitment to alleviate the women's under-participation in national development mainly through formal education. Notwithstanding, the same documents have also shown that much remains to be done on women education which is viewed as being characterised by sex inequalities reflected in job placements\textsuperscript{31}.

To this day, girls in Kenya seem to be disadvantaged despite the government's commitment to expose them to a variety of subjects and career opportunities. This is because girls and women have limited access to education facilities especially at secondary and tertiary
levels. As a result, girls cannot enjoy the opportunities that are open to those who receive formal education. Thus, the inaccessibility of education to women and girls limits their participation in most demand areas of society\textsuperscript{32}.

A study done by Wamahiu and others indicated that Kenya has managed to achieve a near universalization of education at primary level. At this level, the gender disparity has been drastically narrowed down. By 1990, out of a total enrolment of 5.4 million, about 2.6 million or 48.7 percent were girls. However, this varies from district to district where the economically disadvantaged arid and semi-arid areas have the lowest access to primary education\textsuperscript{33}.

Focusing on secondary school education, Wamahiu continues to show that as an age cohort moves from primary to secondary school, the proportion of girls participating reduces slightly. In 1989, for example, 49 percent of total primary school enrolment were girls. This proportion was reduced to 44 percent in Form one enrolment in 1990\textsuperscript{34}.

When it comes to access to the tertiary level, girls drastically lag behind boys in university enrolments. Indeed, those who join university tend to cluster in particular faculties and courses- mainly art-based. This is so because girls' performance in science continues to be poor given that most girls' schools lack science facilities. For example, in the academic year 1992/93 university admission, women took only about 10 percent of the places in the courses requiring sciences and Mathematics. Overall, as the 1992 Economic Survey reveals, in the academic year 1991/92, only one out of every five students admitted to public universities was a woman. It is clear that the 8-4-4 system of education has lowered women's chances more than men to pursue higher education compared to the "A" level system (7-4-2-3 system of education)\textsuperscript{35}. The latter tended to narrow the gap between boys and girls. In essence, lack of support mechanisms for the 8-4-4 system has further tended to make higher education a male domain especially in science oriented fields like Engineering.
There are a number of barriers in Kenya that girls meet as they advance from secondary to post-secondary. These include structural, cultural-environmental and psychological factors. There are also school-based factors such as curricula, admission policies and lack of incentives to women.

The preceding studies have pointed out the low enrolment of girls and some factors that minimize the chances for girls to reap full benefits of schooling in some parts of the world, Kenya included. This in turn affects girls' participation in development activities in a country. Generally, it is expected that with the unfavourable position of women in education, women are bound to be under-represented in high status occupations since they tend to be confined to feminine occupations such as childrearing and household activities.

In Kenya as indicated from above, it may be said that girls have had substantial amount of access to education. However, the major problem for those girls who get education is that the education obtained tends to relegate them to art subjects. As Riria argues, this is likely to make women occupy jobs that give them little chance of training later and so may limit their job mobility, career and personal development and this leaves women vulnerable at times to technological change or confronts them with redundancy in particular industry or occupation.

As mentioned earlier, with the introduction of the 8-4-4 system of education, girls' performance especially in the sciences has deteriorated further and this may lead to the exclusion of girls from science careers.

It can be clearly stated that the quality of education women receive and the way it is transmitted anywhere in the world will tend to dictate what professions they take up thereafter. In the Kenyan situation, since colonial times, women have tended to opt for art subjects and related fields. This, notwithstanding the fact that at primary level, all children are fairly exposed to many educational experiences (areas) but when specialization begins, most girls tend to opt
for arts subjects and art related fields\textsuperscript{38}.

Education, inasmuch as it has the potential to enhance social mobility, it has in actual fact tended to perpetuate the domination of males over the females in terms of job placements and mobility.

It is also clear that women have not been integrated into development in many countries of the world Kenya included. Hence, a move to integrate women into all spheres of life is paramount. This requires that girls themselves have to be studied and sensitized in their natural setting or environment like homes and more so in schools. Sensitization is intended to make women active participants and not merely objects in development process. It is equally crucial to convince the girls that they can do well in the so-called masculine courses like Engineering and Architecture since this will be one way of realizing their aspirations as they participate in many spheres of national development.

In terms of employment as recorded in Development plan of Kenya 1994 - 1996, women's participation in the public sector has increased from 14.5 per cent in 1970 to 26.1 per cent in 1990. In the modern sector, modest changes have taken place. The proportion of female employees increased from 14.2 per cent to 18.8 per cent between 1970 and 1990. Considering the whole wage employment scene, women account for 25.1 per cent of the total labour-force although most of them are in the public sector and in unpaid family work. Therefore, it is evident that though women's participation in employment has been on the increase percentagewise, a lot remains to be done since women's family work continues to be unrecognized, unpaid, under-valued and largely ignored by the society. As a result of this, women do not consider themselves economically active.\textsuperscript{39}

The foregoing paragraphs have attempted to give the background of women's education and other related fields. In this review, it has been shown that few studies have been done on
girls' educational and career expectations. It is with this background that the researcher took the initiative to investigate the educational and career expectations of Form Three girls in two secondary schools.

Expectations of Students (Girls)

The school system is given the responsibility of guiding the students to their future aspirations and expectations. As the school guides students' aspirations, the students themselves nurse different aspirations and expectations in various societies depending on their socialization. Gradually, students actively construct their perceived opportunities and abilities. Thus, aspirations can either be learned or passed on from the people that students interact with.

Aspirations are a manifestation of attitudes formed. In this regard, aspirations are futuristic since they are shown as expectations of individual persons towards something to come. Subsequently, attitudes as a state of readiness, a tendency to act or react in a certain manner confronted with a stimuli, tend to dictate one's aspirations as Oppenheim contends\textsuperscript{40}. Hence, aspirations are perceptions pointed to the future and they do not have necessarily to be attained.

Aspirations, to a great extent, are also functions of the socio-economic background of the student, the school itself and how one performs in class. All these are facilitated through a complex and subtle process of socialization mediated by things like role modelling the behaviour and expectations of significant others (family members, teachers and peers) as well as specific aspects of the socio-cultural and school environment\textsuperscript{41}. Gender within the social setup also determines aspirations. Girls and boys who have been socialized to gendertype for example, will tend to behave differently and hence show different aspirations with respect to what society has appropriately socialized them to prefer.

Studies in Africa have shown that girls tend to aspire to jobs in Teaching, Nursing and
Clerical Work unlike boys who aspire to wider range of jobs particularly in the technical fields. However, this can not be generalised since as Akande for example reports, aspirations of rural girls in Nigeria are more restricted than those in urban areas\textsuperscript{42}. In most cases as Whyte asserts, after leaving school, girls lack scientific qualifications given that such areas of study are deemed to be domains of boys\textsuperscript{43}. However, this does not mean that girls do not aspire to the male-dominated fields. Indeed, Smock found that in Ghana, almost twice as many girls as boys wanted a professional job but girls were restrained due to the high degree of occupational segregation on the basis of sex\textsuperscript{44}.

When girls are excluded from scientific and technological courses, then it is inevitable to expect that girls may not aspire to such courses or even if they aspire, it is because they know such courses are crucial in their lives. They might be restrained due to their academic performance which is generally poor. This is a situation where perception held may deter the girls' aspirations in pursuit of occupations assumed to be in the males domain. This is even further strengthened in a situation where girls do not perform well in science courses as opposed to boys who tend to perform relatively well.

Similarly, higher educational aspirations and expectations are determined by the social situation in which one is found in terms of upbringing. This can also determine what one would opt for and what not to opt for. In this case, the mode of socialization that individuals undergo as mentioned earlier tends to dictate what one is likely to aspire for. According to Duncan, such a process imparts what is cherished and forbids what is not. Hence, one establishes a given attitude towards a given object, situation or proposition in a way that can be called favourable or unfavourable depending on one's social orientation. Attitudes and beliefs in this case act as pointers to what is likely to be one's aspirations\textsuperscript{45}. This is closely related to gendertyping which are basically perceptions that an individual holds.
Educational and career expectations of adolescents are by no means nurtured in a vacuum. They are part and parcel of society’s tailored perceptions. Similarly, students are the ones who elicit these expectations as they operate inextricably in society. Hence, student’s aspirations can be lowered or raised by discouraging or encouraging the students in a given career or pursuit. In most cases, people tend to aspire to what the society expects of them. In this case, as Kinyanjui puts it, “Girls educational and occupational aspirations tend to be shaped by the educational system to conform to the existing definition of the role of women in society”.

A survey on the aspiration of students done by Somerset among Form Four students in Kenya found that students understand that their chances of further education hinge upon their academic achievement. It was found that high aspiration pupils perform much better in school certificate examinations than low aspiration students. Similarly, the survey found that students seem to understand that certain school certificate subjects were weighed more heavily in making fifth-form selection than other subjects: High aspiration students tend to include high priority subjects in their school certificate courses (in the defunct East Africa Certificate of Education, EACE) and perform relatively better in them than low priority subjects.

Somerset’s study also found that in Kenya as elsewhere, secondary school pupils assess their performance relative to that of other pupils in the same class and school, and the status of their school relative to other secondary schools in the country. It can be inferred therefore that pupils do in fact estimate their academic potential and set their expectations for further education mainly from their position in class, academic achievement and status of their school in relation to others in a district, province or nation. Similarly, it is also clear that students tend to perform relatively well in subjects of high priority. In this case, most girls are bound to rate art subjects highly as they assume arts to be their domain and concentrate a lot on them partly due to stereotyping.
In another study done by Ragna among Kenyan girls aged between 13 and 16 years, it was shown that school girls tend to aspire to particular careers and occupations. This aspiration is dictated by the socio-economic and cultural background of the students. Children from a family where there is a tradition for further education, tend to choose the footsteps of their elder brothers and sisters. In the same study, it was found that girls are deprived of many chances for future careers due to lack of facilities in girls’ secondary schools. As a result, the girls lag behind in competition on the job market where women will tend to occupy the lowest paid jobs which is mainly caused by their poorer education attainment49.

Kilonzo in 1981 also conducted a survey among primary students in standards 5, 6, and 7 in Kenya. The study was about the career awareness of the students. The main purpose was to find out the perceptions held by the students about the world of work, and their future plans. Kilonzo in this study found that there was a significant relationship between father's education and the educational aspirations of the respondents. Similarly, the family background was found to have some influence on the student's career choice and awareness50.

In a study done by Tsuma among primary girls in Kenya pertaining to career preferences, it was found that by the onset of adolescence, girls are already biased against technical and physical science careers. Further, this was found to have been established among adolescent girls even before the formal school system has made an impact on girls' career choices. However, the study noted that girls prefer biological science to physical science51.

Kibera in 1993 conducted a study in Kiambu, Kajiado and Machakos districts in Kenya. One of the main findings suggest that career aspirations and expectations are not merely outcomes of the curriculum studied, rather they are a product of a variety of factors including school quality (quality of staff, equipment, workshops and school practices), gender composition of students in schools, age of the student, geographical/community environment gender differences
The researcher utilized the cultural perspective because it is more directly oriented to the formulation of policy measures designed to alleviate gender differences in educational performance which in turn has an impact on educational and career placements. Thus, the cultural perspective in essence attempts to explain and describe how gender differences are created and maintained through schooling. The cultural proponents tend to view the problem of gender inequality in schools as an educational problem which requires an educational solution. The researcher, for the purpose of this study, took the position of the cultural proponents with specific reference to educational and career expectations of Form Three girls in two selected schools.

The cultural perspective revolves around what is learnt in the school environment. This is where gender role expectations are translated into a "hidden curriculum" of sex and gender divisions in the social context of the school. Similarly, interactions in the classroom are also considered. In the whole process, this may exercise a powerful influence on subject choice which according to Whyte and Wamahiu tends to exclude most girls from science and technology. This develops over time where a network of attitudes, feelings and behaviours may result from the pervasiveness of gender role stereotyping within the culture. In turn, this may also be reflected in the career and educational aspirations of the students in the sense that academic excellence will tend to be limited and also remarkably narrow down the career choice.

Further, gender differentiation is developed and maintained in all cultures. This is inevitable because all cultures have their own morals, norms and values that define what constitutes appropriate behaviour for women and men. Gender differentiation is instilled during the process of enculturation when the norms and values that are embodied come to be generally accepted as absolute truths concerning gender differences, setting strict standards not only for
individual gender role behaviour but also individual beliefs and attitudes. These are manifested as stereotypes in the name of standards which tend to give an evaluative framework for appropriate gender role behaviour. All these are examined through the cultural perspective as they further justify why the researcher utilized the perspective in this conceptual perspective.

Over time, it is contended that what is established as a norm, moral or value depends on the home culture from where it is extended to the school. In most cases, there is a tendency for the school as a microcosm of the wider society to nourish and nurture what the people in the society in question cherish most. Consequently, this may be reflected in the attitudes and aspirations held by the children involved. Thus, a society where gendertyping is in practice, would tend to influence the school overtly or covertly to perpetuate gendertyping among its students. According to Mcdonald, schools are characterised by "gender codes:" which are organised around the assumption that the sexes have different needs and interests. Students are timetabled so that it is difficult for children to choose non-stereotypical subject options even if they wish to do so. This could be seen both in the official and "hidden curricular."

The 8-4-4 system of education in Kenya has tended to emphasize the learning of prevocational skills by both girls and boys. But as Obura observed, textbooks in current usage in Kenyan classrooms give an erroneous picture of the present state of women's occupations and their role in agriculture.

Owino also analyzed school textbooks in Kenya and the general conclusion was that the textbooks tend to channel female pupils away from science and technical subjects. These examples could be attesting to the fact that the schools tend to perpetuate the dominance of men over women in the receipt of education.

The informal education has also got an impact on the formal schooling (education) of girls. As Wolpe observed, the nature, form and content of education for children is inextricably
linked with their future roles in adult society. In addition education ensures the transmission of
the dominant cultural values specific to the society at the point in time\textsuperscript{64}. Gender perception
(ideology) is one of the parts of these cultural norms and values that are passed on during
socialization. This is strengthened in the home and then extended to the school. In school, this
is where a combination of the cognitive abilities and the cultural stereotypes may be nurtured and
perpetuated in one’s life.

Duncan gives an example of a cultural stereotype where it is argued that the recognition
by a girl that Mathematics is generally stereotyped as a masculine activity will not affect her
Mathematics attitudes and hence aspirations along the subject lines unless she herself also believes
that Mathematics is something for men (through internalization). This contention is also held by
Wamahiu who pointed out that teacher’s influences at school have also been found to be a
hindrance to the girl opting for Sciences and Mathematics - teachers discourage girls saying
"Mathematics and science are not meant for girls"\textsuperscript{65}. This may be reflected in the career
aspirations of the girls. This is because academic choice and performance may be affected by
these two psychological factors:

i) an individual’s expectations of success on a task, and

ii) the subjective value of the task for the individual.

As if to strengthen Duncan and Wamahiu’s contention, Eshiwani reports that girls in
Kenya generally have negative attitude towards Mathematics. They (girls) also consider science
to be a difficult subject, and have an "unduly pessimistic view of their own potential which
creates negative self-image for the girls"\textsuperscript{66}.

Maritim holds a similar view as Wamahiu and Duncan. He argues that if a student
perceives herself negatively in English and positively in Mathematics, she is more likely to fail
in English and pass in Mathematics. This is also where teachers can influence students either
negatively or positively depending on the comments made by teachers to the students\textsuperscript{67}.

A detailed stratified sample study of the 14 year olds done by Kelly in 14 developed countries on the preference of sciences further suggested that girls were handicapped by holding less favourable attitudes to science. Indeed, Acker in support of Kelly continues to assert that science subjects like Physics are presented in schools with a masculine image and this makes it difficult for adolescent girls to choose Sciences while striving to achieve a feminine identity\textsuperscript{68}. Nevertheless, it should be noted that it is not all countries where girls do poorly in Mathematics and sciences.

Schiefellein and Farrell in their study found that girls in Chile and Togo achieve in sciences and Mathematics just like boys. This is attributed to factors such as class size, level of teacher's education, and amount of time spent in content instruction among others\textsuperscript{69}.

In summary, it is clear that culture to a greater extent dictates what should be the content of socialization both at home and at school. In this respect, it can be said that attitudes and aspirations alike tend to be learnt gradually to the extent that they might be part and parcel of one's life. This conceptual framework holds that attitudes are learnt over time as mere perceptions and are solidified in one's aspirations and at times they are difficult to change. Hence, this means that some perceptions may or may not change over time depending on the state of the culture involved. This is so because culture is dynamic and hence could easily affect one's aspirations in various endeavours such as educational and career aspirations. Thus, culture in its entirety tends to determine a great deal people's aspirations in their daily lives.


8. J. R. Martin, op. cit., p.32.


17. Ibid., pp. 269-270.


34. Ibid., p. 20.


S. P. Wamahiu, et al., op. cit., p. 35


S. P. Wamahiu et al., op. cit., p.97.


44. H. Ross, *op. cit.*, p.349.


47. W. A. Duncan, *op. cit.*, p.54.


58. S. P. Wamahiu et al., *op. cit.*, pp.79-83.


60. S. Acker, "Sociology, Gender and Education", Acker, S. et al. (Eds), op. cit., pp. 69-70.


64. Ibid., p. 43.

65. S. P. Wamahiu et al., op.cit., p. 92.


68. J. Megarry, "Introduction: Sex, Gender, Education". Acker, S. et al., (Eds) op.cit., p.15.

69. C. M. Elliot and G. P. Kelly, op.cit., p. 534.
CHAPTER THREE
RESEARCH METHODOLOGY

Introduction

This chapter discusses the research methodology utilized in the study. The first part of the chapter deals with the research design. The second part describes the research instruments and procedures of data collection. The final part deals with data analysis.

Research Design

This was a qualitative study on two girls' secondary schools in Kisii District of Kenya. The study was about the educational and career expectations of the Form Three girls at Nyabururu and Kereri schools.

The usefulness of a qualitative method lies in its flexibility. This method allowed the researcher to examine multiple elements and processes that operate in schools. The qualitative approach also enabled the researcher to obtain pertinent information both from within and outside the school settings using a variety of research instruments. As a result, data collected using these research instruments were more in form of words rather than numbers. This is typical of a qualitative study such as this one\(^\text{1}\). Nevertheless, quantitative method was used in tabulation hence a combination of the two approaches were used though in varying proportions in favour of the qualitative method. Data collected tended to be what the students, teachers and parents said rather than reporting mere numbers involved in the study.

The researcher, while collecting data, was able to observe the student-student and teacher-student interactions. This was in a effort to explore some of the significant aspects that would influence the students' considerations in the pursuit of their educational and career aspirations.
Selection of the schools

Two girls' secondary schools that is Kereri and Nyabururu' secondary were purposively selected for this study. These schools were selected because of the following reasons:

1. They are the oldest girls' secondary schools in the district.
2. They were reputed as being the best girls' schools in the district in terms of facilities and academic performance in the national examinations.
3. The geographical location of the schools was served with a good transport network that flows from and into Kisii town. Such an efficient communication network enabled the researcher to have easy access to the schools and the needed facilities for conducting this study.
4. The researcher was relatively familiar with the region (Kisii District) and the schools. This was seen by the investigator as an added advantage in data collection within the limited time.

Nyabururu school lies along Kisii-Kisumu road, about five kilometres from Kisii town. Kereri lies along Kisii-Keroka road, about three kilometres from Kisii town. Both Kereri and Nyabururu schools are government aided provincial schools which are also sponsored by two different Christian denominations; the Protestant and Catholic respectively.

Target Population

The target population comprised 232 Form Three students: 145 students from Kereri and 87 from Nyabururu. All students responded to the questionnaires administered to them by the researcher. Twenty students were purposively selected for interviews as key informants. The
selection was done with the assistance of class teachers.

Selection of the Form Three class was based on the following reasons:

1. The students were not involved in preparing for the national examinations; Kenya Certificate of Secondary Education (KCSE) which is done in Form Four. This was ideal because these students had just selected the KCSE support subjects.

2. Because of not being involved in preparing for the national examinations, students were able to spare time for this study.

3. The students had stayed relatively longer in their respective schools than the students in Form One and Two. In comparison, the Form Three students were considered more informed socially than probably the other two classes behind them.

A total of twenty-two teachers who taught Form Three class and two headteachers in the two schools were also involved in the study. The two headteachers of the schools were selected owing to the fact that they held the highest office in the schools, a position which made them accountable for their respective schools. Subject teachers were selected because they were assumed to have interacted more with the Form Three students than perhaps the rest of the teachers. Subsequently, subject teachers were viewed suitable at providing information on the aspirations of the Form Three students at the two schools.

Six parents were also involved. Parents' inclusion was to supplement information collected from teachers and students. These were the parents who had daughters in the two schools and the ones that the investigator was able to get in touch with within the research period. Parents were targeted because they also interact with their daughters and in this regard, they were seen to be resourceful at providing information pertaining to educational and career aspirations of their daughters at the two schools.
Research Instruments and Procedures of Data Collection

Four types of research instruments were used for data collection. They included interview guides, non-participant observation guides, official records and questionnaires (see Appendices). These instruments were used to obtain information from the students, subject teachers, headteachers and parents. Overall, the research instruments allowed the researcher to have deep insight into significant social aspects like educational and career aspirations.

To ensure that the instruments used for data collection were well adjusted, a pilot study was conducted by the researcher three months before the actual study. The pilot study was conducted at Kioge girls' secondary school in Kisii District. After the pilot study, some items in the interview guide, questionnaire and observation schedule were modified. In the actual data collection, the four types of research instruments were often used simultaneously.

Observation Schedule

The observations were done by the researcher and it took a non-participant form. This was done after the investigator gained entry into the schools in the second week of the study. The observations were spread over the research period of three months.

Observations were initially done on the physical facilities at the two schools so as to facilitate the conducting of the study. Physical observation enabled the researcher to familiarise with the various buildings in the two school especially the administration block, the Form Three classrooms and laboratories.

Observations using the observation guide (Appendix B) were also done in the classrooms within the times provided by the Form Three teaching timetable in the schools. Classroom observation was done mainly to find out what the teachers and students did in class. The researcher also observed the general classroom dynamics, teacher-student and student-student
interactions during classroom teaching. The focus of classroom observations included: encouragement by the teachers in terms of career choice, examples given by the teachers and students pertaining to career awareness, discussion about careers and the general response of the students in various subjects taught in class like Physics, English, Mathematics, Biology and History.

Each observation took a whole forty-minute teaching lesson in class with or without a teacher. A total of 186 lessons were observed. While in the classroom, the researcher sat at the back of the class as the students were taught. Even when the teacher was absent, the researcher sat throughout the period at the back of the classroom and recorded students' activities. Whenever any observation was done, field notes were taken in a notebook. The field notes included the name of the school, time, subject taught and class attended were indicated. They also comprised what went on in the teaching process and sentiments significant to the study. Observation of the teacher-student interactions and the general classroom atmosphere was also done during the teaching lessons. However, not all the nine lessons in a given day in a given school were observed.

The observations were conducted in such a way that the researcher spent a half day in each school. This was done in such a way that in a single day, the researcher would take some lessons in the morning session at one school and afternoon session in another school. However, as for the next day, the researcher would start with the school which was attended last. This was done so as to ensure a fair distribution of lessons to be observed given that the two sessions of each day were not equal in terms of lesson distributions. Usually, the morning sessions had more than the afternoon session by a margin of three lessons. Hence, a day's work was divided into two sessions, each session for each school in an alternating manner. While at one school, the researcher would move from one Form Three class to another conducting the observations.
Questionnaire and its Administration

A total of 232 students who at the time of study were in Form Three, were given a self-administered questionnaire by the researcher. The questionnaire was used to get basic demographic data: such as age, parent’s level of formal education, and occupation from the students. The questionnaire was also useful in obtaining information on career encouragement and subject-choice for further education. In this regard, the questionnaire had both closed and open-ended items. This was done so as to allow as much flexibility as possible in terms of responses (refer Appendix A).

As a data collecting instrument, the questionnaire was administered after preliminary observations had been done by the researcher. All Form Three students were assembled by their headteachers at the request of the investigator in a hall where the investigator personally administered the questionnaires to them. The researcher was assisted by the teachers on duty to distribute the questionnaires to the respondents. After the students finished recording their responses, the researcher asked them to return all the duly filled questionnaires. The respondents took a maximum of twenty-five minutes and a minimum of twenty minutes to fill the questionnaires.

The questionnaire distributed to the students at the end of the first two weeks of the study in two different days in the afternoon after classes. Before distribution, the researcher first familiarized himself with the teachers and students in the two schools. Familiarization was necessary so as to enable the researcher have a picture as to how the two schools were run on a daily basis. Similarly, during this time the teachers and students were told the role of the researcher in the schools.
Official Records

The researcher obtained information from school files containing the historical records and external examination results. Historical records contributed in obtaining necessary information on the schools' setting to get a picture under which aspirations of students were studied. Examination results were also analyzed in an effort to get the academic performance of the students in the national examinations at the two schools.

The official records were subjected to content analysis. Analysis of the examination results enabled the researcher to identify the general trend in the academic performance in various subjects attempted in the KCSE.

Interview Guides and their Administration

The interview guides were used by the researcher to obtain in-depth views from students, teachers, headteachers and parents. The questions asked during the interviews (see Appendices C, D, E, and F) dealt with educational and career expectations of the Form Three students at the two schools. Interviews for the parents were conducted without prior arrangements. Parents interviewed were those that the researcher was able to meet at the schools before data collection period was over.

There was an overlap of the interviews with the observations especially towards the last few days of the study. Four types of interview guides were used:

i) Students' Interviews

Form Three class comprised five classes with a population of 232 students (Kereri with 145, three classes and Nyabururu 87 students, two classes).

The sample of students for in-depth interviews comprised twenty students (eight from Nyabururu and twelve from Kereri). The selection of the sample was purposively done by the
researcher. This purposive sample included those students that were recommended by their teachers, those willing to participate and those that the researcher noted as being co-operative during observations.

The interview guides for students dealt with students' childhood and task assignment in the home, what their teachers encourage them to pursue in terms of careers and subject preference and why (Appendix C part one).

Interview for each of the twenty students was done in the library, laboratory or the home science room at the respective schools. The selection of the venue was entirely left to the students to decide. Interviewing was done after classes in the afternoons where each student took about twenty to forty minutes.

Information obtained from these students was recorded in a notebook by the researcher as the interview progressed. This was done with the consent of the students. Some students whom the researcher found to be resourceful were interviewed more than once on specific items.

ii) Teachers' Interviews

Both schools had sixty-five teachers (headteachers included) of whom forty (62 percent) were females and twenty-five (38 percent) were males. Female teachers mainly taught art subjects like English, History and C. R. E.. Science subjects like Physics, Biology, and Chemistry were mainly taught by male teachers (refer table 4.4).

Out of sixty-five teachers, twenty-two including headteachers were interviewed (13 from Kereri and 9 from Nyabururu). The twenty (20) teachers were interviewed because they were involved in teaching Form Three classes, while the two headteachers were interviewed by virtue of their being the heads of the two respective schools.

Teacher interview guide elicited information on the background of the teachers, academic and professional qualifications, teaching experience, teaching subjects, perceptions of students'
career and educational aspirations as held by the teachers. Similarly, the teachers were asked to indicate whether they felt Form Three students in their respective schools were aware of the careers at their disposal. Finally, teachers were required to state what they were doing as a school to enhance career awareness and aspirations amongst the Form Three students at Nyabururu and Kereri.

Teachers were interviewed after student interviews were complete at the two schools. The interviewing of teachers was done in respective schools at different times within the working hours. This was done when teachers had free time on the teaching timetable. During the actual interviewing, some teachers were interviewed individually at their respective schools while eight in groups of twos were interviewed together at their respective schools. Those interviewed as a group were those teachers who taught the same subject in Form Three but different classes. Teachers were informed prior to the interview and then agreed on the venue and time. The venues that were used included the library and laboratories at both schools.

In conducting teacher interviews, the researcher arranged it in such a way that each school was attended to by dividing a day’s work into two; morning and afternoon sessions whereby each session of the day was for each school in an alternating manner. The researcher also tried to interview teachers who taught the same subject in Form Three classes at both schools before moving to others. This made it easier when it came to analyzing information at the end of the data collection.

The interview session for each individual teacher took at least thirty minutes and at most forty minutes. However, a follow-up of the interview by the researcher was done where more information was needed after it was deemed necessary.

iii) Parents' Interviews

Parents' interviews were not planned for in the pilot study. However, it became
necessary after interviewing the students who indicated that parents played a role in students' educational and career expectations. Parents' interviews involved six parents that the researcher was able to get at the two schools in the last two weeks of the study. These were parents who came either to visit their daughters or pay fees among other things. Parents' interviews were rather casual as explained elsewhere in this chapter. Two males and four females were interviewed (Two males at Kereri, three females at Nyabururu and one female at Kereri). This retrospective inclusion of parents should be viewed as a positive attribute of flexibility in the qualitative method.

The parents' interviews became necessary for the purposes of supplementing data collected from the Form Three students. Though this was an after thought, it was within the flexibility allowed in qualitative research. Parents interviewed were those who had daughters in Form Three at the two schools. Basically, the parents were interviewed on the educational and career expectations of their daughters. In an effort to be able to identify the parents, the researcher requested the headteachers to assist at meeting the parents briefly in the secretary's office.

iv) Headteachers' Interviews

The headteachers of the selected schools were interviewed. They were interviewed after the students and teachers.

Headteachers' interview guide contained items like academic background, teaching subjects and experience. Another area covered by the interview guide was on the perception held by the headteachers with regard to the educational and career aspirations of the Form Three students and the rest of the students, what the school was doing to ensure that the students realize their career and educational aspirations. They were also asked by the researcher to suggest
possible roles the females in Kenya can play.

Headteachers were interviewed in their respective schools in their offices on separate days. Prior arrangements were done for the interviews to take place. The interviews took between one and two hours.

Data Analysis:

This was a descriptive study. Therefore, data analysis was an on-going process that started when data collection instruments were put into use. Data analysis was done depending on the research instrument used. Subsequently, the researcher was able to answer the research questions focusing on the students' educational and career aspirations and present some of the considerations students raised for their further education and career preference.

Data collected through questionnaire were analyzed using descriptive statistics, simple percentages, tables of frequency distributions and briefly discussed. Data collected from official records using documentary analysis were grouped and tallied in a table and subsequently a brief discussion was given.

Interviews were analyzed qualitatively at the end of each day's collection and then a final analysis was done at the end of data collection. The presentation of qualitative data was in descriptive form of either: samples of the informants (students, teachers, headteachers and parents) paraphrased or reported verbatim.

On the observations, preliminary analysis was done at the end of each day whereby the information recorded was analyzed using the observation guide and then later integrated when presenting the findings.

Basically, presentations and analysis of data tended to be more qualitative and descriptive than quantitative; more of words rather than numbers. Data collected from various research
instruments was triangulated in an effort to evaluate information given in the study. Similarly, data from the two schools were arranged together and analyzed accordingly guided by the objectives of the study. However distinct variations in the two schools were pointed out. Presentation of data was mainly done in a descriptive form with some tabulations where necessary. Finally, research findings were presented in the next chapter.
Endnotes


CHAPTER FOUR
RESEARCH FINDINGS

Introduction

This chapter presents findings of the study which were guided by one broad research question:

**What are the educational and career expectations of Form Three girls at Nyabururu and Kereri Secondary schools?**

The educational and career expectations of the Form Three students are presented in the light of students', teachers' and parents' perceptions. Educational expectations entail the type of further education the students would prefer while career expectations refer to the occupations the students wish to join.

In an attempt to answer the research question, the researcher has divided the chapter into two parts. Part one is divided into two sections namely, the students' home background and school settings, which were included in this study so as to give the reader the social environment under which students' expectations are formed. These two aspects are also important in examining the emerging trends and policy implications under conclusions in chapter five.

Part two deals with the educational and career expectation of students. This part is divided into two sections: section one deals with the educational expectations while section two deals with career expectations. Finally, a brief summary on students' educational and career expectations is given at the end of this chapter.
Students' Home Background

Students' home background was crucial in this study so as to give the reader the context against which the Form Threes' expectations at the two schools were studied. Indeed, it is at the homes where students nurture and build their aspirations as they undergo socialization. The students, who were the main subject of this study, came from different home backgrounds. Under students' home background two areas were examined. These were the parents' level of formal education and parental occupations. First, let us examine parents' level of formal education. Details are shown in table 4.1.

TABLE 4.1 PARENTS' LEVEL OF FORMAL EDUCATION AMONG FORM THREE STUDENTS AT NYABURURU AND KERERI SCHOOLS (%)

<table>
<thead>
<tr>
<th>LEVEL OF EDUCATION</th>
<th>NYABURURU N=87</th>
<th>KERERI N=145</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mother</td>
<td>Father</td>
</tr>
<tr>
<td>None</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Primary</td>
<td>38</td>
<td>21</td>
</tr>
<tr>
<td>Secondary</td>
<td>54</td>
<td>56</td>
</tr>
<tr>
<td>University</td>
<td>0</td>
<td>21</td>
</tr>
<tr>
<td>Any other</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Most students were from homes whose parents 235 (51 percent) attained secondary level education, 141 parents (30 percent) primary level, 52 (11 percent) university level, 32 of the parents (7 percent) did not have formal education at all, 4 (1 percent) attained adult education (any other). Table 4.1 shows that male parents were generally better educated than female parents. It is also important to note that women were poorly represented at university level especially those parents with daughters at Nyabururu where no woman attained university education. This scenario tends to support the data findings in a study done by Wamahiu and others which highlights the low participation of girls in higher education.
Our findings also show that the parents of the studied students were engaged in different occupations (Table 4.2).

**TABLE 4.2 PARENTAL OCCUPATIONS AMONG FORM THREE STUDENTS AT NYABURURU AND KERERI SCHOOLS (%)**

<table>
<thead>
<tr>
<th>OCCUPATIONS</th>
<th>NYABURURU N=87</th>
<th>KERERI N=145</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mother</td>
<td>Father</td>
</tr>
<tr>
<td>Peasant Farming</td>
<td>43</td>
<td>23</td>
</tr>
<tr>
<td>Teaching</td>
<td>21</td>
<td>46</td>
</tr>
<tr>
<td>Small Scale Business</td>
<td>15</td>
<td>9</td>
</tr>
<tr>
<td>Administration</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>Nursing</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>House Wifery</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Accountancy</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Accountancy</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Medicine</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Technical</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 4.2 shows that most parents from both schools were peasant farmers. Nevertheless majority of the peasant farmers were mothers which indicates that mothers tend to remain at home. Fathers of the students from both schools were strongly represented in the teaching profession. Students' fathers were also noticeably represented in occupations like Administration, Technical Career and Accountancy. This implies that fathers were more involved in the formal sector than mothers who dominated in the so-called feminine occupations like Small Scale Business, Nursing and Secretarial jobs. This kind of scenario partly supports the data findings presented by Molyneux with regard to third world socialist societies that women are over-represented in gender-specific careers.

Thus, it would appear that parents' occupational profiles are similar to their educational profiles. In terms of occupations, male parents tended to be better placed than female parents.
just like it appeared on formal educational attainment. This further supports data findings presented in the Development plan of Kenya 1994-1996 which shows that most females are marginally involved in the formal sectors of employment.

**Schools' Setting**

In the preceding section, we have discussed the home background of the students studied. Since the school is a unique social system which socializes students, it was important to study the setting of the two schools; Nyabururu and Kereri where the study was based. The school setting with its social atmosphere, just like the home environment was believed to have an influence on students' educational and career expectations.

Historically, Nyabururu and Kereri are the oldest girls' schools in Kisii District. Nyabururu was started as a girls' elementary school in January, 21st 1936 upon the arrival of the St. Franciscan Sisters. In 1964, the school became a girls' secondary school. Fourteen years later, the school officially became a high school offering science subjects in the former "A" level (Advanced level). Throughout the school's existence, it has been under the sponsorship of the Catholic Church.

Kereri Girls' Secondary School started in 1961 as a girls' boarding primary school. The primary boarding was phased out in 1965 in place of an Harambee secondary school. Thirteen years later, Kereri became a high school offering "A" level art subjects. Kereri is under the sponsorship of the Pentecostal Assemblies of God (P.A.G.) Church. Historically, the two schools differ in three aspects.

First, Nyabururu started almost twenty-five years earlier than Kereri although the latter seems to have expanded faster in terms of student enrolment than the former. Second, in the former "A" levels, Nyabururu offered both science and art subjects. Art subjects at Nyabururu
were offered in the last three years of the existence of the "A" level phase. Kereri on the other hand retained only the art subjects up to the demise of the "A" level in 1989. Third, the denomination sponsorship influenced the leadership of the schools. Nyabururu had been headed by Catholic nuns since the school was started while Kereri was headed by Protestant (P.A.G) headmistresses. Partial financial assistance to the schools was also influenced by their respective denominations.

As of 1991, Nyabururu had student population of 457 with an average enrolment of 46 students per class. Forms One and Two had three classes each while Forms Three and Four had two classes each. Kereri's enrolment stood at 612 with an average enrolment of 51 students for each of the twelve classrooms. Each form had three classes.

In terms of physical facilities, Nyabururu's buildings were old but well maintained. At the time of this study, Nyabururu had ten classrooms, three spacious and well-equipped laboratories, one small library, home science room, dining hall with kitchen, eight dormitories and a small room that offered health services mainly to the students. Nyabururu had three playgrounds for games like netball and volleyball.

Kereri on the other hand had twelve classrooms, one small fairly equipped laboratory, home science room, dining hall with kitchen, eight dormitories, typing room for students and a spacious room which was used to offer medical services to the students. Kereri had spacious playgrounds for athletics and games like hockey, basketball, netball and volleyball.

Nyabururu had somehow advanced science facilities having inherited most of the equipment from the "A" level science class. Kereri did not offer "A" level science, probably this explains why the school's science facilities were not as advanced as those of Nyabururu school.

There were twenty-six teachers (inclusive of the headteacher) in Nyabururu. Whereas Kereri had thirty-nine teachers. Teachers' academic qualifications are given in table 4.3.
Table 4.3 shows that most teachers at both schools were Diploma holders, the majority of them were females. There were more male teachers as holders of Bachelor of Education (B.Ed) than female teachers (a ratio of 3:2 at Nyabururu and 2:1 at Kereri). Genderwise, Kereri had more female teachers than Nyambururu: 70 per cent and 58 per cent respectively. Each school had one female untrained graduate teacher while there was no male untrained graduate teacher in either school.

On the subjects taught at the two schools, there was a total of fifteen different subjects taught by different teachers. Table 4.4 shows the percentage of teachers by gender by subject taught in each school.
### TABLE 4.4 PERCENTAGE OF TEACHERS BY GENDER BY SUBJECT TAUGHT AT NYABURURU AND KERERI SCHOOLS (%)

<table>
<thead>
<tr>
<th>SUBJECTS</th>
<th>NYABURURU</th>
<th></th>
<th>KERERI</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Females</td>
<td>Males</td>
<td>Females</td>
<td>Males</td>
</tr>
<tr>
<td>History &amp; Government</td>
<td>100</td>
<td>0</td>
<td>60</td>
<td>40</td>
</tr>
<tr>
<td>Home Science</td>
<td>100</td>
<td>0</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>Typing &amp; Office Practice (TOP)</td>
<td>0</td>
<td>0</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>French</td>
<td>0</td>
<td>0</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>Music</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Agriculture</td>
<td>0</td>
<td>100</td>
<td>25</td>
<td>75</td>
</tr>
<tr>
<td>Christian Religious Education (CRE)</td>
<td>90</td>
<td>10</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>English</td>
<td>86</td>
<td>14</td>
<td>57</td>
<td>43</td>
</tr>
<tr>
<td>Geography</td>
<td>80</td>
<td>20</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Kiswahili</td>
<td>75</td>
<td>25</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Business/Economics/Commerce</td>
<td>50</td>
<td>50</td>
<td>75</td>
<td>25</td>
</tr>
<tr>
<td>Biology</td>
<td>50</td>
<td>50</td>
<td>33</td>
<td>67</td>
</tr>
<tr>
<td>Chemistry</td>
<td>40</td>
<td>60</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Physics</td>
<td>25</td>
<td>75</td>
<td>33</td>
<td>67</td>
</tr>
<tr>
<td>Mathematics</td>
<td>20</td>
<td>80</td>
<td>40</td>
<td>60</td>
</tr>
</tbody>
</table>

**Total N =** 18 8 22 17

**SOURCE:** Schools' Timetables

Females at both schools dominate in the following subjects History, H/Science and C.R.E. Hence females appear to dominate in the teaching of art subjects a trend that supports the preference of the mentioned.

Indeed, male teachers in both schools were not represented in Home Science, French, and Typing and Office Practice (T.O.P) while female teachers in both schools were represented in all subjects except Music.
Looking at individual schools, Nyabururu reflects a distinctly high representation of female teachers in art subjects like History and Government, Christian Religious Education (C.R.E), English, Geography and Kiswahili. There were more male teachers in science subjects like Physics and Chemistry. In Kereri, there was a higher percentage of female teachers in science subjects compared to Nyabururu. For example, in Physics the ratio of males to females is 2:1, Biology 2:1, and Chemistry 1:1. Females were the majority in at least seven subjects at the two schools: C.R.E., Home Science, English, History, Business, T.O.P., and French. In Nyabururu, there was no female representation in Agriculture, and Music.

Data on schools' setting in this study played a complementary role in the sense that the researcher was able to get a background under which students' expectations were studied. The researcher also gathered data on the school setting to portray the school environment under which students' expectations were nurtured. This is to the realization that schools are unique social systems with peculiar practices which come up partly as a result of the schools' history, physical facilities and staffing. In this regard, it can be stated that students expectations while at school are influenced by what may be termed as a school's "tradition" and ones' cherished priorities.

Schools' setting therefore, may overtly or covertly affect students' aspirations and expectations. Students while at school, tend to nurture and nurse a variety of aspirations which may or may not be achieved. For example, there is a tendency of students to gauge themselves against those ahead of them when it comes to assessing ones' success or failure in an examination. Similarly, some students tend to prefer subjects which are performed relatively well in their respective schools (refer to chapter two).

Thus, schools' setting tends to play a role pertaining to students' aspirations either positively or negatively depending on ones' socialization. In addition, while a student is at school, ones' expectations may or may not be attained to some extent depending on the schools'
setting. In this study, the contention was that schools' setting played a crucial role.

Performance in National Examinations

During data collection, performance in the national examinations at the two schools was analyzed. Focus was on the Kenya Certificate of Secondary Education (KCSE) examination results for the years 1989 and 1990. The results were categorised into two: From grades A to C+, and grades C to E. Grades A to C+ was used in this study because candidates who score these grades in the KCSE examination are the ones who are considered to have met the university (public) admission requirements and can also join other post-secondary institutions. Thus, a candidate with A to C+ grades has a higher chance for further education than the one who scores grades C to E.

In both schools, the KCSE results generally show that candidates have tended to perform relatively better in art subjects like C.R.E and Kiswahili. The performance in science subjects like Physics and Biology tended to be poor. As mentioned earlier in studies done by Riria-Ouko, Maritim and Kelly their findings tend to confirm the fact that girls dominate in art subjects as opposed to science like Physics. Details of the 1989 and 1990 KCSE examination results are shown in table 4.5:
## TABLE 4.5 THE 1989 AND 1990 KCSE RESULTS ANALYSIS PER SUBJECT BETWEEN GRADES A AND C+ AT NYABURURU AND KERERI SCHOOLS (%)

<table>
<thead>
<tr>
<th>SUBJECTS</th>
<th>1989 KCSE Results</th>
<th>1990 KCSE Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Nyabururu</td>
<td>Kereri</td>
</tr>
<tr>
<td>C.R.E.</td>
<td>93</td>
<td>61</td>
</tr>
<tr>
<td>Kiswahili</td>
<td>60</td>
<td>54</td>
</tr>
<tr>
<td>Home Science</td>
<td>44</td>
<td>-</td>
</tr>
<tr>
<td>English</td>
<td>30</td>
<td>24</td>
</tr>
<tr>
<td>Agriculture</td>
<td>22</td>
<td>38</td>
</tr>
<tr>
<td>History &amp; Government</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td>Geography</td>
<td>24</td>
<td>12</td>
</tr>
<tr>
<td>Chemistry</td>
<td>23</td>
<td>0</td>
</tr>
<tr>
<td>Commerce</td>
<td>5</td>
<td>38</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Physics</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Biology</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Economics</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total N</td>
<td>83</td>
<td>86</td>
</tr>
</tbody>
</table>

**SOURCE:** Schools' Examination Records.

*Details of the actual results are in appendix G.*

Table 4.5 shows that for the two years, candidates in both schools performed relatively well in C.R.E (above 60 percent candidates scored between grades A and C+) and registered poor performance in Economics (both art subjects); no candidate scored grades C+ and above. There was also poor performance in Mathematics, Physics and Biology in both schools.
Although C.R.E. was at the top of the list for the two years, significant drop was noticeable in the 1990 KCSE results especially at Nyabururu (from 93 to 69 per cent).

1989 KCSE results indicate that Nyabururu performed better than Kereri in C.R.E., Kiswahili, English, Geography, Chemistry, Mathematics and Physics while Kereri performed better than Nyabururu in Agriculture and Commerce.

In the 1990 KCSE results, Nyabururu performed better than Kereri in C.R.E., Home Science, English, History, Geography, Chemistry and Mathematics while Kereri performed better in Agriculture, Physics and Biology. Hence, Nyabururu tended to outshine Kereri in at least seven subjects offered in the KCSE for the two years mentioned.

Both schools deteriorated in performance in C.R.E. and Kiswahili. They both improved in their performances in Home Science, Agriculture and Geography. Looking at individual schools, Kereri improved in most subjects namely, Chemistry, Geography, Mathematics, Physics and Biology; Nyabururu improved in English while it dropped in Physics and Chemistry. Kereri deteriorated in English and History. It appears that most art subjects (like C.R.E., Kiswahili and History) tended to be performed relatively better than say sciences like Physics, Chemistry and Biology in both schools. Therefore, in both schools, it appears that art subjects like C.R.E. and Kiswahili were performed much better than any other subject registered for the examination in the two years.

Expectations of Form Three Girls

In this study, the expectations that were examined are: the educational and career expectations of the Form Three girls at the two schools. The educational expectations refer to what the 1991 Form Three girls at the two schools wished to do after completing their secondary school education. Either joining a post- secondary institution (at university or middle
college) or going directly into employment. Career expectations refer to the occupations that students wished to pursue upon completing their education or training. In part In one of this chapter, the researcher attempted to discuss the students' home background and schools' setting. As mentioned earlier, these are two social setups to which a student is exposed as one undergoes socialization. Both in the home and the school, a student is exposed to various pressures, encouragements or discouragements regarding her/his education and her/his future career. Some pressures come from the family members, others from the school or from friends. Within the school, the source of influence may be more or less specialized and systematically organised for the purpose of assisting students in their educational and occupational decisions.

As students nourish and nurture their aspirations, a number of aspects are intertwined both in the home and the school. Students' expectations in most cases reflect a long interplay of home and school setups. Indeed, expectations do not flourish in a social vacuum. Thus, when examining students' expectations, their home background and schools' setting should not be ignored.

**Students' Educational Expectations**

When examining students' educational expectations, we were interested in the readiness and willingness of students to continue with further education, beyond secondary school level. Students were also required to rationalize their educational expectations.

Analysis of the students' (232) responses indicated that majority of the students wanted to continue with post-secondary education. Specifically, 130 (56 per cent) students registered their readiness to go for university education, while 87 (38 per cent) wanted to go for middle college education. Only 15 (6 per cent) wanted to get employed directly upon completion of secondary school education. Indeed, a total of 217 (94 per cent) of the respondents stated that
they aspired to continue with post-secondary education after Form Four.

The examination of specific data from the two schools (refer to table 4.6) shows that out of 87 respondents at Nyabururu, 82 students (94 per cent) indicated that they wanted to continue with post-secondary education. The remaining 5 (6 per cent) wanted to go directly into employment mainly in clerical jobs and as receptionists. At Kereri, out of 145 respondents, 135 students (93 per cent) indicated that they wanted to continue with post-secondary education. The remaining 10 (7 per cent) indicated their interest to get direct employment. It is important to note that students from the two schools were not in favour of early marriages; only one student from Kereri indicated her readiness to get married after secondary school education if she could not get direct employment.

**TABLE 4.6 EDUCATIONAL EXPECTATIONS OF FORM THREE STUDENTS AT NYABURURU AND KERERI SCHOOLS (%)**

<table>
<thead>
<tr>
<th>TYPE OF EXPECTATION</th>
<th>NYABURURU N-87</th>
<th>KERERI N=145</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>56</td>
<td>56</td>
</tr>
<tr>
<td>Middle Colleges</td>
<td>38</td>
<td>37</td>
</tr>
<tr>
<td>Direct Employment</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

From table 4.6, it is clear that the students chose two broad alternatives: Post-secondary education and direct employment. Those who chose direct employment indicated that they wanted to get employed directly upon completing secondary school education. Through interviews, various reasons were given by those who wanted to get employed directly; for example:

"I would like to get employed after Form Four in clerical job or Teaching. This will hopefully enable me get money to pay fees for my younger brothers and sisters. I also wish to assist my poor parents...."

(Student, Kereri, 1991).
... get a job after Form Four because I have to take care of my parents. I do not want to see my parents suffering any more by paying fees... I am ready for any job that will come my way, preferably clerical.

(Student, Nyabururu, 1991).

I do not wish to continue reading even if I pass well. Surely, I do not like reading books and so getting a job after Form Four would be my joy. I want to earn money and help my parents.

(Student, Kereri, 1991).

The home pressure of taking care of their sisters and brothers seem to influence the career choice of the students who wished to proceed for further education. As indicated in section one of this chapter, most of the students came from poor homes thus there support is highly expected by their parents.

Post-secondary education also seemed to interest the students for various reasons. This was shown by their enthusiasm during the study. For example, students wanted to know more about joining university. Questions such as the following were asked:

- Sir, how do we go to university?
- How is university life in terms of food, accommodation and freedom?
- How does one qualify to study in the faculty of law?
- Sir, we are interested in university education because it is fashionable. Please tell us the university admission requirements generally?


These and other related questions and opinions about university life and education formed part of the researcher's discussion with the students during familiarization period at the two schools. When asked in an indepth interview why they wanted to go for university education, students' answers were straight forward, reflecting influence from home and the economic pressure in society. Some of the responses included:
- I want to go to university because my parents especially my father expects me to have a university degree.

- I would like to go to university because my brothers and sisters have gone up to university. Why should I be the only one ...?

- Sir, Kenya of today requires people who have university education if one has to get a good paying job. In fact, it is fashionable to be a university graduate.


It is clear from table 4.6 that most girls preferred to continue with further education to direct employment. This finding tends not to support the findings in Kibera's study (1993) where it is reported that the 8-4-4 system of education seems to have fallen short in respect to preparing students for salaried employment, self-employed and training for jobs and for university education.

Students who expressed preference for further education at the university were asked to list in order of priority the subjects they would like to pursue (Table 4.7). Most of them tended to choose art subjects like English, History and Government, Geography and C.R.E. Incidentally, these were subjects taught by an insignificant number of male teachers at the two schools (refer table 4.4). These were subjects in which students' performance tended to be above average in the 1990 and 1991 KCSE results (refer table 4.5). However, a few students chose science subjects like Biology and Chemistry for their university education. Indepth interviews with these students revealed that the students chose the subjects because they felt the subjects were marketable in the job market. Subject choice by the students for university education is presented in table 4.7: which students' performance tended to be above average in the 1990 and 1991 KCSE results (refer table 4.5). However, a few students chose science subjects like Biology and Chemistry for their university education. Indepth interviews with these students revealed that the students chose the subjects because they felt the subjects were
marketable in the job market. Subject choice by the students for university education is presented in table 4.7:

### TABLE 4.7 CHOICE OF FIRST SUBJECTS FOR STUDY AT UNIVERSITY LEVEL BY FORM THREE STUDENTS AT NYABURURU AND KERERI SCHOOLS (%)

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>NYABURURU N=49</th>
<th>KERERI N=81</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td>16</td>
<td>20</td>
</tr>
<tr>
<td>C.R.E</td>
<td>14</td>
<td>18</td>
</tr>
<tr>
<td>Kiswahili</td>
<td>14</td>
<td>18</td>
</tr>
<tr>
<td>English</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>History &amp; Government</td>
<td>10</td>
<td>14</td>
</tr>
<tr>
<td>Biology</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Chemistry</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Agriculture</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Physics</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

On the whole, most students do not seem to like Mathematics and science subjects for their university education (reflected by the relatively few students who picked Biology, Chemistry, Agriculture, Physics and Mathematics) for reasons that revolve around attitude and the teaching of the subjects. Though disaggregation of the data by school reveals that there appears to be a bias towards art subjects like C.R.E., English and History in the case of Nyabururu, there are at least a few science subjects like Biology (10 per cent) and Chemistry (8 per cent), which are almost equally preferred as art subjects like History (10 per cent) and English (12 per cent). This contrasts sharply with Kereri.

The indepth interviews with students indicated that most of the students who aspired to
join university education would prefer to study art subjects like English, Geography, C.R.E and Kiswahili. Asked why they chose these subjects, students gave different reasons:

- In fact, we are taught very well in art subjects like C.R.E., Kiswahili, English and Geography... even the examination results show this clearly... I feel these are the subjects that I can pass well and continue in my university education.

  (Student, Nyabururu, 1991).

- Sir, subjects like English and C.R.E. are easy to understand and I feel this is what I can manage ... even my performance in class for the two years in the two subjects is quite good hence I would prefer to study these subjects at university.

  (Student, Kereri, 1991).

- I would wish to pursue art subjects like History and Geography because my brothers and sisters encourage me to pursue them up to university level.

  (Student, Kereri, 1991).

- I would like to pursue subjects like C.R.E., English and Kiswahili because they are taught by female teachers -are of my sex. These are subjects which are again performed well... so there is hope.

  (Student, Kereri, 1991).

From the above remarks, five different reasons can be isolated with regards to the subject choice for university education: Home influence, the teaching of individual subjects at school, gender of the teacher, the students' performance in the subject and students' personal abilities. A further discussion with the students indicated that occupational careers after university education influences the choice of the art subjects. For example, one student who chose Geography, English and C.R.E. said that the subject combination would enable her become a lawyer. Another student who wanted to become a lawyer remarked:

- I would like to become a lawyer because law requires less knowledge of Mathematics which is my worst subject. Thus, my preference of subjects like C.R.E., History and English.

  (Student, Nyabururu, 1991).
Others who wanted to be teachers said:

- I would like to study my favourite subjects (English, History and C.R.E.) up to university and get a degree in education.

  (Student, Kereri, 1991).

- I am intending to become a language teacher (English)... always I make an attempt to read many novels and poems. Above that, I just like English and so I want to teach others the subject.

  (Student, Nyabururu, 1991).

Although the majority of students preferred art subjects at higher levels of learning, a few students from both schools indicated that they would like to pursue science subjects like Biology, Physics and Chemistry at university. These students wanted to pursue science and technical oriented careers like Engineering, Medicine and Architecture. The students felt inhibited by the individual performance in the subjects associated with the science careers mentioned above. Such students felt that performance in science subjects in their schools was generally poor but this did not seem to deter them from wanting to pursue the science subjects. They indicated that the previous poor performances in the sciences in the national examinations in their schools tended to make them fear for their success in the subjects. This fear might have come about because candidates before them had performed poorly and yet nothing much had changed in terms of staffing and equipment. Indeed, since the 8-4-4 system of education was introduced, academic performance in the national examinations particularly in the sciences has been generally poor and this was reported by the teachers to be the case due to the negative attitude among students (refer table 4.5).

Against all odds, the girls appeared determined to succeed because they felt science subjects are marketable when it comes to securing a job. Some of the students interviewed had this to say:
Yes, I know sciences are hard but I am trying to study them up to university level, i.e. Biology and Chemistry ... because they are good in fixing somebody in a good job ... in fact like in our school we have very few science teachers i.e females.

(Student, Kereri, 1991).

Science subjects like Chemistry, Physics and Biology are quite marketable especially if one joins the faculty of medicine. I will feel proud when I complete university as a medical doctor who can treat people.

(Student, Nyabururu, 1991).

Sir, I have to do very well in science subjects like Physics, Chemistry and Biology. (also Mathematics) because my parents have assured me often that if I pass well and join university with the subjects, I will be able to get a good job that is well paying. In fact, I am aware that those who do arts even at university level do not get jobs easily.

(Student, Nyabururu, 1991).

There are fewer women who have obtained university degrees in areas like Engineering and Architecture. My elder sisters tell me this. So I would like to study any of the three courses so that I can challenge men who are the majority in these professions.

(Student, Kereri, 1991).

From the above quotes, one can infer a variety of reasons as to why the students wish to pursue the sciences. These include marketability, prestige, good remuneration, parental and sisters' recommendation. Besides, there was one student who had an exceptional reason: The student felt that she wanted to challenge the men who have dominated the sciences. This is a good example of a student who had realized that females are equal to men in intellectual abilities and also appeared to be aware that there are fewer women qualified in careers dealing with sciences.

The second group of students in terms of educational expectations involved those who wanted to go for middle colleges instead of university for their post-secondary education. Only 87 (38 percent) among the form three students at the two schools wanted to go for middle
colleges compared to 130 (50 percent) who chose university education. Those who aspired for middle colleges wanted to train in either primary teachers' or medical training colleges. When asked to state why they preferred middle colleges to university, the students said:

- I wish to go to a teachers' training college or diploma college because to get minimum university requirements is not easy. In our school, we have had few students who have managed to get university requirements since 8-4-4 was introduced. But those who have gone to colleges are many. I feel, I can manage to join a college for a Teaching career.

(Student, Nyabururu, 1991).

- Joining college is the next alternative after failing to attain university grades. In any case some courses taken at some of these colleges like M.T.C. (Medical Training College), do pay well ... (for Nursing course). Let us be a bit realistic, university admission is not easy but how I wish....

(Student, Kereri 1991).

Students who chose middle colleges preferred the following subjects: Agriculture, English, Geography, C.R.E., Biology, Kiswahili, Physics, Economics, Music and Mathematics (Table 4.8).

TABLE 4.8. FIRST SUBJECT CHOICE IN PERCENTAGE FORM FOR MIDDLE COLLEGES BY FORM THREE STUDENTS AT NYABURURU AND KERERI SCHOOLS (%)

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>NYABURU N=33</th>
<th>SUBJEC</th>
<th>KERERI N=54</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics</td>
<td>21</td>
<td>C.R.E.</td>
<td>20</td>
</tr>
<tr>
<td>Agriculture</td>
<td>15</td>
<td>Agriculture</td>
<td>19</td>
</tr>
<tr>
<td>English</td>
<td>15</td>
<td>English</td>
<td>15</td>
</tr>
<tr>
<td>Geography</td>
<td>13</td>
<td>Biology</td>
<td>11</td>
</tr>
<tr>
<td>Biology</td>
<td>9</td>
<td>Geography</td>
<td>9</td>
</tr>
<tr>
<td>Kiswahili</td>
<td>9</td>
<td>Kiswahili</td>
<td>9</td>
</tr>
<tr>
<td>Economics</td>
<td>6</td>
<td>Economics</td>
<td>7</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6</td>
<td>Mathematics</td>
<td>2</td>
</tr>
<tr>
<td>Music</td>
<td>3</td>
<td>Music</td>
<td>6</td>
</tr>
<tr>
<td>C.R.E.</td>
<td>3</td>
<td>Physics</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

The above table shows that different subjects were preferred differently at the two schools. At Nyabururu Physics is rated highly (21 per cent) among other subjects while at Kereri, C.R.E. is placed at the top (20 per cent) for middle college education. This preference...
could be attributed to science facilities at the two schools where Nyabururu tends to be better equipped than Kereri. A significant difference between the two schools is that a subject rated highly (Physics) at Nyabururu is one of the subjects rated lowest at Kereri. Conversely, a subject rated highly (C.R.E.) at Kereri is one of the subjects rated lowest at Nyabururu. On the other hand, while at Nyabururu, Music is one of the subjects preferred least at Kereri, it is Mathematics and Physics.

Mathematics was one of the subjects which appeared to be "unpopular" among Kereri students. Indeed, in one of the Form Three classrooms at Kereri, the researcher found Mathematics nicknamed as:

- Most Annoying Tough Headed Subject (M.A.T.H.S).

Similarly, during indepth interviews with Form Three students, most students expressed the opinion that they did not like Mathematics. One comment by a student summarizes it aptly:

- Mathematics is a hard subject for us girls. In fact we do it because we have no alternative. Teachers are just forcing us into the subject and yet they know that girls cannot manage to do well. The examination (KCSE) results tells it all.

(Student, Nyabururu, 1991).

Further, the researcher asked the student whether she was aware that girls can do well in Mathematics and that in her school some female teachers were teaching Mathematics, she affirmatively responded but quickly pointed out:

- Yes, but these are "abnormal" girls who compete with boys. Look, in my school, it is mainly male teachers who teach Mathematics and other science subjects.

(Student, Nyabururu, 1991).

When asked to explain briefly what she meant by "abnormal" girls, the student said:

- These are the girls whose performance in Mathematics is better than other girls and we say these girls may be having the body of a girl but a brain of a boy. For
many years girls have not been doing well in Mathematics and sciences but boys have ... so girls who do well in Mathematics are "abnormal" since they have the ability to do Mathematics like boys....

(Student, Nyabururu, 1991).

This student was the type of a girl who had already internalised a negative attitude towards Mathematics and sciences as were most of the students interviewed. Almost all students strongly believed that Mathematics was not meant for girls as the above remark attests simply because other girls before them have tended to perform poorly. This belief appears to precipitate girls' stereotyping Mathematics as a "hard" subject which can only be managed by boys. This contention tends to support the findings of Duncan, Wamahi, and Martin which indicates that girls tend to perceive Mathematics negatively.

Although most students held negative attitude towards Mathematics, few felt they could attempt it like anybody else. Their opinions can be summarised in the following remark:

- We want to do Mathematics because though we are girls physically, we also have brains like other people. We want to challenge boys. In fact this is possible because one of our Mathematics teachers is a female. In the District Mock results, we were told that a female student from this school was third best in Mathematics beating many boys....

(Student, Nyabururu, 1991).

The above opinion is an example of a female student who was determined to attempt Mathematics. It is also evident that the role models tend to be important at motivating a person (student) in the choice of a subject for further education. Conversely, some of the sentiments expressed by students show that they did not like sciences. For example, in one of the Physics lessons observed, the researcher heard two students at Kereri engaged in analyzing the lesson just after the teacher had left. The conversation went as follows:

1st Student - Did you enjoy this lesson?
2nd Student - Don’t ask the obvious! This subject (Physics) bores me a lot. Imagine I cannot recall what "Mwalimu" taught... just like other lessons.

1st Student - These calculations are too hard for me. I wish "Mwalimu" could set us free from these jargons in Physics. I am tired. What can I do dear?

2nd Student - Let us try to persevere to the end. We have no alternative ....

(Classroom observation, Kereri, 1991).

In an effort to find out why the sciences were not among their favourite subjects, the students indicated that science subjects were generally hard to understand because they involve many abstract calculations. A student at Kereri had this to say:

- In our school we have a small laboratory and whenever we go for a demonstration, it is very much congested. Even the teaching, I do not get it well. Our Chemistry teacher is a female but she is not clear in her teaching. It becomes hard to follow.


These sentiments show that apart from the belief that sciences are hard to understand, lack of science facilities and the teaching of science tends to hinder the preference of subjects especially where the students have negative attitude towards sciences.

Art subjects like C.R.E., English, History and Geography, seemed to be preferred by the majority of the students. Such students rationalized their choice in the following remarks:

- Art subjects like English, C.R.E. and Kiswahili are very easy to understand. Most of my fellow students in the school perform very well in arts unlike in the sciences (like Physics and Chemistry) - leave alone Mathematics.

(Student, Kereri, 1991).

- The art subjects are taught very well and one does not require to do a lot of calculations like those in Mathematics, Physics and Chemistry. Actually, art subjects do not need one to go to the laboratory and carry out experiments.

(Student, Nyabururu, 1991).

- If I take the example of my school, Kereri, for many years... girls have done very well in arts ... but not in sciences ... In some cases female and male teachers
recommend that we do arts .... is what we can manage. It is only our Chemistry female teacher who reminds us to attempt sciences. Around my home very few girls have attempted sciences and have not made it... to try where there is hope....

(Student, Kereri, 1991).

The above remarks show that students had various reasons as to why they would wish to pursue art subjects. These include understanding of the subjects, good previous performance in the national examinations, presence of role models, the nature and the teaching of the subjects and the recommendation given by a few male and female teachers.

From what has been reported, there is a clear indication that Form Three girls from the two schools appear to be divided into two camps based on subject choice, namely the science group and the arts group. Such a division in some cases elicited interesting arguments. For example in one incident, the researcher overheard a student who seemingly did poorly in sciences remark to one who in this case was assumed to be doing well in sciences saying:

- Blessed are those who do well in sciences for theirs is the kingdom of university. Us in the arts are doomed to tarmacking....

(Student, Nyabururu, 1991).

However, another student responded to the above statement:

- No, we are not doomed like that. We also matter since scientists cannot do without arts people. Can't you remember it is the people who have done arts who become lawyers and district officers?

(Student, Nyabururu, 1991).

The student who preferred sciences said:

- These days art subjects have too many people trained and jobless. In sciences, there are few people like doctors, engineers and architects... one easily gets a job. Surely don't we know that scientists stand a better chance of getting to university if they do well and can get good jobs.

(Student, Nyabururu, 1991).
In support of the above remark, another student said:

- Up to you who cannot attempt sciences. In any case, we are here to carry our own crosses.

(Student, Nyabururu, 1991).

Generally, most of the students aspired to post-secondary education - university and middle college. However, most students had a higher preference for university education and training over middle colleges. Pertaining to subject preference, most students preferred subjects like C.R.E., English, Agriculture, Geography, Kiswahili and History for their post-secondary education (mainly art subjects except Agriculture). Different reasons were mentioned for aspiring to post-secondary education. These include: home influence, personal interest to continue with further education and because of the nature of the career one expects to pursue.

A reflection on the girls' educational expectations reveals that most girls did aspire to study at post-secondary institutions. Therefore, the low representations of girls at the post-secondary institutions as revealed by Wamahiu and Wanjama does not necessarily mean that girls do not aspire to join the same institutions. What appears to restrain the realization of the expectations is perhaps lack of adequate preparation which also affects performance in the national examinations. A finding which is consistent with the above mentioned studies is that girls seem to prefer arts subjects more than sciences for their post-secondary education especially at the universities.

Teachers Perceptions on Students' Educational Expectations

Teachers are the main agents of socialization of students in the schools. Thus,
perceptions they hold about students have direct or indirect bearing on students' attitudes and performances in school. In this study, we felt that it was important to examine the perception of teachers on students' expectations.

Discussion with teachers confirmed the findings that Form Three students at both schools held different attitudes towards either art or science subjects. Most of the teachers confirmed that majority of the students could pursue art subjects and a few, science subjects. The teachers indicated that it was due to the subject preference among the students that there was a division of the Form Three students into two groups based on subject choice.

At Nyabururu, the division composed of one class for arts and the others for sciences, while at Kereri it was two classes for art subjects and one for science subjects. According to these teachers, the division could be further seen to exist especially when the academic performance of these students in their respective classes was considered. However, the division was not officially sanctioned but the teachers tended to view the educational expectations of the students along the lines of subject preference.

Most teachers were of the opinion that most students were better endowed to pursue art subjects for their post-secondary education. This tends to tally with the students' subject preference for further education.

From the observation conducted in the classrooms, teachers did not seem to campaign for particular subjects. What took place in the classroom teaching was that teachers mainly taught the content and urged the students to work hard so as to pass examinations. Out of the 186 lessons observed, there was no single lesson in which a teacher attempted to direct the students towards the pursuit of particular subjects.

On the other hand, in the classroom teaching, the researcher observed that there appeared to be "favoured" (popular) and "unfavoured" (unpopular) subjects by the students. "Favoured"
subjects referred to subjects like C.R.E., Geography, English and Kiswahili while "unfavoured" subjects referred to subjects like Mathematics, Physics and Chemistry (especially at Kereri school). A subject was considered "favoured" or otherwise to the students by considering the attentiveness paid by most students during classroom teaching. In a situation where a subject was "favoured", most students were active at asking and answering questions. Similarly, during lessons of "favoured" subjects, it was observed by the researcher that even in the absence of a teacher, most students in class would continue to read materials related to the subject on their own unlike the case of "unfavoured" subjects. Occasionally, during the teaching of "unfavoured" subjects like Mathematics and Chemistry, by mid morning some students were seen taking naps (real or feigned) or reading other subjects while the teacher was teaching. In one of the lessons, a male teacher remarked:

"I do not understand why some of you are dozing... must remain awake and try to get what I am teaching... do not read another subject either while I am teaching Physics. Each subject... see me during break time."

(Teacher, Nyabururu, 1991).

When one looks at the examination results, those subjects labelled as "favoured" incidentally happen to be performed relatively well compared to the "unfavoured" ones (refer table 4.5).

Headteachers had this to say with regard to students' preference of science subjects (unfavoured):

"I think the poor performance of sciences is due to the history of the school - for many years the school has not had many girls performing well in sciences except Biology... led to a poor attitude towards the sciences. Even the few facilities do not seem to change the attitude... it has become hard to convince the girls that they can manage Physics and Chemistry...."

(Headteacher, Kereri, 1991).
I can say that for the period I have been in this school (21 years) girls seem to grudgingly change their attitude towards sciences in spite of the presence of sufficient science facilities and even teachers... performance seems to be dropping even! I attribute this partly to the "poor" quality of students whose attitude towards sciences is negative...

(Headteacher, Nyabururu, 1991).

The above sentiments expressed by the two headteachers tend to suggest that students' attitude towards sciences and "poor" quality of students are perceived to be obstacles in the pursuit of sciences and not merely the adequacy or inadequacy of science facilities.

Parents' Perceptions of Students' Educational Expectations

Parents are also major agents of socialization of children in the homes. Therefore, the perceptions they hold about their children have a direct or indirect bearing on children’s attitudes and preferences as they undergo schooling. In this study, it was felt by researcher that it was important to examine the perception of parents on students' educational expectations. Discussion with the parents confirmed the finding that most Form Three students were set for further education.

Six parents were interviewed by the researcher in regard to educational expectations of their daughters at the two schools. All parents expressed their feelings that their children (daughters) should go for post-secondary education. One female parent summarised the opinion of others and said:

- What is Form Four education? We have seen so many who are at home with that kind of education and they cannot get a job like it was during our time- even sweeping in town. I would like my daughter to go up to university and if not join a college and train in a course.


The parent went further to elucidate why she felt post-secondary education was important:

- ... is also prestigious to have a child of post-secondary education. These days sex does
not matter, in fact it is even better to have a daughter at college so that when she gets married, the husband can pay a lot of money in terms of bride price.


Such opinions by parents show that the parents are interested to see their daughters go for post-secondary education so that the daughter may be able to get a job. Other reasons given by parents included: financial gain and prestige are also projected when a daughter with post-secondary education is finally married. It can also be inferred that the parent appears not to be tied to gender roles in regard to educating a daughter.

Indeed, the parents reported that they reminded their daughters to ensure that they pass well in their examinations so as to continue with further education. Parents also seemed to be interested in monitoring how their daughters were progressing in school. Some parents reported that:

- Whenever my daughter reports back home from school at the end of the term I must see her report card and make the necessary comments - academic performance... always ask my daughter to work hard so as to pass in her examinations and continue with her education beyond Form Four.


- I check the progress report card and remind my daughter to improve where weak... like to see her going through university.


- I do remind my daughter that her good performance is necessary for further education whether in Kenya or overseas. However, preference is given for the universities in Kenya (Public ones)....


The above quotes would suggest that the parents were involved at supervising schoolwork of their daughters in an effort to make them work hard in their academic pursuits so as to go beyond secondary school level - preferably university. The support for further education from
Parents were asked to indicate the subjects that they would wish their daughters to pursue in further education. All the parents interviewed did not seem to be interested with the subject that their daughters pursued. One remark summarizes it all:

- All I expect my daughter to do is to work hard and pass the examinations from where she can pursue subjects of her choice so long as she can get a job for her survival in this world of limited resources.


The parents expect their daughters to work hard and pass so as to continue with further education and finally get a good job to get ones' own income. Similarly, the parents did not seem to mind whether their daughters went for university or middle college education. Rather, they appeared to be keen to indicate that their daughters should go for post-secondary education either at university or middle colleges and be able to secure jobs which would guarantee a source of income.

It also appears that from the parents' level of formal education (table 4.1) that though most of the parents had attained up to secondary level education, the parents interviewed expected their daughters to go for post-secondary education perhaps as a way of attaining what the parents did not achieve. This is a confirmation that parents wish their children be better educated. Indeed, post-secondary education as revealed in the findings of this study.

Career Expectations

In this third part of the chapter, career expectations of Form Three students at Kereri and Nyabururu are examined. As mentioned earlier, the career expectations refer to the occupations students felt they would pursue after schooling. These career expectations are looked at in the light of what the students, teachers, headteachers and parents studied said and what the researcher observed. However, the researcher did not give a list of careers for the students to choose. This
part is divided into three sections: students' career expectations, teachers' perceptions on student career awareness, and parents' perceptions on student career awareness.

**Students' Career Expectations**

Analysis of the questionnaires shows that majority of the students 220 (95 per cent) from both schools aspired to various careers while, 12 (5 per cent) were undecided. From Nyabururu 83 (95 per cent) students indicated that they aspired to various careers. Only 4 (5 per cent) students from Nyabururu indicated that they were undecided. In Kereri, 137 (95 per cent) indicated that they were aware of the careers to pursue and only 8 (5 percent) indicated that they were undecided.

Careers that the students wished to pursue after secondary school education in order of preference include: Nursing, Medicine, Teaching, Law, Accountancy, Secretarial, Air hostess among others (Table 4.9).

**TABLE 4.9 FIRST CAREER CHOICES AMONG FORM THREE STUDENTS AT NYABURURU AND KERERI AFTER SECONDARY EDUCATION (%)**

<table>
<thead>
<tr>
<th>CAREER</th>
<th>NYABURURU</th>
<th>KERERI</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N = 87</td>
<td>N = 145</td>
</tr>
<tr>
<td>Nursing</td>
<td>32</td>
<td>30</td>
</tr>
<tr>
<td>Medicine</td>
<td>23</td>
<td>13</td>
</tr>
<tr>
<td>Teaching</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>Law</td>
<td>14</td>
<td>8</td>
</tr>
<tr>
<td>Accountancy</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>Secretarial</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Stewardship</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Journalism</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Business (Small-scale)</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Computer Programming</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Engineering</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Music</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>Agriculture</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Catering</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Marriage (housewife)</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Politics</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>NYABURURU</th>
<th>KERERI</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SUB-TOTAL</strong></td>
<td>95</td>
<td>95</td>
</tr>
<tr>
<td>Undecided</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.9 shows that majority 215(93 percent) of the students were for careers that
require post-secondary education and training. These are careers like Nursing, Medicine, Teaching, Law, Accountancy, Secretarial, Air hostess, Journalism, Computer Programming, Engineering and Catering.

In terms of school difference, out of the sixteen careers indicated by the students, Kereri students seemed to have a much wider scope of careers than Nyabururu students (fourteen and eleven careers respectively). For example, whereas at Kereri a few students aspired to careers like Small-scale Business, Singing and Agriculture in addition to the others, there was no student from Nyabururu who aspired to these careers. On the other hand, no student from Kereri aspired for Engineering and Catering.

At Kereri, there were two students who aspired for Marriage and Politics while there was none at Nyabururu. There was also a significant difference in aspiration for careers like Teaching and Secretarial. Whereas at Kereri, 16 percent aspired for Teaching, only 2 percent did so at Nyabururu. On Secretarial, 8 percent of students at Kereri aspired for it while, at Nyabururu only 2 percent did so. Careers that were aspired by most students at the two schools, include: Nursing, Medicine, Teaching, Law, Accountancy and Secretarial.

In reference to high status careers like Medicine, Law, Accountancy, Journalism, Computer Programming and Engineering, there was a significant difference in aspiration at the two schools. At Nyabururu there were 51 percent students who aspired for these careers while, at Kereri there were only 30 percent aspirants.

Intensive interviews with the students further confirmed their interest in pursuing higher education at the university level (75 percent). A minority (25 percent) stated that they wished to pursue their careers up to middle college level irrespective of the careers being offered at the university.

Students were asked to indicate why they wanted to pursue the careers that they chose.
Different reasons were given by these students. For example, students who wanted to become medical doctors said:

- My parent (especially my mother) wants to see me become a medical doctor so as to earn a lot of money and take care of them financially.

  (Student, Kereri, 1991).

- I would like to know more about human life after studying Biology lessons in a secondary school. I need to know exactly how a human body works ... I also want to treat people.

  (Student, Nyabururu, 1991).

- I just like doctors especially the way they dress while on duty; they look neat and attractive.

  (Student, Nyabururu, 1991).

- So as to save human lives - those who are sick. I hate sickness.

  (Student, Kereri, 1991).

- I would like to get a lot of money and start my own clinic near home. I hope to raise a lot of money after treating patients.

  (Student, Kereri, 1991).

Other students who wanted to become teachers also expressed similar reasons as those who wanted to become medical doctors: parental pressure, financial considerations, altruistic and egotistic reasons. They said:

- I want to become a teacher because my mother wants me to become a secondary school teacher. I also like teaching because it involves transmitting knowledge to the students (learners). A teacher is the light of the country.

  (Student, Nyabururu, 1991).

- My parents (both of them) expect me to study up to university and get a degree in teaching.

  (Student, Nyabururu, 1991).

- I want to become a university professor and teach history at the university.
I like teaching because it is the easiest career for me to join. It does not require a lot of training and the working conditions are good because one can work near home and operate from there.

(Student, Kereri, 1991).

Students who wanted to become nurses had this to say:

- I have admired Nursing since I was in primary school. I like the way nurses dress and assist people (patients) at hospital.

(Student, Kereri, 1991).

- All along my parents had been urging me to become a nurse so as to save human lives as a Christian. Surely when you are a nurse you can take care of yourself and others.

(Student, Kereri, 1991).

- I admire Nursing because of my sister who is a nurse. She encourages me to be a nurse so that we can join together and open a clinic in town.

(Student, Nyabururu, 1991).

A student who wanted to become a secretary indicated that she felt it was a career that was most suitable for women. Asked further to elaborate about the suitability of the career for women, she said:

- When you work in an office as a secretary being a woman, it is good because most of the time you are seated comfortably and you know, women like sitting. Secretarial is also good because as a woman or a girl one is able to dress nicely so as to look beautiful unlike being a teacher where you cannot dress well because of the work one does - chalk.

(Student, Kereri, 1991).

The above sentiments indicate that the student's choice of a Secretarial career has the element of sex-stereotyping. The student wanted to join Secretarial because she felt it was meant for a woman like her.
Those who did not want to proceed to university or middle college (post-secondary) in pursuit of career training, chose the following occupations in order of preference upon completion of secondary school education: Small-scale Business, Clerical, Copy-typing and Hairdressing. One student who wanted to be involved in private Small-scale Business indicated that she wanted the career because one can make a lot of money within a short period. She remarked:

- I would like to do business of selling "Mitumba" (second hand clothes) which sell out quickly and one can get a lot of money for personal advancement. Alternatively I can open a "Kiosk."

(Student, Kereri, 1991).

Another said:

- Because my parents own business (shop) in town, I would like to take over from them by assisting or they can open a shop for me. I do not want to continue reading or being employed.

(Student, Nyabururu, 1991).

One student who seemed to have an "exceptional" reason for pursuing a career said that she wanted to become a politician due to the influence of a relative:

- I would like to become a politician because I admire my uncle who is one. In fact, he is imprisoned because of his political statements. Above that, I want to challenge men in the political field.

(Student, Kereri, 1991).

The statement expressed above is a clear example of a student who aspires for a career (Politics) that few women have joined. Indeed, this is an example of a student who appeared ready to challenge the dominance of men in Politics. Besides, the student seems to have a role model (her uncle) of which she intended to emulate in pursuit of her future career.

To find out the role of teachers in shaping students' expectations, students were asked by
the researcher to indicate whether teachers did encourage them to join specific careers. Many of the students indicated that they were never encouraged by the teachers. However, students acknowledged that teachers reminded them to work hard so as to pass their examinations. This was done in the classroom during teaching of various subjects.

This tallies with an earlier point raised under students’ educational expectations that teachers told the students to work hard generally without telling the students the careers to pursue. However, three male teachers at Kereri who taught Biology, Geography and Agriculture were identified as telling the students to pursue careers like Nursing and Teaching at specific times of the term.

A few female science and Mathematics teachers at Nyabururu were also reported by one student as being occasionally involved in encouraging Form Three girls to pass their examinations so as to get science- oriented careers like Engineering, Architecture and Medicine. The student summarised what these teachers said in the following words:

Our Mathematics and Chemistry teachers (females) tell us to be serious with our work especially in the sciences so that we can join careers like Teaching of sciences, Engineering and Medicine. But they only emphasize to us to work hard so as to pass well without telling us what is exactly required for one to join these careers. Actually, what they tell us is that just work hard and pass ... normally told to us when we are about to termly examinations.

(Student, Nyabururu, 1991).

What emerges from the two quotations cited in the previous page and the one above is that, only a small proportion of the teachers were involved at creating career awareness. Otherwise, as reported by the students, most teachers mainly encouraged students to work hard so as to pass examinations. Generally, it was the female science teachers and Mathematics teacher at Nyabururu who were reported to have precisely encouraged the students to pursue careers like Engineering and Medicine. Though at Nyabururu there were relatively fewer
females teaching Mathematics (20 per cent) and Chemistry (40 per cent) compared to Kereri 40 and 50 per cent respectively, those at Nyabururu seemed to create career awareness more than those at Kereri (refer table 4.4). In contrast, at Kereri it was the male rather than the female teachers who created career awareness in spite of the large number of females in the entire staff. Despite this guidance by a few teachers, students were already aware of the careers to pursue.

Examining the career choices of the students, it would appear that most students at the two schools chose science-oriented careers like Nursing and Medicine (23 per cent chose the two careers). Interestingly enough, most students preferred art subjects for post-secondary education and preferred least arts-oriented careers like Secretarial and Journalism. In this regard, most students preferred "high status" careers without considering the process of joining the careers—that is, matching careers with correct subject combination. Therefore, it could be stated that career choice by the students tended to be guided by perceptions of careers' utility and not the subject combination for a particular career. Students appeared to prefer least science subjects and yet expect science-oriented careers. This phenomenon could be attributed to lack of counselling on careers.

From the above discussion, what emerges is that access to science facilities is not a sufficient condition for one to aspire to a science-oriented career. Even the poor performance in sciences at the two schools did not deter students' expectations for science careers. Therefore, it appears that there is more to the expectation for science-oriented careers than just the science facilities—perhaps attitude and the perceived utility of careers.

From the findings shown in table 4.9, it is clear that the girls surveyed studied expected to pursue a variety of careers. The first two careers were Nursing and Medicine respectively. The preference for the first careers (Nursing) confirms the fact that the girls conformed to the gender typing of careers as presented in Duncan’s study. However, the preference for medicine
indicates that the girls do aspire for science-oriented careers although they do not aspire for sciences as reported in Wamahiu's, Kelly's and Duncan's studies. This would be an indication that girls if properly guided, may break away from preference for the so-called feminine careers like Social work.

Teachers' Perceptions on Students' Career Awareness

Teachers from both schools were interviewed about student career awareness. Asked what they were doing to ensure that career awareness was created among the students, eighteen (90 per cent) out of twenty teachers indicated that they did not create career awareness among the students. Instead, they indicated their commitment to the teaching of students to make them pass well in national examinations and realize their anticipated careers. Teachers reacted as follows:

- Ours in school is to teach and let the students work out on their own. In fact, we teach and let the students to decide on their own the careers to pursue - let them discover.

  (Teacher, Kereri, 1991).

- As teachers, all we are trying to do is to try to as much as possible to cover the wide syllabus (8-4-4) and I feel it is the responsibility of the students to decide what to do in future. Mine is to tell them to do a balanced work in all subjects that they intend to pursue.

  (Teacher, Nyabururu, 1991).

- Yes we can teach but getting to be involved in creating career awareness is an extra burden outside what I am supposed to do. Remember we have a lot of work to cover and yet the time is short....

  (Teacher, Nyabururu, 1991).

- I admit that most of us in this school do not create awareness. Indeed, I think that is not our part, ours is to teach and teach well. Students can also decide the careers, to join in future.
The above sample remarks indicate that the teachers were mainly concerned with teaching students according to the demands of their perceived professional ethics and not with the aspects of creating career awareness. The teachers interviewed emphasized that their job was to see that the syllabus was covered so as to enable the students to pass national examinations.

The majority of teachers (16 out of 20 teachers or 80 per cent) who felt that the students were not aware of their careers were further asked what they were doing to ensure that career awareness was created. The teachers indicated that there was no deliberate effort to create career awareness. The assumption was that awareness promotion was to be done by the Careers, Guidance and Counselling Unit which the researcher found non-existent at both schools. Also, the teachers felt that the students could make their own effort to decide on the careers to pursue. This finding is supported by the findings reported by Ankrah who says that though girls were hardly guided by teachers in career choices, this did not prevent the girls from indicating career preferences as mentioned earlier. Perhaps, as reported by Kilonzo and Tsuma, career awareness could be attributed to ones family background which tends to make girls shy off from technical and physical science related careers.

Based on preliminary analysis of data collected through questionnaire and official records, the researcher became interested in the role of the classroom teaching in promoting career awareness. The researcher conducted an intensive classroom observation as teaching was taking place or in the absence of the teacher.

The general finding was that during classroom teaching the teachers did not seem to create career awareness among the students. Out of the 186 lessons observed, there was no single lesson that a teacher associated a topic in a given subject with a career except once when an English teacher made a remark intended to reprimand a student. She said:
You are now seated like secretaries in the office. You cannot even answer such a simple question. None of you is P.U.M (Possible University Material).

(Teacher, Kereri, 1991).

From the observations and discussions with teachers, it was clear that the teachers supported by the schools' routine, were interested in making sure that the students pass the internal and national examinations. The assumption that appeared to be held by these teachers was that after passing examination, the students should be able to join the careers that they wish.

Two teachers remarked:

- In fact, passing well is at the top of our priorities. The issue as to which careers to pursue can come later. It is not important to tell students careers to pursue if they cannot pass. That is my opinion.

  (Teacher, Kereri, 1991).

- Why should we be bothered about careers, let them (students) finish and go. They can do it on their own. After all they know what they can do if not it is unfortunate.

  (Teacher, Nyabururu, 1991).

Career awareness to these teachers was to be left to the students to decide on their own. In addition, the teachers appeared to suggest that students should be able to decide on their own career preferences.

On the other hand, a male teacher at Nyabururu who teaches Chemistry felt that students should be made aware of the careers to choose in future. The teacher pointed out that career awareness promotion should be encouraged when students have reached Form Four level. At this stage, the teacher felt that the students should have covered most of the work and are ready to fill the career forms for further education or training. Furthermore, the same teacher felt that creating career awareness before students have covered most of the work was not necessary.

There were some teachers (25 percent) who felt that the students were aware of the
careers especially Nursing, Teaching and Secretarial. The teachers appeared to support the career choice of the students as in Table 4.9.

Although the teachers felt that the students were aware of the careers to pursue, they felt that students were not clear about the scope and adequacy of career requirements. The teachers felt that the students did not have adequate information on the careers to choose because the Careers, Guidance and Counselling Unit at both schools was not functioning and yet most students were aware of the careers to pursue which could imply that students' career awareness does not necessarily emanate from the schools since parents and peers can play a role as mentioned earlier. Here the teachers stressed that the unit should be brought into existence.

Teachers were asked to indicate whether they could predict the career expectations of the Form Three students to which 16 out of 20 teachers (80 per cent) indicated that they could not predict because the performance of students was not consistent. However, 4 out of 20 teachers (20 per cent) said that they could predict career expectations for a few students (at both schools) because of their steady academic performance in given subjects. For example, one of the teachers who was also a class teacher said:

- I am able to say that one particular student in Form Three can manage as a medical doctor because she has approached me about the career and the career requirements. Above all, she does well in Biology, Mathematics and Chemistry... does also well in art subjects... but her performance in the first group of subjects is quite good and stable. This one, I am confident....

(Teacher, Kereri, 1991).

Another class teacher also said:

- I have in mind two students who can manage as teachers. In fact, these students have frequently approached me about the requirements for teaching and I strongly believe they can manage a teaching career as girls.

(Teacher, Nyabururu, 1991).

Further, another teacher (female) who appeared not confined to gendertyping of careers
had this to say:

- I think if I were to predict career choice for these girls, I would say that most are capable but the problem these girls have is that they think as girls they are only suitable for arts oriented careers. Surely, the ones I have talked to informally, they are for arts oriented careers like Teaching and Secretarial. These girls need guidance; a serious one.

  (Teacher, Kereri, 1991).

From the above remarks, it is clear that not many teachers were in a position of predicting the career expectations of the students. The feeling of most teachers was that majority of the students were not aware of the careers to pursue. This contradicts an earlier view expressed by most students who indicated that they were aware of the careers to pursue. Perhaps this contradiction can be attributed to the fact that most teachers never made deliberate efforts to find out the career awareness among students similar to what the investigator attempted to do.

Headteachers of the schools were also asked by the researcher whether they gave any information to the students regarding career awareness as heads of the schools. Both headteachers indicated that it was their assumption that individual teachers in their respective subjects were creating career awareness. However, they admitted that there was no intentional effort to make the students aware of the careers at their disposal. The headteachers said that there were no teachers assigned to the responsibility of creating career awareness because those that were available had a lot of work to cover with the students in class. One headteacher summarized the position as:

- In my school, we insist that teachers have to teach well in their respective subjects. However, as regards the matter of creating career awareness, I assume teachers do it as they teach... I also expect the students to do it on their own. I personally confess that I have not made intentional efforts to create career awareness... of course after putting their own effort, they might be able to join careers of their own choice. Sorry, we do not have teachers assigned to create career awareness....

  (Headteacher, Nyabururu, 1991).
Asked whether she felt the students were able to know the careers to pursue on their own, the headteacher had this to say:

- Oh yes, they can. Remember these students interact with different people... Probably, what I suspect they might not know is the suitability of choosing a career. In fact some do not know much about subject combination leading into joining a given course... we are now thinking of alternatives of assisting students in career choice.

(Headteacher, Nyabururu, 1991).

Remarks made by the above headteacher points to a situation where the school administration was aware that they did not create career awareness among students and yet they were not making attempts to assist the students obtain sufficient information on career awareness. Perhaps, the assumption was that students were aware of the careers to pursue, and indeed majority were.

Further, the headteachers tended to believe that the students could be aware of their careers simply because students could identify whether they were good in art or science subjects. In this case, the students could have been aware of the subjects to pursue as it has been shown earlier, but they might have not had sufficient information on subject and career combination. Though most students preferred art subjects for post-secondary education, the careers they chose tended to emanate from a science background which implies the fact that students preferred art subjects, this did not prevent them from aspiring to science-oriented careers.

Parents' Perceptions on Students' Career Awareness

Parents were asked to talk about students' career expectations. In contrast to the teachers, parents interviewed were specific about what careers their daughters should pursue. Female parents interviewed felt that it was ideal that the girls pursue careers like Nursing, Teaching, Secretarial (Copy-typing) and Catering. To them (parents) these were careers they felt were
compatible with motherhood as they (daughters) prepare to be mothers. One mother summarized the opinions of the others by saying:

- Yes, we accept that the world is changing but this does not mean that women cannot do what is suitable for them as mothers over the years. I would wish that my daughter and if possible other girls to join careers like Nursing or Teaching since these careers combine well with the caring of children unlike for example Mechanics which requires a lot of work....


These remarks given by a mother point to a situation where sextyping in career choice are promoted among students.

Indeed, the mother expected her daughter to join female- dominated careers like Nursing and Teaching. The mother seemed convinced that girls cannot manage in a career like Mechanics which, according to her, was beyond the ability of girls.

Asked to elaborate why she felt that girls should pursue careers that combine well with motherhood, she had this to say:

- In our traditions we expect a woman to be married and take care of her children well. Some careers like Mechanics I feel would not allow a woman to take care of her children and the home. Women are expected as wives to be home makers....


A remark by the immediate above parent, tends to facilitate for the infiltration of traditional beliefs into the school system especially when it comes to parents influencing students' aspirations.

The mother further clarified what was expected of daughters - to be home-makers and not involve themselves with careers that will tend to interfere with child care and maintenance of the home.

One mother at Kereri school who seemed to reinforce the above, said:

- Yes, I would like my daughter to pursue any career that she thinks she is able but would not like her to do a career that may make her study for along time (like Medicine) until
she forgets to get married. My pride is to see her married early enough - after a short period of training, like it is in Teaching in these primary colleges.


Other mothers had this to say:

- Yes, I have often told my daughter to join Nursing or Teaching. These are very good career for a girl as a future mother.


- I expect my daughter to join a career that pays well like Nursing... I have reminded my daughter to pursue the career so that she can help her brothers and her own children.


- ... above all, a career that will enable her to take care of her children like Teaching.


The above remarks indicate that mothers, in particular, informed their daughters at the two schools to join careers like Nursing and Teaching since the parents assumed that the careers would combine well with motherhood. Looking at the career choices among the students, Nursing is listed at top at the two schools while Teaching is listed third at Kereri and sixth at Nyabururu. Overall, Teaching is rated third in the two schools combined. Perhaps, parental encouragement on career choice seems to be reflected on students' career preferences (refer table 4.9). Most students 161 (69 per cent) indicated that they were encouraged by their parents to join careers like Nursing, Teaching and Secretarial. This manifestation supports the data findings presented by stronquist who indicates that girls tend to join the so-called feminine careers mentioned.

The fathers differed sharply with the mothers. Fathers were of the opinion that their daughters should study up to the highest level of their ability and pursue any career that they wished. One of the fathers had this to say:
It is my belief that these days we should let our children pursue any career, science or art based. In fact, we should not say that there are careers or jobs for women and men. Let both girls and boys struggle to pursue any career they want. I for one would like my daughter(s) to study the sciences and science oriented careers because I am informed that we have fewer women in science.


The above sentiments expressed by a father point to a situation where the parent does not seem to perpetuate gendertyping of careers. The parent expected his daughter to study sciences and join a science- oriented career though assumed to be the domain of males.

**Summary of Educational and Career Expectations**

Educationally, most of the students preferred post-secondary education (university and middle college) to direct employment. However, most students had a higher preference for university education and training over middle colleges in the pursuit of further education. Therefore it would appear that the relatively fewer female students in post-secondary institutions does not necessarily imply that girls in secondary schools do not aspire to join post-secondary institutions for further studies. However, there was a tendency for most students studied to prefer subjects like C.R.E., English, Agriculture, Geography, Kiswahili and History for their post-secondary education. In this regard, it would appear that girls tend to prefer art subjects to sciences. This kind of expectation tends to be guided by home influences and personal interests. Hence students' expectations tended to be a product of ones' home background.

Educational expectations were found to be closely related to occupational careers. Most students were found to be aware of their educational and career pursuits. Thus, the idea that there are few girls represented in science- oriented careers does not necessarily mean that they do not aspire for the careers. Perhaps what seemed not to be clear with the students was the fact that there should be compatibility between subject choice and career preference: most students
tended to prefer art subjects which could not enable them join the science careers that most students preferred.

Looking at the career choice, most students appeared to be aware of their career expectations. The students reported that their career preferences tended to be influenced by the home background. Parents were reported to have influenced most the career choices of their daughters. However, the parents were not homogeneous with regard to the careers to be pursued. Mothers tended to favour sextyping of careers while fathers did not. They suggested that their daughters should expect to join careers that combine well with motherhood. Inasmuch as the parents appeared to influence career preference among the students, there appeared to be a confusion between the feelings of the female and male parents. Overall, it appeared that sextyping tended to prevail more when it came to subject choice and much less on career preferences.

The role of the teachers in creating career awareness among students was found to be minimal. This did not prevent the students from aspiring to careers of their choice. In fact, majority of the students were aware of what career to pursue. However, the students did not have sufficient information on career preferences. Teachers did not attempt to create career awareness nor did they provide sufficient information on career preferences. Perhaps, the insufficient information that students had on career choice could be attributed to lack of guidance from the teachers and to a certain extent the, parents. This guidance is necessary so as to ensure that students harmonise their educational and career expectations.

Overall, students' educational and career expectations tended to be guided by traditionally held assumptions about the appropriate roles of girls and boys in the society. The school also seems to reinforce these assumptions, thus the girls tended to prefer subjects and careers ascribed for females. Besides, there was also the aspect of an individual's expectations of success on the
intended pursuit and the subjective value of the pursuit for the individual. In this regard, most students expected to pursue art subjects for their further education but wanted to join science-oriented careers. This kind of expectation elicits incompatibility of subject choice and career preference among students which should be minimized through guidance.
CHAPTER FIVE

SUMMARY, CONCLUSION AND,
RECOMMENDATIONS

Introduction

The major thrust of the study was to explore the educational and career expectations of Form Three girls at two secondary schools. This was in response to one of the concerns of gender studies as it relates to girls' aspirations and expectations. In conducting this study, the researcher was able to obtain deep insight into some crucial social aspects mainly in the school situation pertaining to girls' expectations as perceived by the students themselves, teachers and parents.

This chapter is divided into three parts. Part one deals with the summary of the main findings. Part two discusses the conclusions which encompass emerging trends and policy implications. Part three finally attempts to give recommendations.

Summary of Main Findings

Schools are expected by society to directly and/or indirectly influence aspirations of students. Coupled with this, schools are also expected to inculcate skills, values and attitudes among students in preparation for future roles. In this, study students' expectations were examined (explored) against two school settings and various home backgrounds.

Summary of the main findings is a reflection of students', teachers' and parents' perceptions based on the research question of the study:
What are the educational and career expectations of Form Three Students at Nyabururu and Kereri Schools?

Majority of the students 217 (94 per cent) from the two schools indicated that they wanted to continue with further education at the university and middle colleges. On the other hand, a few 15 (6 per cent) students wished to go for direct employment upon completion of secondary school education - join self-employment or be employed in any organisation.

Those who wanted to go for post-secondary education (further education) gave various reasons to support the expectation. Majority indicated that their parents, brothers and sisters gave them the impetus for further education. Besides that, the students expressed their intention to go for post-secondary education so as to get good paying jobs which were associated with obtaining a university degree or post-secondary training in middle colleges. Others wanted to join middle colleges because they felt that university admission requirements were "too high" compared to middle colleges. Those who wanted to get direct employment, felt that they were not ready to continue with further education but would prefer to get a job and assist their brothers, sisters and parents coupled with satisfying their personal interests.

In terms of subject choice for further education, majority of the students indicated that they wanted to study art subjects like English, C.R.E., History and Geography. A few students also indicated that they would like to study science subjects like Biology and Chemistry.

A significant finding was that the students chose subjects not related to the careers that they would wish to pursue after secondary school education. This indicated that the students were aware of the subjects to choose for further education but did not seem to
show compatibility between subject choice and career choice. This happened in an atmosphere where schools were not involved in creating career awareness.

Important to note was the fact that Mathematics was lowly preferred in the choices for further education. Thus, the subject appeared "unfavoured" among the students studied. This was deduced from the students' preference of the subject for further education and by extension the poor performance in the KCSE examination results for the years 1989 and 1990.

Pertaining to career choice, majority of the students 220 (95 percent) indicated that they were aware and had decided on the careers they would like to pursue after secondary school education. However, 12 (5 percent) of the students indicated that they were undecided with regard to the careers to pursue. Careers that were chosen by most students at the schools include Nursing, Medicine, Law, Teaching and Accounting (refer table 4.7). Conversely, careers that were least preferred include Engineering, Computer Programming and Architecture. Careers like Architecture and Engineering that require knowledge in Mathematics seemed to be less preferred.

Conclusions

It is imperative to indicate that schools directly and/or indirectly influence expectations of students in a complex manner. Hence, studying educational and career expectations in a school atmosphere such as this one proved resourceful - that most girls studied were aware of their educational and career expectations though the schools minimally made deliberate efforts to guide the aspirations and expectations of the students. As a result the schools were found not to be adequately guiding students' expectations apart from encouraging students to work hard and pass national examinations.
Students at school tend to nurture various expectations which are intended to be realized at a certain stage. Hence, schools as transmitters of a host of attitudes should shape students' attitudes into realizable aspirations with minimum gender bias. One way of making school structures transmit desirable attitudes and aspirations is by ensuring that correct policies are formulated and implemented to avoid the emergence of negative trends in the provision of education to its clientele.

From this study, the researcher identified a few negative emerging trends from which it was concluded that some educational policies are not sufficiently implemented while some require fresh attention.

i) **Formal School Structures and Practices**

A school has the formal structures and practices which are planned beforehand. In this context, this refers to the following:

a) School curriculum: Findings have shown that girls tend to perform poorly in Mathematics and sciences. Similarly, the girls seem to have developed a negative attitude towards such knowledge and skills. But this has not prevented the girls from aspiring for science-oriented careers. Hence, girls can be motivated to attempt science subjects by demystifying the teaching of science subjects.

On the other hand the cost-sharing policy in schools has tended to have a negative impact on girls due to poor equipment of science facilities in girls schools. Thus, the school curriculum developers do not have to assume that all schools are capable of meeting the financial demands set for developing science facilities. Special attention should be paid to girls' schools if girls have to be involved more in sciences than it is the case currently. (refer section 2.2.0). This situation needs to be redressed by the Ministry of Education when funding for curriculum
b) Teachers: as professionals are supposed to give guidance and counselling services to the students besides classroom teaching. Thus, teachers may give orientations that may make students aware of their expected roles after completion of school. In this study, it was found that the teachers did not create career awareness because they tended to assume that their role was to teach and not create career awareness. Indeed, teachers could initiate career awareness among students so as to avoid incompatibility of subject choice and career preference among students. Teachers should also guide and counsel girls in a broad sense without injecting the element of gender typing careers.

From this study, most students aspired for university education but feared that they could not manage to meet university requirements. Consequently, teachers should be in a position to prepare the students sufficiently and discourage the students from fearing success long before attempting national examinations. Students should be told not to compare themselves with fellow students who have already done their examinations in the past and failed. A strong element of motivation from the schools (teachers) to the students is necessary. This can be done by giving relevant examples of people who can act as role models; like women who have made it to university and can portray salient features of being gender sensitive, preferably female teachers.

Teachers need to be in-serviced or retrained on guidance of career and educational aspirations which in turn could be used to assist students. They should not assume that students are comprehensively aware of the careers to pursue. This is where teachers' guiding students could be expected not to be sources of sextyping careers as they teach in schools and even outside their schools.

c) Science facilities and attitude: Of the two schools compared, Nyabururu appeared to
have sufficient science facilities than Kereri. But looking at the performance in the KCSE examination results, Kereri seemed to have improved while Nyabururu seemed to have dropped in sciences. The implication here is that sufficiency of science facilities is not enough at realizing good performance in sciences. There is more to that than the facilities.

Teachers have to transcend the aspect of facilities when teaching sciences. There is the dimension of attitude and a whole host of other factors ranging from the handling of the subject to the actual delivery of the content. The idea here is for the teachers to cultivate a conducive atmosphere for the teaching of the subjects among the students. The teaching of the sciences should be demystified by involving learners more, especially girls who seem to have a negative attitude towards sciences.

ii) Informal School Activities

Informal school activities include aspects like books used in schools, seminars, public lecturers and reward system.

a) Textbooks: the Ministry of Education should ensure that textbooks used in schools apart from enhancing the formal delivery of the content, should be able to accompany the aspects of creating career awareness without arousing sextyping. Hence, textbooks used in schools should also act as a source of information as regards career and educational expectations but with minimum gendertyping - gender sensitization could be propagated through the use of such textbooks. Indeed, such textbooks should not portray girls as low achievers in sciences and mathematics areas where girls feature marginally. However, there is a need to consider funds required for the re-writing of the textbooks since a lot of changes have to be effected particularly those which portray girls negatively.

b) Reward system: reward system among students should be enhanced in schools but
without invoking the aspects of sex-stereotyping - perhaps by avoiding giving rewards that enhance gendertyping. In this case, rewards given to the students should stimulate intellectual growth and not gender bias when it comes to the educational and career expectations.

c) Student-teacher interactions: from day to day, girls while in school should interest teachers exchange views. The exchange of views should aim at motivating girls and reducing the gap between the students and teachers. Basically, teachers would be expected to do gender-sensitization among the students.

Recommendations

Having summarized the main findings given conclusions, it is imperative to briefly suggest a number of general recommendations arising from the findings of the study. Recommendations presented are tentative because they emerge from a very small sample of students, teachers and parents in two girls' secondary schools. The recommendations include:

i) The Ministry of Education should ensure that teachers while undergoing training are also taught on how to create career awareness without injecting the element of gendertyping. This kind of training will make teachers guide students while they are at school by making it possible for the students reap maximum benefits from the school system as they prepare for the world of work. On the other hand, the Ministry of Education should make an attempt to train more science female teachers who may act as role models in girls' schools. In this study there were relatively fewer science female teachers (table 4.4).

ii) Parents especially mothers, need to be informed through the electronic media and public meetings that girls in a dynamic world are not confined to traditional values of
holding that girls can only join careers that are compatible with motherhood. Rather, parents should be informed that society is meant for all so as to encourage even participation among human beings depending on one's capability and interest. Hence, during Parents' Days in girls' schools, parents who attend should be advised of the need to encourage their daughters venture into male-dominated roles right from home.

(iii) There is a need to introduce technical subjects in girls' schools so as to give girls a wider spectrum of educational and career opportunities. From the study, the two schools did not offer the subjects in spite of being the oldest provincial girls' schools in the district. There is a need to introduce technical subjects in girls' schools so as to go in line with instilling realistic attitudes and expectations regarding employment to the school leavers as expected of the 8-4-4 system of education. This will go a long way to attempting to put girls into similar footing as pertains career pursuits. Teachers after attending seminars and refresher courses should be able to create indepth career awareness among students by asking students the kind of careers they aspire for and in turn teachers should give detailed information on career requirements to the students. Similarly, while formal teaching is going on in the school, teachers can integrate the teaching of particular content with given educational and career pursuits. In this case, there is a need for schools to establish a careers, Guidance and Counselling Unit with well-endowed teachers to assist students.

iv) In addition, teachers should discourage the choice of subjects along the gender lines. They have to inform the students that it is not only careers or subjects assumed to be for females that they have to pursue. Similarly, girls have to be told that human beings are capable of attempting any subject or career irrespective of gender. With regard to this, teachers and even parents should be informed to minimize gendertyping of subjects and
careers among students by holding sensitizing sessions. This is where teachers are expected to minimize negative self-image and self-fulfilling prophecy among girls. Schools should be well-equipped with facilities which are necessary in the pursuit of science subjects (Biology, Chemistry and Physics).

In this regard, policy makers should design a gender sensitive curriculum that will enable more and more girls to join science and technology oriented fields. Accompanied with these science equipment, there should be trained science teachers to use the equipment in teaching the students.

v) Students-teacher interactions: from day to day, girls while in school should interact with their teachers by arranging days that students and teachers exchange views. The exchange of views should aim at motivating girls and reducing the gap between the students and teachers. Basically, teachers would be expected to do gender-sensitization among the students (girls). The schools should assign specific teachers to guide the students on their expectations. This will require that a Careers, Guidance and Counselling Unit be established with a member of staff who is qualified and gender sensitive.

vi) There is a need to design a gender sensitive curriculum so as to minimize gendertyping of careers. Emphasis should be laid on re-writing school textbooks which elicit gendertyping tendencies. There is evidence that a good number of texts which encourage gendertyping are in use in the schools. Therefore, textbooks which promote gender sensitivity have to be used in the schools instead of those ones which perpetuate gendertyping.

vii) Public lectures and seminars: school authorities should arrange for public lectures so as to enlighten students more on educational and career aspirations. It should be borne
in mind that even with poor performance, students still aspire for careers which require post-secondary education. Through public lectures students can be guided in broader perspectives. Such lectures should also discourage gendertyping among students. This could broaden the students' perceptions on the educational and career aspirations. Female and male speakers who are gender sensitive could be invited to girls' schools presumably to act as role models. Alongside this, there should be seminars for teachers in particular so as to keep them informed of the changing patterns in the world of work. Seminars are expected to assist teachers identify suitable ways of assisting students exploit their capabilities with minimum gendertyping.

Recommendations for Further Research

What we have presented in this study has been derived from a study of two girls' schools in Kisii District of Kenya. Since the study was intended to obtain indepth information from the students, it was not possible for this study to involve a big number of schools in Kenya, but the study provided a framework of a sociological research in an educational institution and also exposed areas for further research. The study provided ideas and insights which need to be subjected to a thorough study on a larger sample of schools in Kenya where all the provinces are represented. Such a study would cover a wider scope than Lucy Kibera's which only covered three provinces. This would assist in finding out the educational and career expectations of girls in Kenyan secondary schools. Specifically, the following are recommended for further research:

1) There is a need to examine comparatively the educational and career expectations of girls in (awareness) rural and urban secondary schools. Such a study could result in obtaining the social structures of school which are relevant to the educational and career expectations of the students (girls).
2) There is a need to examine the academic excellence of the students vis-a-vis the educational and career expectations of girls. Here, one could find out what those students who perform very well aspire for and what those who perform poorly also aspire for.

One could also find out the relationship between teachers' sex and the ability to create career awareness among girls in secondary schools. Coupled with this is the aspect of teachers' background in terms of age, qualification and teaching experience, and their contribution to the students' educational and career expectations. Here, one could also find out whether the teachers' background formed a basis for role modelling.

3) Socio-economic background of parents could also be examined with regard to the educational and career expectations of girls. The common indicators that can be used are parental education and occupation; presence of modern amenities and books at home. Each indicator could be analyzed as it affects the educational and career expectations. For example, one can find out the relationship between students' economic background (in terms of their parental level of education and type of occupation) and a student's educational and career expectations.

Students from well-to-do socio-economic backgrounds could be compared with those from poor socio-economic backgrounds in terms of educational and career expectations. Overall, factors that affect expectations could be examined.

4) The academic performance of a school vis-a-vis the educational and career expectations could also be examined. There is a general belief that schools' performance in national examinations tend to influence the students' expectations. Here, students from a school which performs well in national examinations could be compared to those ones whose performance is poor in terms of educational and career expectations. Other aspects that could be linked to educational and career expectations include the life history of the
school, the influence of the church and the staffing.
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Questionnaire for Students:

Dear Student,

Below are a list of questions. Please kindly answer each question as required. Where choices are provided, tick one of the boxes [ ] that may correspond to your answer and where there are no choices given, feel free and fill in your answer(s) in the spaces provided. This information will be treated with total confidentiality. Remember that your answers are special.

Thanks.

Students' Background:

1. Your Name ____________________________

2. Name of your school ____________________________

3. Your age: Under 15 years [ ], 15 - 16 [ ], 17 - 18 years [ ], over 18 years [ ]

4. What is your mother's level of formal education if any? Primary [ ], Secondary [ ], University [ ], any other (please specify) ____________________________

5. What is your father's level of formal education if any? Primary [ ], Secondary [ ], University [ ]
any other (please specify) ____________________________

6. What is your
   a) Mother's occupation ____________________________
   b) Father's occupation ____________________________

7. Do you have any sisters or brothers who have gone up to:
   a) Form Four [ ] Yes, [ ] No.
   b) Form Six [ ] Yes, [ ] No.
   c) University [ ] Yes, [ ] No.
   Please state in each level how many sisters or brothers have gone to the level indicated.
   Form Four [ ] Form Six [ ] University [ ].
   d) State the kind of training your brothers or sisters have undergone.
      Sister(s) ____________________________
      Brother(s) ____________________________
8. What type of primary school did you attend?
   Mixed [ ]  Girls [ ]

9. a) Does your mother encourage you to take up a profession/career after you complete schooling?
    Yes [ ], No [ ]
   b) i) If yes, what does she want you to become?
       
   ii) If no, then what does she expect you to do after schooling?

10. a) Does your father encourage to take up a profession/career after you complete schooling? Yes [ ], No [ ].
    b) i) If yes, what does he want you to become?
       
    ii) If no, then what does he expect you to do after schooling?

11. a) Do your sisters encourage you to take up a profession/career after you complete schooling?
    b) i) If yes, what do they want you to become?
       
    ii) If no, then what do they expect you to do after schooling?

12. a) Do your brothers encourage you to take up a profession/careers after you complete schooling?
    b) i) If yes, what do they want you to become?
8. What type of job do you expect to take up after completing your education?  
   (i) Yes [ ]  (ii) No [ ]  

9. a) Do your parents encourage you to take up a profession/career after you complete schooling? Yes [ ]  No [ ]  
     b) If yes, what do they expect you to do after schooling?  

13. What would you like to become after schooling and why?  

14. In order of preference list the subjects you will wish to pursue at University level:  

   College Level: ____________________________
APPENDIX: B

OBSERVATION GUIDE IN CLASSROOM:

SCHOOL: ——  SUBJECTS TAUGHT: ——  TIME: ——

OR

TEACHER'S SEX: ——  ACTIVITY DONE: ——

NUMBER OF STUDENTS PRESENT: ——

NOTE: (i) State whether with or without a teacher.
(ii) Use different sheet for different subjects.
(iii) Check for gendertyping of subjects and careers from teachers and students.

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<th>Research-er's Comments</th>
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<td>(b) Examples teachers and students give pertaining to educational and career aspirations</td>
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<td>(c) Discussion about careers and educational aspirations: Which ones? Where does it emanate from? With or without a teacher?</td>
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<tr>
<td>(d) Response of students in the subject taught: Active, Average, Poor.</td>
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NOTE: Observation involved what was said and done, where, when and by whom to who.
APPENDIX: C

STUDENTS' INTERVIEW GUIDE

SECTION 1

Childhood and Task Assignment in the Home and at School

1. When you are at home, what kind of tasks are you asked to do by your:
   i) Mother
   ii) Father

2. If you have a brother or brothers, are they asked to do the same kind of tasks as yours?
   If different, can you please describe them briefly?

3. From the tasks mentioned, explain the kind of tasks you like or dislike and explain why.

4. What are the chores/responsibilities you do at home?

5. Do you perform the responsibilities willingly?
   If yes, or no, why?

6. Do the responsibilities assist you in pursuing your future career(s) How?

7. In order of preference, what are the subjects that you have actually chosen for your Kenya Certificate of Secondary Education?

8. In the subjects you have chosen, which ones are in line with your future career and why?

9. Do you agree with this idea that there are some subjects or jobs for women and others for men?
   If yes, or no why?

10. In your own opinion which roles should women and men perform?

11. Which teacher(s) would you like to copy?
    Why? (state their subject areas).
SECTION II

Expectations of students in terms of careers and further education:

1. What would you like to do after secondary schooling? Why?.

2. What kind of careers do you wish to pursue for higher education? Why?.
   Suppose you do not want to go for further education which careers will you want
to pursue? Why?

3. What kind of education do you wish to pursue? University or middle college
   why?.

4. What subjects would you wish to study for higher education: University or middle
   college? Why?.

5. Given a choice, after passing well in your Kenya Certificate of Secondary
   Education, will you go for direct employment or post-secondary education?
   Briefly explain.

6. What would you say the school is doing to make it possible for you to pass well
   so as to join your anticipated aspiration?

7. What has influenced your proposed choice of either a career or further education?

8. If your teachers encourage you to join some careers, which ones do they
   encourage to join?
APPENDIX D

INTERVIEW GUIDE FOR TEACHERS

A General Information:

1. What is your academic qualification?
2. What is your professional qualification?
3. For how long have you taught?
4. For how long have you taught in this school?
5. a) State the subjects that you teach
     b) Which ones were you trained to teach?
     In case you are teaching subjects that you were not trained to teach which ones are these? Why?

B Students' Careers and Educational Expectations as Perceived by Teachers

- When do you say that a student is highly or lowly motivated in a given subject? Briefly explain.
- Would you say that your students have high or low aspirations towards their future careers? Why is it so?
- Would you say that students in this school are aware of their future careers and educational aspirations? Explain briefly.
- What kind of careers/occupations would you consider suitable for the majority of your students in Form Three? Why?
- What is the school doing to ensure that students pass well? Specify in which subject areas.
- As a teacher, what are you doing to motivate your students to perform well so as to realise their various career aspirations?
- Would you say you might predict the aspirations of your students? If so, which ones and how, and if not why?
APPENDIX E

INTERVIEW GUIDE FOR HEADTEACHERS/DEPUTY

1. How long have you been a headteacher/Deputy?

2. How long have you been a headteacher/Deputy in this school?

3. In case you are aware, for those students who passed well last year, in which areas have they joined most of them? What about those who have gone for further education, which occupations have most of them joined? What about the previous years?

Educational and Career Expectations

- For the students in your school who tend to perform well which subjects do they tend to perform well? What about the poorly, performed subjects? What are the problem?

- What would you say the school is doing to make it possible for the students to attain their aspirations in various careers they wish to join? If there is anything done how is it done, which careers would you recommend to your present Form Three? Which careers would recommend for the women to pursue so as to be integrated in national development? Why?
APPENDIX F

Interview Guide for Parents

A General Information:

1) Name of School
2) Sex of the Parent

B Students' educational and career Expectations as perceived by parents

- What is the aim of sending your daughter(s) to school?
- How far do you want your daughter to pursue education? Why?
- Which subjects would you like your daughter to pursue? Why?
- What career(s) do you want your daughter to join after schooling? Do you mind your daughter pursuing careers like Engineering, Architecture, Law among others?
### Appendix G

**The 1989 and 1990 KCSE Results Analysis for Nyabururu and Kereri Schools**

Here is the 1989 KCSE Results Analysis by Subject Per Grade at Nyabururu and Kereri.

#### Nyabururu

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**Source:** Schools' Examination File

**Key:**
- C.R.E.: Christian Religious Education
- H/Science: Home Science
- T.O.P.: Typing and Office Practice
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SOURCE: SCHOOLS' EXAMINATION FILE

KEY: 
- H/SCIENCE- Home Science
- B/SCIENCES- Biological Sciences
- P/SCIENCES- Physical Sciences

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