

DECLARATION

SOME OF THE HOME ENVIRONMENT FACTORS THAT INFLUENCE EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS OF STANDARD EIGHT PUPILS.

Signed:

Aswani, J.A.

ASWANI, JACINTA SHIEUNDA

Date:

24th July, 1991

BY

JACINTA SHIEUNDA ASWANI

Signed:

Professor Frederick M. Ogal

Date:

July 24, 1991

Signed:

A THESIS SUBMITTED TO KENYATTA UNIVERSITY IN PARTIAL FULFILMENT FOR THE DEGREE OF MASTERS OF EDUCATION IN EDUCATIONAL PSYCHOLOGY.

Date:

24/7/91

1991

Aswani, Jacmbo
*Some of the home
environment factors*



92/201100

A B S T R A C T
D E C L A R A T I O N

I, JACINTA SHIEUNDA ASWANI, declare that this is my own original work and has not been presented to any other University for the award of a degree.

Signed: Aswani

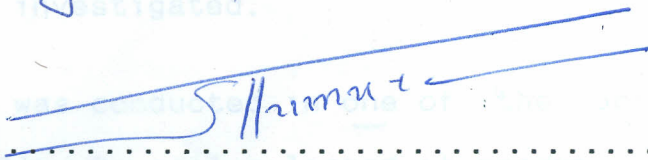
ASWANI, JACINTA SHIEUNDA - KW ENA

Date: 24th July 1991

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

Signed: 
Professor Frederick M. Okatcha

Date: July 24, 1991

Signed: 
Dr. Sammy Tumuti

Date: 24/7/91

A B S T R A C T

SOME HOME ENVIRONMENT FACTORS THAT INFLUENCE
EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS OF
STANDARD EIGHT PUPILS

The purpose of this study was to investigate the influence of some home environment factors on the educational and occupational aspirations of standard eight pupils. The study focused its attention on the following home variables:

1. Parental educational level.
2. Parental occupation.
3. Family size.
4. Parental involvement.
5. Parenthood.

Together with the above variables, the influence of birth-order, and gender on educational and occupational aspirations was also investigated.

The study was conducted in one of the primary schools in Nairobi City Council selected at random. One hundred and fifty (75 boys and 75 girls) constituted the study sample.

A questionnaire in two parts was used to elicit pertinent data from the respondents. The data was computer analysed using the statistical package for social sciences (SPSS). A chi-square test of independence was

the major test - statistics used in the study plus a t-test and F-test in some parts.

The findings of the study showed clearly that the home environment had a significant influence on the pupils' educational and occupational aspirations. It was found that parental level of education, mothers' occupation, parental involvement and parenthood had significant positive influence on the pupils' educational and occupational aspirations. Pupils' gender was also found to have a significant association with educational and occupational aspirations. However, Fathers' Occupation, Family size and Birth-order were found to have no relationship with the pupils' educational and occupational aspirations.

TO MY PARENTS FOR THE EDUCATION
THEY ENABLED ME TO OBTAIN

Although this study is far from being conclusive, it offers support to the results of some other studies carried out both in Kenya and elsewhere.

On the basis of these findings, some suggestions for consideration in the future were made. There is need, for example, to extend this kind of study.

A c k n o w l e d g e m e n t s

The writer wishes to express her sincere thanks to those people who consciously contributed to the accomplishment of this study morally, materially or otherwise.

In particular, my sincere thanks go to my two supervisors, Prof. F. M. Okatcha and Dr. Nancy Njiru of Educational Psychology Department, Kenyatta University. I am grateful for their valued help, advice and suggestions. The two patiently devoted their time in guiding and supervising this study. Despite the numerous requests on their time and efforts they were prepared to listen attentively to my research problems and always suggested possible solutions.

D E D I C A T I O N

TO MY PARENTS FOR THE EDUCATION THEY ENABLED ME TO OBTAIN

Both my parents were excellent supervisors.

Thanks also go to Dr. E.K. Martin of the same Department for his tireless effort, patience, concern, understanding and encouragement in the data analysis stage. His contribution was considerable. The writer is also indebted to the City Education Officer for granting permission and writing introduction letters to the head of schools of the study. To them, Headteachers of Mutitu Satellite Primary School (Mrs. Njiraini), Riverbank Primary School, and City Primary School, teachers and pupils of these schools who took part in the study. I owe much gratitude for their cooperation during the research.

A c k n o w l e d g e m e n t s

The writer wishes to express her sincere thanks to those people who consciously contributed in the accomplishment of this study morally, materially or otherwise.

In particular, my sincere thanks go to my two supervisors, Prof. F. M. Okatcha and Dr. Sammy Tumuti of Educational Psychology Department, Kenyatta University. I am grateful for their valued help, advice and suggestions. The two patiently devoted their time in guiding and supervising this study. Despite the numerous demands on their time and talents they were prepared to listen attentively to my research problems and always suggested possible solutions and courses of action. Both gentlemen were excellent supervisors.

Thanks also go to Dr. E.K. Maritim of the same Department for his tireless effort, patience, concern, understanding and encouragement in the data analysis stage. His contribution was considerable. The writer is also indebted to the City Education Office for granting permission and writing introduction letters to the Head of Schools of the study. To them, Headteachers of Riruta Statelite Primary School (Mrs. Njiraini), Riverbank Primary School, and City Primary School, teachers and pupils of these schools who took part in the study I owe much gratitude for their cooperation during the research.

Special thanks go to Mrs. Hellen Chimoyi who typed this script willingly and cooperatively.

Finally, special thanks go to my husband and my two sons, Mathayo and Walter for their patience and understanding during all the stages of this project and to my brother Pat for the consistent assistance he gave throughout the course.

Such a list of acknowledgements, however, fails to take into account the many more contributions from the University staff particularly from the Department of Educational Psychology, my colleagues and friends. To all these I do extend my sincere gratitude and appreciation.

Declaration

Abstract

Dedication

Acknowledgements

Table of Contents

List of Tables

Socio-economic status and Educational and Occupational Aspirations

Parental (occupational level and Educational and Occupational Aspirations

Educational Level of the Parents and Educational and Occupational Aspirations

Parental involvement and Educational and Occupational Aspirations

Parenthood and Educational and Occupational Aspirations

T A B L E O F C O N T E N T S

	PAGE
Abstract	
Dedication	iv
Acknowledgements	v
Table of Contents	vii
List of Tables of the Study	xii
Scope and Limitations	1
CHAPTER ONE: INTRODUCTION	1
1:1 Background to the Study	1
1:2 General Statement of the Problem	8
CHAPTER TWO: REVIEW OF RELATED LITERATURE	15
1:3 Home Characteristics and their Inherent Influence on the Students' Educational and Occupational Aspirations	15
1:3:1 Socio-economic Status and Educational and Occupational Aspirations	15
1:3:2 Parental Occupational Level and Educational and Occupational Aspirations	18
1:3:3 Educational Level of the Parents and Educational and Occupational Aspirations	19
1:3:4 Parental Involvement and Educational and Occupational Aspirations	20
1:3:5 Parenthood and Educational and Occupational Aspirations	22
Assessment of the Home Environment	32

1:3:6	Family Size and Educational and Occupational Aspirations	23
1:3:7	Birth Order and Educational and Occupational Aspirations.	23
1:3:8	Gender and Educational and Occupational Aspirations.	25
1:4	Hypotheses	26
CHAPTER FOUR: RESULTS		
1:5	Significance of the Study	29
1:6	Scope and Limitations	34
1:7	Definition of Terms	37
<u>CHAPTER TWO: REVIEW OF RELATED LITERATURE</u>		41
2:1	Outside Kenya Based Studies	41
2:2	Kenyan Based Studies	54
<u>CHAPTER THREE: RESEARCH METHODOLOGY</u>		76
3:1	Introduction	76
3:2	The Research Design	76
3:3	Description of the Research Instrument	78
3:3:1	Preparation of the Research Instrument	78
3:3:2	Refinement of the Instrument	80
3:3:3	Pilot Study	80
3:3:4	Report on the Pilot Study	81
3:3:5	Assessment of the Home Environment	82

3:3:6	Assessment of Educational and Occupational Aspirations	88
3:4	Subjects	91
3:5	Administration of the Questionnaire	94
3:6	Analysis of data - Test Statistics	95
<u>CHAPTER FOUR: RESULTS</u>		98
4:1:1	Relationship Between the Parents' Level of Education and the Pupils' Educational Aspirations	98
4:1:2	Relationship Between Parental Occupation and the Pupils' Educational Aspirations	104
4:1:3	Relationship Between the size of the Family and the Pupils' Educational Aspirations	109
4:1:4	Relationship Between Parental Involvement and the Pupils' Educational Aspirations	111
4:1:5	Relationship Between Parenthood and the Pupils' Educational Aspirations	112
4:1:6	Order of Birth and Educational Aspirations	114
4:1:7	Sex Difference in Educational Aspirations	116
4:2:1	Relationship Between Parents' level of Education and the Pupils' Occupational Aspirations	118

4:2:2	Relationship Between Parental Occupational Status and the Pupils' Occupational Aspirations	124
	APPENDIX I Questionnaire for main study	
4:2:3	Relationship Between size of the Family and the Pupils' Occupational Aspirations	129
4:2:4	Relationship Between Parental Involvement and the Pupils' Occupational Aspirations	131
	APPENDIX II Research Permit	
4:2:5	Parenthood and pupils' Occupational Aspirations	133
4:2:6	Order of Birth and the Pupils' Occupational Aspirations	135
4:2:7	Sex Differences in Pupils' Occupational Aspirations	137
4:3	Relationship Between Pupils' Educational Aspirations and their Occupational Aspirations	138
<u>CHAPTER FIVE: DISCUSSION</u>		141
5:1	Summary of the Findings	141
5:2	Discussion	141
5:3	Implications of the Study	163
5:4	Recommendations	167
5:5	Conclusions	171

LIST OF TABLES

	PAGE
BIBLIOGRAPHY	172
APPENDIX I Questionnaire for main study	181
APPENDIX II Questionnaire for the Pilot Study	190
APPENDIX III Research Clearance Permit	208
APPENDIX IV Research Permit	209
2a Relationship Between Mothers' level of Education and the Pupils' Educational Aspirations	100
2b Relationship Between Mothers' level of Education and Male Pupils' Educational Aspirations	103
2c Relationship Between Mothers' Educational level and the Female Pupils' Educational Aspirations	104
3a Relationship Between Fathers' Occupation and the Pupils' Educational Aspirations	105
3b Relationship Between Fathers' Occupation and the male Pupils' Educational Aspirations	106
3c Relationship Between Fathers' Occupation and the Female Pupils' Educational Aspirations	106
4a The Relationship Between the Mothers' Occupation and the Pupils' Educational Aspirations	107

L I S T O F T A B L E S

		PAGE
Table 1a	The Relationship Between Fathers' level of Education and the Pupils' Educational Aspirations.	100
Table 1b	Relationship Between Fathers' level of Education and the Male Pupils' Educational Aspirations	101
Table 1c	Relationship Between Fathers' level of Education and the Female Pupils' Educational Aspirations	101
Table 2a	Relationship Between Mothers' level of Education and the Pupils' Educational Aspirations	103
Table 2b	Relationship Between Mothers' level of Education and Male Pupils' Educational Aspirations	103
Table 2c	Relationship Between Mothers' Educational level and the Female Pupils' Educational Aspirations	104
Table 3a	Relationship Between Fathers' Occupation and the Pupils' Educational Aspirations	105
Table 3b	Relationship Between Fathers' Occupation and the male Pupils' Educational Aspirations	106
Table 3c	Relationship Between Fathers' Occupation and the Female Pupils' Educational Aspirations	106
Table 4a	The Relationship Between the Mothers' Occupation and the Pupils' Educational Aspirations	107

Table 4b	The relationship Between the Mothers' Occupation and the male Pupils' Educational Aspiration.	108
Table 4c	The Relationship Between the Mothers' Occupation and the Female Pupils' Educational Aspirations	108
Table 5a	Relationship Between Family size and Pupils' Educational Aspirations	110
Table 5b	Relationship Between Family size and the Male Pupils' Educational Aspirations	110
Table 5c	Relationship Between Family size and the Female Pupils' Educational Aspirations	110
Table 6	Relationship Between Parental involvement and the pupils' Educational Aspirations.	112
Table 7a	Relationship Between Parenthood and the Pupils' Educational Aspirations	113
Table 7b	Relationship Between Parenthood and the Male Pupils' Educational Aspirations	114
Table 7c	Relationship Between Parenthood and the Female Pupils' Educational Aspirations	114
Table 8a	Relationship Between Birth-order and Pupils' Educational Aspirations	115
Table 8b	Relationship Between Birth-Order and the Male Pupils' Educational Aspirations	116
Table 8c	Relationship Between Birth-Order and Female Pupils' Educational Aspirations	116
Table 9	Relationship Between Pupils' Gender and their Educational Aspirations	117

Table 10a	The Relationship Between the Fathers' Educational level and the pupils' Occupational Aspirations	119
Table 10b	The Relationship Between the Fathers' Educational Level and the Male Pupils' Occupational Aspirations	120
Table 10c	The Relationship Between the Fathers' Educational Level and the Female Pupils' Occupational Aspirations	120
Table 11a	The Relationship Between the Mothers' Educational level and the Pupils' Occupational Aspirations	122
Table 11b	The Relationship Between the Mothers' Educational level and the Male Pupils' Occupational Aspirations	123
Table 11c	The Relationship Between the Mothers' Educational level and the Female Pupils' Occupational Aspirations	123
Table 12a	Relationship Between Fathers' Occupations and the Pupils' Occupational Aspirations	125
Table 12b	Relationship Between the Fathers' Occupations and the Male Pupils' Occupational Aspirations	126
Table 12c	Relationship Between the Fathers' Occupational level and the Female Pupils' Occupational Aspirations	126
Table 13a	Relationship between Mothers' Occupation and the Pupils' Occupational Aspirations	128
Table 13b	The Relationship Between the Mothers' Occupation and the Male Pupils' Occupational Aspirations	128

Table 13c	Relationship Between the Mothers' Occupation and the Female Pupils' Occupational Aspirations	129
Table 14a	Relationship Between Family size and the Pupils' Occupational Aspirations	130
Table 14b	Relationship Between Family size and the Male Pupils' Occupational Aspirations	131
Table 14c	Relationship Between Family size and the Female Pupils' Occupational Aspirations	131
Table 15	Relationship Between Parental Involvement and the Pupils' Occupational Aspirations	132
Table 16a	Relationship Between parenthood and the Pupils' Occupational Aspirations	134
Table 16b	Relationship Between Parenthood and the Male Pupils' Occupational Aspirations	135
Table 16c	Relationship Between Parenthood and the Female Pupils' Occupational Aspirations	136
Table 17a	Relationship Between Pupils' Birth-Order and their Occupational Aspirations	136
Table 17b	Relationship Between Male Pupils' Birth-Order and their Occupational Aspirations	136
Table 17c	Relationship Between Female Pupils' Birth-Order and their Occupational Aspirations	137

Table 18	Relationship Between Pupils' Gender and their Occupational Aspirations	138
Table 19a	Relationship Between Pupils' Educational Aspirations and Occupational Aspirations	139
Table 19b	Relationship Between Male Pupils Educational Aspirations and Occupational Aspirations	140
Table 19c	Relationship Between Female Pupils' Educational Aspirations and Occupational Aspirations.	140

1.1.

Background

Education has continued to play a major role in Kenya's development ever since the country attained its independence in 1963. The country has been under continuous pressure to expand the educational facilities and make the education system more relevant to the needs of the majority of Kenyans. For example, immediately after independence, there was a rapid expansion of secondary education, such that the number of pupils enrolling in secondary schools has increased steadily from 30,000 pupils in 1963 to 600,000 pupils in 1988. Similarly, technical education has received much attention, such that there has been an increase in the number of technical institutions in the 1970s through the 1980s. Furthermore, University education has undergone tremendous expansion within the decade. Up to 1984, there was only one State University (University of Nairobi), with Kenyatta University College as a constituent College. At present, Kenya has four State Universities, Nairobi,

CHAPTER ONE

INTRODUCTION

1.1. Background to the Study

Education has continued to play a major role in Kenya's development ever since the country attained its independence in 1963. The country has been under continuous pressure to expand its educational facilities and make the education system more relevant to the needs of the majority of Kenyans. For example, immediately after independence, there was a rapid expansion of secondary education, such that the number of pupils enrolling in secondary schools has increased steadily from 30,000 pupils in 1963 to 600,000 pupils in 1988. Similarly, technical education has received much attention, such that there has been an increase in the number of technical institutions in the 1970s through the 1980s. Furthermore, University education has undergone tremendous expansion within the 1980s. Up to 1984, there was only one State University (University of Nairobi), with Kenyatta University College as a constituent College. At present, Kenya has four State Universities, Nairobi,

Kenyatta, Moi and Egerton Universities. Together with the expansion of educational facilities, there has also been a continuous review of the educational system by the Government 'to ensure that education serves and satisfies the aspirations of the country's youth as well as cater for the wider interests of National Development' (Ng'eno, 1984 P. 4). What we the educators need to realise is that the adaptation of any educational system requires that the needs and aspirations of those who will participate be carefully investigated.

Education has become a propelling force for achieving a better standard of living in Kenya as it is looked at as a major key to social mobility. It has a crucial role to play in deciding the future of each individual child. As a result, there is a country wide competition between provinces, districts, schools and among the pupils themselves through various types of tests and examinations such as mock examinations that were recently banned by the Minister for Education. Those competitions involve both lower and upper primary schools. Consequently, tutoring or coaching both in schools and privately has become an economic enterprise. Some parents pay large sums of money for these services with a hope

that this coaching will increase the chances of further education which is supposed to be a stepping stone to some kind of white collar job for their children. The children on the other hand, view the years they spent in school, as a means of obtaining a steady income to satisfy obligations to their families and their future.

The current concern over the state of Kenyan education highlights the need to understand the important influences on school success and what can be done to help the child succeed in his schooling and make satisfying vocational decisions. While high educational aspirations is seen as a factor influencing school success (for example, Dececco, 1957; Kapila, 1976; and Somerset, 1971) to date, little attention has been paid to factors that influence the formation of these aspirations. Some psychologists and other scholars (such as: Cliquet, 1966; Forster, 1968; King, 1971; Sewell, 1968; Somerset, 1971) have in recent years shown keen interest in educational and occupational aspirations of students. Their studies have mainly focussed on the "ideal" and the "real" aspects of aspirations. According to these studies, an "ideal" aspiration satisfies a person's idea of what is good or perfect. It exists only in the imagination, or as an idea, and

as such it is unlikely to be achieved. On the other hand, a "real" aspiration exists in fact, and as such is likely to be done, the present researcher felt that there is a need for more studies to be conducted in this area concerning the formation of educational and occupational aspirations to increase our understanding in this general area.

Some of the factors that influence the formation of educational and occupational aspirations of young people have far reaching effects in their lives. These factors have been pinpointed by a number of studies (the youth) future lives. For example, Otaala (1972) in his study of "The Perspectives of Uganda Primary school children" says that the aspirations the pupils hold are likely to have an influence on the actions they take and choices they make either to further their education or join a gainful occupation. There is, therefore, a need for researchers to carry out investigations of the factors that influence educational and occupational aspirations of the young people of this country so that the relevant recommendations be made regarding creation of an optimal education environment both in school and in the home. It is worthwhile to note here that school cannot easily be used as a means of altering aspirations as what an individual aspires to be is only partially

and occupational aspirations are influenced by a whole range of factors both in the home and outside the home. In the West, surveys (Lewin Report, 1966; Plowden Report, 1954-1957) and studies (Douglas, 1969; Floud, Harless, and Kilby, 1968; Fraser, 1976; Mussen, 1967; and others) brought about a public awareness of the motivational factors of the home over those related to schooling. The ways students form realistic aspirations are not directly connected with the school's formal curriculum i.e. aspirations are not directly taught in the classroom; instead, a multiplicity of external factors contribute to the formation of aspirations.

Some of the factors that influence the formation of educational and occupational aspirations have been pinpointed by a number of studies. (For example, Byler, 1966; Durojaiye, 1970; Forster, 1965; Kapila, 1976; Sewell and Shah, 1968; Somerset, 1971; Wilson, 1959). These studies have shown factors such as socio-economic background of the child, parents level of education, parents' occupation, type and quality of school the child attends, examination or test marks the child scores, the curriculum offered, and peers as extrinsic factors that influence aspirations. They have also pointed out to a variety of intrinsic factors such as the attitudes the pupils hold toward further education and certain careers as having an influence on the pupils' educational and occupational aspirations.

As is evident from these studies, educational

and occupational aspirations are influenced by a whole range of factors both in the home and outside the home. In the West, surveys (Coleman Report, 1966; Plowden Report, 1954 - 1967) and studies (Douglas, 1969; Floud, Harlsey and Martin, 1956; Fraser, 1975; Mussen, 1967; Wolf, 1954) brought about a public awareness of the motivational factors of the home over those relating specifically to material circumstances. Other studies (Silvey, 1969; Simpson, 1962; Weeks, 1967) showed that the way in which parents act as primary references for students was related to the students' educational and occupational aspirations. In the home parents furnish some kind of work role models with which the children can imitate. The parents also transmit a set of values about work in general and certain types of work, in particular. It, therefore, implies that 'Parents function as social reinforcers of the students' educational and occupational aspirations' (Boyle, 1966; Mussen, 1969).

Although a number of studies have been carried out in the West showing the influence of various home factors on the pupils' aspirations, very little has been done in Kenya in this aspect. For example, Kariuki (1976) carried out a study to

investigate 'Parental influence on the pupils educational and occupational aspirations'. Her study shed some light upon the kind of parental factors namely, the parents' level of education and type of occupation, that influence the formation of the students' educational and occupational aspirations. Although in one of her hypotheses she intended to investigate the effect of parental encouragement on the pupils' educational and occupational aspirations; she did not highlight us on what the findings related to this hypothesis were like. The study also ignored factors such as parenthood which the present researcher felt that are likely to influence the pupils' educational and occupational aspirations. In another study, on the pupils aspirations, Maritim (1984) designed a study to explore sex differences in primary school children's vocational aspirations and their perception of sex roles. The study assumed that the subjects were from a uniform home background and that any differences in aspirations was due to sex differences. However, the present researcher is of the opinion that no two home environments are the same and that each home environment is likely to have a unique influence on the child's educational and occupational aspirations.

Consequently, the main purpose of this study was to explore how different home environments influence the formation of the pupils' educational and occupational aspirations.

General Statement of the Problem

The concept of home environment is very complex. In a society like ours, home environments vary from one home to the other, as a result, we are likely to find as many home environments as there are a number of homes in Kenya. These variations in the home environments have been brought about by factors such as socio-economic status of the family - which, in a country like Kenya is gauged by parental occupation and the level of education obtained by the parents. In other words, variations in the home environments may largely be attributed to the socio-economic changes that came about as a result of the introduction of formal Western education, as Kasozi (1979) writes about neighbouring and similar Ugandan education system:

From the 1890's when formal western education was introduced in Uganda ..., ugandans saw it as the positive initiator of progressive social change. It did not only bring those who received it closer to their master's lifestyle but also gave them social rewards in terms of prestige, wealth, and security by enabling them to get jobs in the upper strata of the society. (Kasozi, 1979, Pg. "1").

Hence, with the introduction of formal Western education leading to acquisition of jobs, the lifestyles of many Kenyans changed. The changes were not uniform throughout the Republic, neither were they the same within the tribes or within homes. Consequently, home environments became varied.

Apart from parental level of education and occupation, other factors such as residential area, family size and parenthood have contributed to the variations in the home environments in this country. Each home environment has its own unique characteristic ways of bringing up its young ones. It has its own values and expectations to be instilled into its young growing children. As a result, each child is unique. This uniqueness is reflected in various aspects of education, including the child's aspirations for further education and employment and their scholastic attainment.

The influence of the home on the child's aspirations has been shown by a number of studies (for example, Durojaiye, 1970; Gilbert, 1973;

Kahl, 1953; Kapila, 1976; Sewell et. al; 1957) which have consistently upheld the findings that motivational factors in the home background such as interest, support, and attitude toward education and certain kind of occupations become matters of great concern especially when it comes to making educational and occupational decisions.

In certain homes in which educational experiences of parents have been less satisfying there is a tendency to delimit advantages of learning for their children. For example, Fraser (1973) in her work found that, of two children of equal intelligence, but with parents of different educational standards, the child with better educated parents reaches a higher standard in his school work. She, therefore, commented that:

Parents who have had the advantage of more than the minimum of formal education required by stature or who have later sought to improve on what they had, are likely to have a favourable attitude to the child's education, and to give him encouragement... (Fraser, 1973 P. 43).

On this, Dinkmeyer says:

the proportion of children from monogamous homes.

If they (parents) did not have the opportunity for education or acquisition of a specific goal, they may try to force the child to reach goals they themselves were unable to achieve. The results may be to make the child feel inferior and inadequate and the attainment of any goal becomes hopeless, (Dinkmeyer, 1965, P. 199).

school beyond primary level, or the child from such homes lacked interest in schooling and hence

Similarly, Holt (1970) says that some parents terminated their education in lower grades. In other words, Yolo's study suggested low educational aspirations for children from

polygamous homes. I have somehow how missed the chance to put much joy and meaning into my own life, please educate my children so that they will do better (Holt, 1970, P. 161).

A similar study carried out by Behrent (1971) on "who goes to University in Kenya" revealed that a majority of students admitted for a Bachelor of Education degree at Kenyatta University were from a peasant background while still a large proportion of the students whose fathers were teachers was considerable. This study was conducted at Kenyatta University during the first year undergraduate students of both sexes. A

In addition, there are certain families where there is a constant repetition of the theme that no matter how well a child does, he will never be allowed by society to practice his skills. There is no doubt that such home environments tend to diminish the aspiration level of its youth.

Yoloye (1972) reported the results of a survey of the background of children in three types of schools in Western Nigeria. From his findings, it was noted that the proportion of children in secondary schools and higher institutions from polygamous homes was relatively low compared to

the proportion of children from monogamous homes. He suggested that, since in most polygamous homes in Nigeria parents were illiterate or poorly educated, possibly they did not see the value of education and hence did not send their children to school beyond primary level, or the children from such homes lacked interest in schooling and hence terminated their education in lower classes. In other words, Yoloje's study suggested low educational aspirations for children from polygamous homes in Nigeria.

A similar study carried out by Eshiwani (1983) on "who goes to University in Kenya" revealed that a majority of students admitted for a Bachelor of Education degree at Kenyatta University had a peasantry background while still a large proportion of the students whose fathers were teachers was considerable. This study was conducted at Kenyatta University using 442 first year undergraduate students of both sexes. A proper picture of 'who goes to University in Kenya' would have been shown if students from other faculties of Nairobi University were included in the study. All the same, this study highlighted us on the background of students who took up teaching as a profession. These students

were mainly from a peasantry home background or from homes where at least one of the parents was in the teaching profession.

From the above two studies, the present researcher saw a need for more studies in this area to be done to find out what factors in the home backgrounds favour higher education or choice of certain careers or professions. What kind of home environments are more stimulating as far as the acquisition of higher education is concerned and which ones are less stimulating.

2. Gender of the subject.

Hence, the problem investigated in the present study was:

"is there any relationship between the home environment of the child and his/her educational and occupational aspirations? If any relationship exists, what is it and what is the implication of this relationship to the educators and the family as such?"

The study was deliberately concerned with certain home environment factors within the present day Kenyan society with their inherent characteristics. The home characteristics that the researcher looked at included:

1. Parental educational level
2. Parental occupation

3. Parental involvement

4. Parenthood

5. Family size.

Together with these five home environment factors, the researcher was of the opinion that the following demographic factors are likely to influence the educational and occupational aspirations of the children and hence need to be considered together with the above home factors, these were:

1. Subject's order of birth

2. Gender of the subject.

Hence, the concern in this study was confined to the above listed factors and educational and occupational aspirations. The questions that the study examined were based on the above seven variables.

Variables:

In the study, the home environments were treated as the independent variables while educational and occupational aspirations were the dependent variables.

1:3 Home Characteristics and Their inherent influence on the Students' Educational and Occupational Aspirations

Educational and occupational aspirations are a product of the home environment and other factors outside the home such as the type of school, the curriculum offered, teachers, peers and the child's attitude toward school and toward certain careers (Beanblossom, 1975; Cantu, 1975; Kariuki, 1976).

Within the home environment, factors such as the socio-economic status of the family, parental education, parental occupation, family size, parental involvement and parenthood have been shown to have an influence on the students' educational and occupational aspirations by many studies, (e.g. Cullen, 1969; Douglas, 1969; Fraser, 1973; Goodacre, 1979; Johnson and Ranson, 1983; Marjoribanks, 1979).

1:3:1 Socio-economic Status and Educational and Occupational Aspirations

Socio-economic status is a variable quite difficult to define in the African home context for reasons given. The indices of categorization of socio-economic status in Africa are almost non-existent. This may be in part due to non-

existence of distinct social classes in Africa (Eshiwani, 1983). However, this is a concept that has been used quite often in the Western research studies dealing with the home environment. Such scholars have used socio-economic status and occupational level interchangeably (for example, Aldous, 1978; Horrocks, 1969; Hurlock, 1973). The reason for this has been that occupational level usually determines the income and, therefore, the quality of life accessible to the family (Hurlock, 1973). Robertson (1973) says that occupation is probably the most important single criteria of status in Great Britain. He talks of three major social economic classes which are: the working class or lower class, made up of the unskilled; the middle class which includes skilled non-manual, intermediate, and professional workers; and the upper or higher class which accommodates the senior administrators and entrepreneurs. As a result, some researchers (e.g., Miller, 1970; and Marjoribanks, 1972) have emphasized the importance of occupations as indices of social economic classes.

Hence, occupations are partly determinants of social classes which in turn determine the kind of home environment and its location in the community; this in turn is likely to have an

influence on the child's aspirations. Chazan (1964) found that poverty led to feelings of social inferiority with consequent dislike and even avoidance in some instances of going to grammar schools. He found that those feelings were related mainly to lack of sufficient pocket money, and sensitivity concerning the material standard of the home. These feelings of inferiority in the child are likely to lead to educational and occupational aspirations such as lack of ambitions and low aspirations for higher education and employment. On this, Mayer (1985) says:

It would be unfair to attribute the early withdrawal of lower class children from school entirely to disappointing experiences, lack of recognition, and adverse financial circumstances... The 'cultural milieu of lower class homes also obstructs the educational development of their children' in that many parents tend to emphasize the importance of going to work and earning an income rather than to 'extol the virtues of education' (P.38).

He goes on to say:

Under such circumstances, children with the requisite for higher education may lack the necessary aspirations and motivation to go on to college (Mayer, 1955, P.38).

Hyman (1954) also commented that working class parents tended to place less value on formal education. They were, for example less anxious for their children to stay at school or to go on

to some form of higher education. Similarly, Rosen (1956) found that students who exhibited high level of motivation for higher education tended to come from higher socio-economic status.

Some studies (e.g., Cantu, 1975; Durojaiye, 1970; Gilbert, 1973; Sewell et. al., 1957) have shown a positive relationship between the socio-economic background of the child's family and his educational and occupational aspirations, such that, children from higher socio-economic backgrounds tend to have higher educational and occupational aspirations while those from lower socio-economic background tend to have lower educational and occupational aspirations.

1:3:2 Parental Occupational Level and Educational and Occupational Aspirations

As mentioned in section 1:3:1, there is a strong correlation between occupational level and socio-economic status. Occupation is one of the indices used in measuring social economic classes. In Kenya, like in most African countries, we avoid using the concept socio-economic class for the reason given in the above section, 1:3:1, of this study; instead, occupational status is used in such studies. Together with occupational status comes the prestige and security attached to the

type of occupation. Hurlock (1973) argued that such factors associated with parental occupation affect the child's attitude towards himself and the society. Higher occupations which fetch high income do not only avail material well being to the children but also motivating effect to achieve like their parents (Musgrove, 1966).

In their studies, Krippner (1963) and Forster (1965) found that there was a tendency for students with parents with less executive jobs to have low educational and occupational aspirations, while those students with parents who had executive jobs had higher educational and occupational aspirations.

1:3:3 Educational Level of the Parents and Educational and Occupational Aspirations

Educational level of the parents is another factor related to the socio-economic status. For example, Douglas (1969) says that parents who are unskilled workers will often be of low educational attainment. Hence, the standard of education, in most cases, determines one's occupation and socio-economic status.

The degree of parental education can be an important indication of the educability of children (Cullen, 1969). Fraser (1973) said that

parents with high standards of education encouraged their children to work harder in school. She made this comment after she had found that the standards of education of the parents were related to the children's school progress. Some studies (e.g. Kamau, 1986; Kariuki, 1976; Irvin, 1964; Powers, 1974) have shown a positive correlation between parental level of education and the students' educational and occupational aspirations. From these studies, it is evident that those children whose parents have attained high standards of education tend to have high educational and occupational aspirations. On the other hand, children whose parents have low standards of formal education or no formal education at all, tend to have low educational and occupational aspirations.

1:3:4 Parental Involvement and Educational and Occupational Aspirations

Parental involvement variable often include components such as actual or perceived expectations for school performance (Seigner, 1983) verbal encouragement or interactions regarding school work (Majoribanks, 1983), direct reinforcement of improved academic performance (Karraker, 1972), or general academic guidance and support (Bloom, 1984). Research has shown

positive effects on achievement when parents provide rewards for improvement on daily class assignment (Witt, Hannafin and Marlens, 1983) and direct parental involvement in compensatory education programs (Conrad and Eash, 1983).

Parental involvement has both direct (e.g., through participation in learning activities at home) and indirect (e.g. through encouragement of better study habits) effects on the students' achievement (Seigner, 1983; Witt et. al., 1983).

A study by Kahl (1961) of high school students in Boston showed that occupational aspirations of high intelligent 'commonman' (minor white collar, skilled and semi-skilled) boys were greatly influenced by parental attitudes and pressures. Whereas some parents clearly encouraged their sons to strive for a 'better life', others were satisfied with their own lot in life and did not attempt to push their sons up the status ladder. He went on to say that, fathers who encouraged high aspirations, saw an occupational world stratified according to the basic principle of education, and education was something you got when you were young. Hence, parental involvement has been found to be positively related to the pupils' educational and occupational aspirations.

1:3:5 Parenthood and Educational and OccupationalAspirations

Fraser (1973) defined a normal home as the home in which "the child is the legitimate son or daughter living with both his parents in a home apparently free from acutely disturbing conditions" (P. 60). In the category of children with abnormal home backgrounds, Fraser included the following:

- a) Illegitimate children
- b) Adopted children
- c) Children whose parents were either divorced or separated
- d) Children with one or both parents dead (Fraser, 1973, P. 60).

Fraser found that abnormal home conditions exercise a detrimental effect on the school progress of the child. From her findings, it appeared that abnormal home background had a tremendous negative effect on the child's academic achievement. From the findings of her study, there is a likelihood of children from abnormal home backgrounds to have low educational and occupational aspirations as compared to their

The only child is also very different, most likely counterparts from normal home backgrounds.

1:3:6 Family Size and Educational and Occupational Aspirations

The number of interpersonal relationships, and, consequently, the possibilities of social friction increases with size of the family. Each additional family member, substantially increases the number of interpersonal relationships. The larger the family, the less contact and individual attention each child can expect to have from his parents. Studies (for example, Douglas, 1969; Fraser, 1973; Nisbet, 1965; Worden, 1976) have suggested that family size is inversely related to educational attainment. Douglas suggested that this could be due to deficiencies such as cramped living space, low or lack of high educational aspirations of these children from large families.

1:3:7 Birth Order and Educational and Occupational Aspirations

Most parents have definite beliefs associated with birth-order of their children and most people do hold the same beliefs. According to these beliefs, first borns are different from second borns, and last borns are in a class of their own.

The only child is also very different, most likely seen as spoiled.

Some psychologists set out to find out whether there is any truth in the stereotyping about people's behaviour or personality according to birth-order. When the data were collected and analysed the researchers found that first borns were rated as likeable and sociable but generally as disobedient and non-achievers, especially academically; the only-child was seen by the general public as academically oriented.

Gender In her study Douglas (1969) says that the experiences of a child inside the home and out of the home, are influenced to a considerable degree by his position in the family, by whether, for example, he is an only child or the eldest or youngest child. Cullen (1969) found that twice as many educationally advanced children as retarded children were first borns in their families and only half as many were fourth or later borns. She concluded that first born children have higher educational attainment than later born children. Similarly, Galton (1874) observed that distinguished Englishmen of science were more

often eldest sons than younger sons. He qualified this by saying that eldest sons were "more likely to become possessors of independent means and therefore able to follow the pursuits that have social status. Hence, from these studies it appears that boys have higher educational and occupational aspirations than their counterparts who have been treated as companions by their parents and have earlier responsibility both of which would develop independence character ..." (Galton, in Douglas, 1969, P. 115). From these studies, it appears that first borns are likely to have higher educational and occupational aspirations than the later borns and only children.

following hypotheses were formulated:

1:3:8 Gender and Educational and Occupational Aspirations

Sex differences are associated with types of careers, task assignment and roles that are culturally perceived as desirable and valued by boys and girls (Maritim, 1984). Sex of the children has been found as a major factor related to their (the children's) educational and occupational aspirations. Studies; (for example, Akinikule, 1977; Egsmore, 1981; Kariuki, 1976; Krippner, 1963; Maritim, 1984) have all shown that the girls have relatively low educational and occupational aspirations. According to the

findings of these studies, the kind of occupational aspirations held by the girls are stereotyped kind of careers for women with low social status. Hence, from these studies, it appears that boys have higher educational and occupational aspirations than the girls.

1:4 Hypotheses:

Based on the findings of some of these studies in Section 1:3, on the factors that influence educational and occupational aspirations, the following hypotheses were formulated;

1:4:1 There is a significant positive relationship between the parents' educational level and the pupils' educational and occupational aspirations such that those pupils from homes where parents have attained high standards of education will tend to have higher educational and occupational aspirations than their counterparts whose parents have attained only the minimum standards of formal education or no formal education at all.

1:4:2 There is a significant positive relationship between the parents' occupations and the pupils'

between the kind of parenthood and the child's educational and occupational aspirations, such that, those pupils whose parents have more executive and professional occupations will tend to have higher educational and occupational aspirations than those pupils with parents who have less executive occupations.

1:4:3 There is a significant negative relationship between the size of the family and the pupils' educational and occupational aspirations, such that pupils from small families tend to have higher educational and occupational aspirations than their colleagues from large families.

1:4:4 There is a significant negative relationship between parental involvement and the pupils' educational and occupational aspirations, such that, those pupils whose parents show more interest in their school welfare and future careers will tend to have higher educational and occupational aspirations than their counterparts whose parents show little or no interest at all in their school welfare and future careers.

1:4:5 There is a significant positive relationship

between the kind of parenthood and the child's educational and occupational aspirations, such that, those children who stay with both of their legitimate parents will tend to have higher educational and occupational aspirations than those children staying with only one of the parents or none of the parents.

1:4:6

There is a significant relationship between birth order and the pupils' educational and occupational aspirations, such that, the first born children tend to have higher educational and occupational aspirations than the later borns and only children.

1:4:7

There is a significant relationship between the pupils' gender and their educational and occupational aspirations, such that, the boys tend to have higher educational and occupational aspirations than the girls.

1:4:8

There is a significant positive relationship between the pupils' educational aspirations and their occupational aspirations, such that, the pupils who indicate high educational aspirations will also tend to show high occupational

aspirations, while those with low educational aspirations will also show low occupational aspirations.

1:5

Significance of the Study

As already pointed out, very little has been done in an attempt to relate home environment factors to educational and occupational aspirations of the students in this country. Furthermore, there is no study that has been carried out to evaluate the aspirations of students in the present education system of eight years primary education, four years secondary education and four years University education (8-4-4). Literature shows that all the studies conducted in Kenya in this area were carried out during the phased out education system of seven years primary education, four years secondary education, two years higher secondary education and three years University education (7-4-2-3). In addition, these early studies concentrated mainly at secondary school level. There is, therefore, need for the present study to be carried out to evaluate the aspirations of the primary standard eight pupils who have gone

counsellors, employing bodies and students through the 8-4-4 education system. themselves to understand the underlying factors that influence them.

It has also been realized that studies carried out on aspirations, dealt with specific issues and areas of the Nation. As such, although its findings provide guidance to school administrators, academic staff, employing personnel, parents and pupils with information on how the educational and occupational aspirations are influenced by certain home environment factors, the findings could be generalized for the entire Nation. Besides, the researchers did not reach a consensus with regard to the effects of different education and employment prospects variables on the educational and occupational aspirations of Kenyan students. Hence, there is need for more research studies on educational and occupational aspirations of the youth of this country to be carried out and to cover as many areas as possible at all levels of education.

Since aspirations represent the motivational component (as distinct from financial aspects) that students need to attain at higher levels of education and mediate most of the effects of social background variables on educational and occupational attainment levels, there is need for educators, parents, administrators, guidance

counsellors, employing bodies and students themselves to understand the underlying factors that influence them.

This study is, therefore, significant because its findings provide guidance counsellors, school administrators, academic staff, employing personnel, parents and pupils with information on how the educational and occupational aspirations are influenced by certain home environment factors and their implications on the child's future education and employment prospects.

It was expected that this study would also call for a need to improve the home conditions, to provide the home environment necessary for success in the educational system, for example, the study reveals a need for the enhancement of parents level of education. It also reveals a need for parents to administer more direct influence through planning for their child's education by motivating him and getting more involved in his academic world. Further the findings of this study call for the need for parents, schools and the society to work together to motivate the

Kenyan child to succeed in the educational system. In addition, it is the hope of the present researcher that the findings of this study will stimulate further research in this area of aspirations. As was pointed out earlier, little has been done in this aspect of the Kenyan child's life, hence, more research need to be conducted in this area to raise and stimulate the aspirations of the youth of this country so as to direct their aspirations towards the needs of the country. Through such a study, the researcher hopes, the attitudes of the youth of this country toward certain occupations may be changed. In addition, to compare the results of this study with the findings of Egsmore (1981) that, most of the pupils in this country are geared toward white collar jobs, in view of the present education system of 8-4-4. Only few pupils think of self-employment, in fact no child in school at any level imagines that he/she can work at the "jua-kali" shades (workshops formally conducted in the open air) even for those whose academic world is obviously not promising.

knowing the home factors that favour high

From this study of the aspirations of the standard eight pupils, the educational inspectorate should ask themselves whether these aspirations reflect the intended educational goals of the 8-4-4 education system. Is the present educational system achieving the intended educational goals in relation to the kind of education and jobs the present standard eight pupils are aspiring to? The question here is, will all the standard eight pupils of 1989 find admission in the universities at the end of their fourth form in 1994? Will they all become doctors, engineers and lawyers as indicated by their aspirations?

Lastly, the findings of this study will be quite useful to teachers, counsellors, and parents. Having known how the home influences the aspirations of the child, all these parties concerned with the welfare of the child should assist the child and help him direct his aspirations toward suitable areas depending on his abilities and personality in order to achieve a successful future. The parents, especially, on knowing the home factors that favour high

aspirations should strive for the creation of a favourable home environment for their children to enhance their children's educational and occupational aspirations.

the researcher was limited only to the pupils she

1:6

Scope and Limitations

This study deals with the home environment factors that have already been mentioned in Section 1:2. There may be other factors in the home left out in this study, however, the present researcher felt that these are the ones most likely to influence the educational and occupational aspirations of the pupils and at the same time those that can be measured readily.

and money.

A major limitation in this study concerns the information given by the pupils in response to the questions put forward to them. The researcher assumed that all that the pupils gave was the truth which may not be so, for example, some pupils may have told deliberate lies concerning their parents' educational level, occupational status, and many other things. It is also possible that some of the pupils did not sincerely know the parents' educational level and

occupational status and had to guess when responding to the questionnaire. All these would cause errors during data analysis and lead to distortion of the final findings. However, since the researcher was limited only to the pupils, she had to take the information as it was given by them. For this reason, the data in the study should be interpreted with caution. Ideally, a separate questionnaire should have been constructed for parents to give information concerning themselves and the home environment; or the researcher should have made visits to the homes, to obtain this information. This was all limited by the resources available, namely, time and money. researcher had to rely on the information as given on the questionnaire.

A crucial problem that faced this study was the measurement of aspiration levels. Studies of this kind have often asked students what they would like to do and what they think they have reasonable chances of doing (e.g. Forster, 1968; Somerset, 1971). A lot of fantasy and unrealism is reflected in the way these questions are answered. For example, a student says he would like to be a doctor and indicates a certain level

of educational attainment which makes his choice unrealistic. Thus it becomes very difficult to evaluate the answers given in terms of realism. However, since we cannot infer aspirations of the pupils from their behaviour, we have to rely on what they answer in reply to the questions given. This could be very unreliable, especially, if the pupils decide to give answers simply because they want to impress the researcher or due to some fear of being victimised. A pupil may give an answer quite contrary to what his actual aspirations are. In other words, pupils may conceal their real aspirations and instead give false aspirations when responding to such a questionnaire. All the same, the researcher had to rely on the responses as given on the questionnaire.

Another limitation to this study concerned job categorization. It is important to note here that a valid method of ranking occupation in Kenya does not exist. This is mainly due to the scarcity of information about jobs in the modern sector. At the same time, different people employ different values as yardsticks for ranking occupations. The method used in this study was made up by the

or separated, children with one or both parents dead. researcher and her supervisors and is subject to amendment, hence, it is not a fixed occupational ranking system.

3. Average primary school - A school that has enrolment of the pupils that cuts across the social economic background. Lastly, at primary school level most pupils are not aware of why they are in school, most of them will tell you that they are there because their parents send them there. Most of them have never thought as to how far they would like to go on with their education or what kind of job they would like to take up after schooling, at the same time, they have never seriously put their abilities into consideration and hence, when faced with a situation like this, they show a lot of unrealism in their aspirations.

4. Educational Aspirations - The level of education the pupil aspires for.

5. Family Size - The number of living children (including the sample pupil) in the family irrespective of whether they are living at home or not.

1:7 Definition of Terms as used in the Study

1. Abnormal home environment - A normal home is that in which the child is the legitimate son or daughter living with both his/her parents in a home apparently free from acutely disturbing conditions. A home that falls short of this definition is an abnormal home, it includes, illegitimate children, adopted children, children whose parents are divorced

8. Or separated, children with one or both parents dead.
2. Aspirations - One's ambitions or expectations.
3. Average primary school - A school that has enrolment of the pupils that cuts across the social economic background.
4. Educational Aspirations - The level of education the pupil aspires for.
5. Family Size - The number of living children (including the sample pupil) in the family irrespective of whether they are staying at home or not.
6. High Educational Aspirations - Refers to aspirations to post-secondary school educational level.
7. High Occupational Aspirations - Aspirations to joining professions such as Medicine, Architecture, Law and Engineering, which require a minimum of University Education qualifications.

8. Jua Kali Also referred to as 'Nyayo Workshops', is a Kiswahili term that literally means "Hot Sun". However, this term in Kenya refers to the unskilled, semi-skilled, or skilled artisans who originally worked in the open air in the hot sun. Today most of them have shelters and no longer work in the hot sun, however; the name has remained.
9. Low Educational Aspirations - Refers to aspirations to primary up to secondary school educational level.
10. Low Occupational Aspirations - Aspirations to joining professions such as nursing, teaching, and clerical jobs which do not necessarily require University education.
11. Occupational Aspirations - The job an individual aspires for.
12. Parenthood - Nature of the family the child comes from, whether the child stays with both parents or only one of the parents (single parented) or none of the parents.

13. Parental Educational Level - The highest standard of formal education attained by the

parents of the child, either in school or college.

14. Parental Involvement - The amount of assistance the parents give the child in his school work either directly or indirectly. It will include, verbal encouragement, assistance in school work, direct reinforcement of improved academic performance e.g. giving rewards, academic guidance and support, participation in learning activities, attending school functions, discussing future plans, e.g. careers, with the child, punishing bad habits that may interfere with the child's proper learning.

15. Parental Occupation - The type of employment the parents of the subjects have.

16. Post-Secondary - College Education or University Education.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Numerous studies have been undertaken in Kenya and other parts of the world, which touch upon some of the factors that influence educational and occupational aspirations of students at various levels of education. In this chapter an attempt is made to discuss the findings of some of these studies so as to provide the general background and rationale for the present study. This study is intended to test some of the ideas which have arisen as a result of these findings in the local Kenyan cultural setting. The first section of this chapter includes those studies conducted outside Kenya while the second section looks at the Kenyan based research studies.

2:1

Outside Kenya Based Studies:

In 1957, Sewell, Haller and Straus carried out an investigation on 4,169 high school students in non-farm facilities in Winsconsin (United States). The purpose of their investigation was to find out whether occupational and educational aspirations of these students would be influenced by their

parents' social status. The results indicated that the educational and occupational aspirations of both male and female students were positively related to the social status of their families. Thus, they concluded that the values of different status positions influenced the levels of educational and occupational aspirations of students.

In another study, Wilson (1959) made a survey of students' interests as related to their decisions about educational and occupational aspirations. He investigated the effect that the education of parents had on the students' educational and occupational aspirations. His results showed that, if the father had not completed high school, it made little difference whether the mother had gone to college or not. It however, made considerable difference if the father had gone to college even if the mother had not completed high school. He therefore, concluded that the fathers' level of education had the greatest influence on the students' educational and occupational aspirations.

In a similar study, Irvin (1964) made an investigation of sources of educational

aspirations among working-class youth in America. He found that among possible sources of educational aspirations, were experiences that lead to dissatisfaction with the present status and interest in a new one. His findings showed that when a working-class father had not completed high school, the mothers' educational achievement did not influence the students' post-high school plans, but, where the father had completed high school, majority of the respondents indicated that they had plans for higher education. Thus, Irvin concluded that high school experiences of the parents influenced students' aspirations for higher education.

Similar studies to that of Irvin were carried out by Byler, 1966; Forster, 1965; and Sewell and Shah, 1968. For instance, Byler, 1966, carried out a study on the extent to which vocational preferences were influenced by the fathers' occupations, intelligence, academic achievement and self-concept. The study was made on 250 male high school seniors in Virginia (United States). The results of the study showed that all those factors had a bearing on career decisions of the students. However, the fathers' occupations

showed that 55% wished to become artisans and appeared to have the most exerting influence on skilled workers while 21% were interested in the choice of careers of these students.

Similarly, Sewell and Shah (1968), in their study of high school seniors in Wisconsin's public, private and parochial schools found a strong relationship between the parents' educational achievement and adolescents' educational aspirations. The findings of their study showed that the fathers' level of education had a slightly stronger effect on the male students' educational aspirations than the mothers' level of education. For female students, both fathers' and mothers' education had an almost equal effect on their educational aspirations.

Yet in another study, Forster (1965) interviewed two hundred and ten boys in nine randomly selected middle schools in Accra, Ghana. The respondents were asked, "What kind of job would you like to get if you could freely choose what you wanted to do?" and "What kind of job do you expect to obtain in fact when you leave school?" The researcher pointed out that the two questions were in fact answered in the same way by almost all the respondents. Hence, the results

showed that 55% wished to become artisans and skilled workers while 21% were interested in teaching. Regarding post-secondary aspirations, he found that nearly three quarters of the group hoped for University education of some kind. Some hoped to go to the University of Ghana while others were interested in attending overseas universities.

In addition to these studies, Krupp (1963) conducted a study on more than 450 parents and eighth grade youngsters in an upper middle class school. The findings of this study showed that boys' vocational preferences correlated with their fathers' but not their mothers' jobs. Their preferences were, however, related to the jobs of both parents, but more so to their mothers'. These findings were supported by Massey's (1967) findings where he found that "the sons of lawyers, doctors, parsons and teachers to pursue a remarkable degree." (Pg. 21).

Forster pointed out that there was a tendency for students with higher parental level of education to have higher educational aspirations. Majority in this group expected to enter clerical type of jobs while those from less educated backgrounds expected more often to find themselves in teaching. He commented that in Ghana, as in most developing countries teaching constituted the principal mode of occupational mobility for the lower status groups.

In support of the foregoing findings concerning parents' educational achievement and the students' educational and occupational aspirations, Swift (1967) had this to say:

He cited two purposes for his study, first, aspirations mediate most of the effect of

The positive attitudes of educated parents towards education are easily transferred to their children. On the other hand, parents who failed to succeed in education tend to have a negative attitude towards schools and teachers because of their own experiences. Such negative attitudes once borrowed by children, make their educational aspirations remain low and they will tend to aspire for very low jobs (pg. 21).

In addition to these studies, Krippner (1963) conducted a study on more than 350 seventh and eighth grade youngsters in an upper middle class school. The findings of this study showed that boys' vocational preferences correlated with their fathers' but not their mothers' jobs; girls' preferences were, however, related to the jobs of both parents, but more so to their mothers'. These findings were supported by Musgrove's (1971) questionnaire, the researcher collected his findings where he found that "the sons of lawyers, doctors, parsons and teachers themselves became lawyers, doctors, parsons and teachers to quite a remarkable degree." (Pg. 21).

Applying a multivariate analysis, Gilbert (1973) investigated educational and occupational aspirations of Ontario (Canada) high school students. He cited two purposes for his study, first, aspirations mediate most of the effects of

social background variables on educational and occupational attainment levels. Second, aspirations represent the motivational component that students need to attain higher level of education. The results of this investigation showed among other things that social-economic status, self concept of ability and programme of study had the most important direct influence upon students' educational and occupational aspirations.

Gilbert's findings were supported by the findings of a subsequent study undertaken by Powers (1974). Powers sought to answer questions concerning occupational aspirations and expectations of 2,058 ninth grade students in Eastern Kentucky (United States). Through a questionnaire, the researcher collected data concerning idealistic and realistic occupations of both long range and immediate time periods. She also investigated the degree of relationship of these aspirations and selected personal, family, community, and school-related factors. The results showed a significant relationship between the students' self-esteem and occupational aspirations, educational attainment of parents and educational and occupational aspirations.

Further, Durojaiye (1970) investigated career and educational aspirations of 196 students (male and female) at the International Secondary School, University of Ibadan, Nigeria. His sample comprised 50% Nigerians and 50% foreign students. In regard to the findings of this study, Durojaiye said:

... about 99.5% chose occupations in the professional class and 0.5% (one Nigerian pupil) said he would trade. The actual occupations included University teaching, medicine and engineering. Some wanted to be biologists, chemists, geologists, statisticians.... The knowledge of various branches of professional qualifications revealed the background of their home and school setting. They did not want to be doctors but "brain doctors" "Cardiologists".... (P.60).

Further analysis of data revealed that 66.3% of the pupils who participated in Durojaiye's study were motivated by professional and academic reasons per se, and made their choices purely on humanitarian and patriotic reasons. He reported that less than half of all the pupils said that their parents had explicitly expressed opinions about their occupational prospects. About 46.9% mentioned that parents influenced their occupational choices, and only 5.6% mentioned teachers. Discussing the results of this study

further, Durojaiye argued that:

The privileged conditions of life of the pupils in this study are clearly seen in their responses. They used their occupational reference groups the professional and academic groups which surround their school and residence settings. They appeared to be limited by their privileges to the narrow range of occupational choice within which they chose and reflected jobs for themselves and not for classmates.... (P.60).

Parental influence appeared to be implicit in the sense that they exposed their children to situations where the environment would motivate them for high occupational choice and aspirations for which pupils must have had high academic achievement, however, while occupational expectations and aspirations were very high, academic achievement and, consequently, self-knowledge by the pupils of their ability to secure, maintain, and sustain their chosen occupations were comparatively low.

Finally, Durojaiye argued that if academic requirements of many of these professions were to be compared to the academic adequacy of many of the pupils, "a conclusion might be reached that the occupational choices of these pupils are unrealistic" (Durojaiye, P.63).

Whereas most of these studies (e.g. Byler, 1966; Durojaiye, 1970; Gilbert, 1973; Kariuki, 1976; Musgrove, 1971; Sewell et. al., 1957) had shown a positive relationship between the socio-economic status of the family and the students' educational and occupational aspirations in their findings, Richards' (1974) study showed that the students' educational and occupational aspirations were independent of the socio-economic status of the family. His findings also revealed that there was no correlation between the students' sex and their educational and occupational aspirations. He, however, found that the type of school students attended and educational programme they were pursuing significantly influenced their educational and occupational aspirations. This was supported by Opolot's (1980) findings of the Ugandan Primary School leavers aspirations. In his study, Opolot found that educational and occupational aspirations of the pupils were influenced by the type of school attended and their present academic attainment.

In a similar study, Crawford (1975) investigated the educational and occupational aspirations and expectations of Galveston High School students in Texas. The purpose of the

completion of 12th grade. The findings of the study was to survey educational and occupational status orientations of a sample of these students. Responses to the survey were compared by sex, age, ethnic background and school program in which enrolled. The findings of the study revealed that female students possessed stronger desires to achieve their educational goals, and desired significantly higher occupational positions than did their male counterparts. With regard to students' educational and occupational aspirations and school program, Crawford's findings were in agreement with Gilbert's findings. The two showed that academic program enrollers maintained higher educational aspirations and expectations than did the general and vocational program enrollers. Academic Program enrollers also exhibited significantly stronger desires to achieve their educational motives than the general and vocational enrollers.

Furthermore, Warden, (1976) carried out an investigation of parental influence on educational aspirations and achievement among Portuguese immigrant youth. This study had been prompted after realising that 80 - 90% of the Portuguese immigrant children dropped out of school before

completion of 12th grade. The findings of the study revealed among other things that pupils from small families (1 - 3 siblings) tended to remain in school longer than those from larger families. He, therefore, concluded that there was a negative relationship between family size and the pupils' educational aspirations.

In addition to these studies, Akinkunle (1977) carried out an analytical research study on career and educational aspirations of secondary school students in Nigeria. The sample consisted of male and female students from Federal Government Colleges in Nigeria. The results of this study showed a significant relationship between sex and career and educational aspirations. Male students were found to have relatively higher career and educational aspirations than their female counterparts.

In accordance with the findings of the study, Akinkunle concluded that majority of secondary school students in Nigeria aspired to enter careers in occupations that were normally grouped as having high social status. When career aspirations of these students were studied in relation to their educational aspirations, data showed that majority of these children hoping to continue their studies beyond primary seven, but were in fact optimistic of being selected to enter secondary schools. These findings were consistent

analysis revealed that the relationship between career and educational aspirations was not significant. Following these findings, Akinkunle was under the impression that either some of the students were ignorant of the educational requirements of most occupations or the students' career and educational aspirations were just diametrically opposed. However, when students' choice of secondary education was studied in relation to their career aspirations, results showed a significant relationship between the type of secondary education preferred by students and their career aspirations.

Finally, Otaala (1972) conducted an exploratory study to find out the educational and employment aspirations of primary seven leavers in Uganda. The study was carried out in five rural areas of Buganda, Bugisu, Busoga, Kigesi and Teso. The results of the study revealed that most pupils in Uganda primary schools considered education as a means to occupational and social mobility. This was shown by the fact that not only were the majority of these children hoping to continue their studies beyond primary seven, but were in fact optimistic of being selected to senior secondary schools. These findings were consistent

with the findings of many other studies conducted in developing countries (e.g, Akinkunle, 1977; Forster, 1965; Koff, 1967), in which they concluded that education in Nigeria, Ghana and Kenya, respectively was viewed by students as a means to social mobility. This was inferred from the kind of jobs aspired for by the students.

2:2 Kenyan Based Studies

Many of the studies undertaken to investigate educational and occupational aspirations of Kenyan students have been limited to certain areas only, either due to financial constraints, time or some reasons best known to the researchers themselves. There are certain areas that have received very little attention, if any, in relation to the child's educational and occupational aspirations. Such areas include the influence the home environment is likely to have on the educational and occupational aspirations of children. A few studies that have attempted to look into this area have limited themselves to either one or two aspects of the home. The few studies conducted in this area have also been done at different levels of the education system, hence, there has been no consensus among researchers in Kenya regarding the

effects of different variables on students' educational and occupational aspirations. However, a review of these studies carried out in the Kenyan setting would be quite useful in guiding and directing the present study.

Koff (1967) examined what primary pupils in Kenya thought was the purpose of their education. The purpose of his study was to describe some of the salient aspects of the primary pupils' outlook on the world and on the role which he, as an educated person expected to play in it. He administered a questionnaire to 1,214 pupils in primary schools in Kenya selected at random. In addition to the predominantly rural sample, two schools in urban Nairobi were selected to provide a sample of pupils from an environment broadly different from that in which the pupils in the main study came from.

The results of this study showed that to most primary pupils in Kenya, education was seen as a means to occupational and social mobility. This was in accordance to the findings of studies (for example, Akinkunle, 1977; Forster, 1965; Otaala, 1972). The function of education for personal intellectual development and national well-being

were recognized by pupils as important, but with less frequency than the mobility functions.

The findings also revealed that although the pupils acknowledged the economic importance of farming both to individuals and to the country they still valued clerical kind of jobs quite highly while farming had little attraction.

In addition, results showed that a number of demographic variables such as the pupils' family background and area of residence made a significant impact on specific occupational values and expectations.

In this study, Koff assumed that, the way pupils evaluated the meaning of their education would give an insight into the expectations which they hold about their future. This assumption is quite valid to the present Kenyan society, education is a necessity to a better standard of living in this country and this is why education is given top priority in the country's economy e.g. it receives more than 30% of the country's total budget.

In a similar study, Somerset (1971) made a detailed research study of the career aspirations

of the secondary school students in Kenya. The sample in the study consisted of twenty one randomly selected schools from all over Kenya. Seventeen of the schools were co-educational and two were girls schools and two were boys schools. Data was also obtained from three schools outside the random sample. In this study, he examined indirectly the issue of social-economic status and career aspirations.

Fourth year secondary school students were provided a questionnaire which enabled them to cite factors which provided information regarding career opportunities. The questionnaire consisted of two main questions concerning students' aspirations and expectations for further education and training. First, students were asked how far they wanted to continue with their education. Second, they were asked how far they thought they would be able to continue. Somerset had anticipated that the two questions would produce very different answers. However, 88% of the sample answered the two questions in exactly the same way, only about 5% of the sample said they would like to continue their education to a higher level than they thought would be possible.

Results of Somersets' study showed that the type of school that the student was attending was strongly associated with his educational aspirations. He used three types of schools to illustrate this point. National catchment, Local catchment and Harambee schools. National catchment schools were defined as those schools that recruited their students from all over the country. They made selections of intake before other secondary schools and attracted teachers of high calibre. Their physical equipment was of high standard. The local catchment schools drew most of their intake from a smaller area by contrast. They charged relatively low fees and were aided by the Government. Harambee schools on the other hand, were those built by local self-help initiative, in response to the shortage of places in Government maintained schools. Their intake was largely non-selective and teaching staff was rather poor compared with the other two types of schools.

The findings revealed that students at the National catchment schools had quite high educational aspirations. More than two thirds wanted to continue their education to higher school certificate and about three-fifths hoped to

go to the University. By contrast, more than three-quarters of the students in Harambee schools were not aiming at anything more than a pass in the school certificate at the end of their fourth year. The aspirations of students in local catchment schools were intermediate in character, but were much closer to those of Harambee students than they were to those of students in the National schools.

In addition to the type of school that the student was attending, he also found that educational aspirations of students strongly correlated with their school performance; students who wanted to continue their education to higher school certificate or University tended to have better marks than those who wanted to leave school after school certificate examination. He argued that the students' experiences seemed to have affected both their expectations and their aspirations. He, therefore, concluded that:

reality factors are a major importance in determining the aspirations which fourth form pupils have for further education. Pupils understand clearly that selection for form five is severe and that their chances of further education hinge upon their academic achievement (P. 5).

aspirations.

He further commented that:

The sample of her study consisted of two hundred and thirty pupils, 150 boys and 180 girls, four picked from three schools. The sample was ... not merely ability, but also school quality and students' background factors affect the pupils' aspirations (P. 5).

In this study, Somerset highlighted the influence of school type and pupils' performance on the pupils educational aspirations. He, however, did not consider the home background of the pupils as a factor likely to have an effect on the aspirations of the pupils. The school receives a child who is already half-way moulded by the home and it only gives the final touches to him, we would, therefore, not be justified to look at the influence of school on a child in isolation of the home. The home background of the child needs to be incorporated in such a study since it forms the backbone of the child's total being.

In a subsequent study, Kariuki (1976), made an investigation of parental and occupational influences on students' educational and occupational aspirations. In this study, Kariuki was interested in finding out how parental factors namely the fathers' and mothers' education and occupation are related to the formation of the students' educational and occupational

aspirations. of the respondents. These results were consistent with those of Tyler, 1968; 1967; Sewell et. al, 1968; Wilson, 1959. Her findings also supported Prewitt's (1971) findings. Prewitt's findings had indicated that a child, in Kenya, with literate or semi-literate parents had an average of 80% higher chances of attaining higher educational aspirations of the students were elicited by asking the students, the level of education they would like to attain after school certificate examination. The subjects were asked to look realistically at their future and the chances that must be available for furthering their educational plans.

The educational aspirations of the students were elicited by asking the students, the level of education they would like to attain after school certificate examination. The subjects were asked to look realistically at their future and the chances that must be available for furthering their educational plans.

The occupational aspirations of the students were elicited by asking them the kind of occupation they would like to obtain if all the factors in the home background that are likely to have an influence on the formation of the child's educational aspirations were available.

The findings of the study indicated that both educational and occupational aspirations of the respondents were related to their parents' educational level and the status of their parents' occupation. The fathers education clearly emerged as the most important factor in the overall relationship to both educational and occupational

of her subjects and how this was likely to affect aspirations of the respondents. These results were consistent with those of Byler, 1966; Koff, 1967; Sewell et. al, 1968; Wilson, 1959. Her findings also supported Prewitt's (1974) findings. Prewitt's findings had indicated that a male child, in Kenya, with literate or educated parents had an average of 60% higher chances of attending higher educational institutions than a male child of illiterate parents. These studies shed some light upon the kind of parental factors that favour the formation of high educational and occupational aspirations, namely parents' educational level and occupational status. However, they did not look at the effect of other factors, such as, parental involvement and kind of parenthood on the students' educational and occupational aspirations. These are important factors in the home background that are likely to have an influence on the formation of the child's educational and occupational aspirations and hence need to be considered in such a study.

Finally, students were selected from the National University and its constituent colleges. In her study, Kariuki used first and fourth form students from three schools as the subjects of her study. By using first and fourth form pupils, she did not consider the age differences

of her subjects and how this was likely to affect the aspirations of her subjects. Secondly, by using subjects from different schools, she assumed that the three schools had same environment, which is impossible. From Somerset's (1971) findings, the type of school significantly influences educational aspirations. Hence, differences in educational and occupational aspirations among respondents in this study would, therefore, have been as a result of age difference or difference in school environment rather than parental educational level and occupational status.

In another study, Lindsay, (1981), made an exploration of career aspirations of Kenyan women. The purpose of the study was to analyse the relationship between socio-economic status and ethnicity to females' career aspirations in Kenya. Students enrolled in form five and six constituted the sample from secondary schools. A sample of students from a National Teacher training college and a National nursing school was also selected. Finally, students were selected from the National University and its constituent college.

The results from this study showed that socio-economic status allowed a female student's

opportunity to attend higher education and prepare to follow eventually in their lives. It was observed that the largest number of students wished to pursue careers in teaching, nursing/medicine, law, and science. She, therefore, noted that:

The professional class constitutes less than 5% of the total Kenyan population and farmers and unskilled workers constitute nearly 90%. Yet students with professional parents represented over 50% of this sample. This appears to confirm the contention that females from higher socio-economic background are more likely to pursue formal education than females from other background (P.37)

These findings were in support of Prewitt's (1974) findings that in the case where funds were limited - families of lower socio-economic status - only the male child was sent to school. On this Prewitt commented that:

Undoubtedly, all parents and relatives desire education and professional careers for their children; yet if funds are limited, the male child may be educated more frequently than the female child (P. 206).

She argued that:

Perhaps this view would have its origins in the belief that most females will not be the heads of households (P. 207).

In Lindsay's study, the respondents were asked to state the professions they expected to

What role did your parents play in regard to your decision to enter your current field of study? The responses to this question were grouped into the following:

follow eventually in their lives. It was observed that the largest number of students wished to pursue careers in teaching, nursing/medicine, law, and science. Of the students from professional backgrounds 40% desired teaching careers, 23.3% desired medical fields, 10.8% desired science careers. For students from vocational background, 36.6% desired teaching, 40.0% desired medicine/nursing and 12.0% desired law. Of the students from Farming background, 57.8% desired teaching, while 22.9% desired nursing/medicine and 6.0% desired science. From the data, the highest percentage of students who cited teaching as a desired career were from the farming background. She explained that this would have been so because this was the professional career that these students from this sort of background were frequently exposed to. In general, she observed that students from the professional background expressed a wider range of career choices. These findings were in line with Durojaiye's (1970) findings about Nigerian children.

did not have adequate information to offer even limited advice to their children as far as career choice was concerned.

In the study, the manner in which the family influenced the subjects' choice of educational field was measured by an open ended question:

What role did your parents play in regard to your decision to enter your current field of study? The responses to this question were grouped in the following:

- I - offered encouragement,
- II - contributed financially,
- III - advised on career opportunity and/or selected subjects,
- IV - Parents accepted students' decision,
- V - none other or no response.

From the professional category, students indicated option IV (parents accepted students' decision) the greatest percentage of time. On the other hand, option V (none other or no response) was cited most frequently by students from vocational and farming backgrounds. Only 18.3% of the respondents from professional backgrounds cited this option. Again, this could suggest that parents from vocational and farming backgrounds did not have adequate information to offer even limited advice to their children as far as career choice was concerned.

and continue their education at a higher level. In conclusion, the findings of this study revealed that females from professional background had higher and diversified career aspirations than their counterparts from vocational and farming backgrounds.

The most popular career for girls was nursing with 27.8%, teaching was second with 13.5%, closely followed by clerical work with 10.0%, secretarial was fourth with 6.0%, and engineering topped the list with 5.0%. Further, Egsmore (1981) carried out an investigation on the aspirations of Kenyan school girls in regard to education training and choice of occupation and careers. The purpose of her study was to investigate the attitudes of the 13 - 16 year old school girls in Kenya in regard to their aspirations for their education and to compare this to that of the boys with same socio-economic and cultural backgrounds. The study was conducted in Nyeri District, Central Province of Kenya.

Egsmore concluded that, both educational and career aspirations of the young girls were unrealistically too high, considering the chances available for higher education, especially for girls in Kenya at that time. She noted that though the girls had quite high aspirations, these were relatively low compared to the boys aspirations. It is obvious that the girls' aspirations were not fulfilled as only a small fraction of those girls were generally too high in view of the actual possibilities. For example, a great majority of them expected to complete secondary acquiring training of skill for the labour possibilities (P. 21).

and continue their education at a higher level. From the sample, only 0.4% expected standard seven to be their last class while one fifth of them aimed at stopping after form four.

The most popular career for girls was nursing with 27.8%, teaching was second popular with 13.5%, closely followed by clerical work with 12%, secretarial was fourth with 6.0%. For the boys, engineering topped the list with 15.5%, with doctor as second with 13.4% and teacher third with 8.0%. From the obtained data, one may deduce that the choices made by girls in this study were stereotyped kind of careers, typical for women.

Egsmore concluded that, both educational and career aspirations of the young girls were unrealistically too high, considering the chances available for higher education, especially, for girls in Kenya at that time. She noted that:

It is obvious that the girls' wishes for further education are not likely to be fulfilled as only a small fraction of those who manage to get into secondary school can hope for a chance for higher education. Even the girls who settle for other ways of acquiring training of skill for the labour market have, in reality, only few possibilities (P. 21).

In addition, the study showed that most children were ignorant of what their society offered after completing school. She pointed out that "the educational system is still based on the old colonial system with the stress on formal education, high achievement, competition, and selection on the basis of the best results" (P.17). She supported this claim by saying that from the children's choices, there was great emphasis on education that led to non-manual jobs in the formal sector, which was quite contrary to the availability of manual jobs as opposed to non-manual jobs. Furthermore, this study also revealed lack of career guidance in most of our Kenyan schools.

1. In the study, Egsmore was simply interested in the aspirations of the 13 - 16 year old girls irrespective of their level of education. She made no attempt to analyse the factors that may have influenced the formation of those aspirations.

In a subsequent study, Maritim (1984) explored sex differences in primary school

children's vocational aspirations and their perception of sex roles. The sample consisted of 203 children, 120 boys and 83 girls in grades 3, 5 and 7 among the Kipsigis in Kericho District of Kenya. Maritim's study was prompted by two considerations.

a) Sex competence in varying tasks had been shown to differ across culture.

b) An extensive investigation and empirical findings on sex differences in various fields, behaviours was lacking in the Kenyan Literature.

In the research, two hypotheses were tested;

1. Boys would aspire to a greater variety of vocations that were not available within their village community than girls.

2. Both boys and girls would perceive themselves and opposite sex in different social and professional roles.

Both predictions were supported in his findings as was shown by the data. The girls

choices exhibited a significantly lower variety of vocations; girls chose 8 and boys 13 different vocations. However, for each sex, teacher ranked highest, chosen by 55% of the boys and 53% of the girls. Of all the choices made, 46% and 13% of the vocations named by boys and girls respectively were not available in their villages.

Responses to the Item "what do you think girls are good at?" indicated, among girls a low sense of professional role competence in academic fields. On the other hand, the Item "what do you think boys are good at?" revealed a high sense of professional competence among boys. Hence, the results of this study provided support for the hypothesis that boys and girls differ in their vocational aspirations.

The results of this study also showed that the variety of vocational aspirations increases with increasing grade level among boys but not girls. He suggested that:

Such differences between boys and girls may be a function of modelling agents. Boys on average have more frequent contacts with more career models that enable them to develop a wider spectrum of vocational opportunities (P. 162).

He further suggests that:

... may be that the girls are disadvantaged and associate only with the few female nurses and teachers and with illiterate mothers who reinforce the rites of passage and the traditional female roles (P. 162)

This study supported the contention that sex differences are associated with types of careers, task assignment and roles that are culturally perceived as desirable and valued by boys and girls. The choice of cooking as an appropriate role for girls is in the direction predicted and illustrates the prevalence of the traditional stereotyped of male-female role differences in the Kipsigis community (Maritim, 1984).

Finally, Kamau (1986) made an investigation of the occupational aspirations of the physically handicapped secondary school students in Kenya and compared these aspirations with the actual job placement of the physically handicapped. In her study, she also examined possible social factors such as sex, parental background, curriculum, self-concept and societal attitudes as they affected the occupational aspirations of these

students. The purpose of her study was to investigate whether the society considered the occupational aspirations of the physically handicapped persons while placing them in jobs.

The sample of her study consisted of subjects from both secondary schools and from graduates already in employment. A total of 81 students from special schools and 30 physically handicapped employed in both public and private sectors constituted her sample of study.

Among other findings the study showed that physically handicapped persons were discriminated against in job placement, their aspirations were stunted by the society's stereotyped decisions. The society was found to readily offer manual occupations such as basket weaving, leather work, copy typing, telephone operating and clerical jobs. In addition, the curriculum offered both in secondary and at vocational rehabilitation centres was found to be unrelated to the facilities available in Kenya.

Sex, locality or area of residence, parental level of education and occupation were found to be

quite significant to occupational aspirations of the respondents. In total, the study showed that the physically handicapped had high occupational aspirations.

From the foregoing review of literature and research findings, it has been observed that researchers do not agree among themselves regarding the effects of different variables on students' educational and occupational aspirations. Studies undertaken in Kenya, especially those reported by Egsmore, Kariuki and Koff indicate that both primary and secondary school going children have highly unrealistic educational and career aspirations, independent of certain social, economic and environmental factors. According to these studies, Kenyan youths tend to have taste for more prestigious occupations and avoid or reject blue-collar and other low-status jobs whenever practicable. One reason for this may be due to the high expectations of many parents of their children and the attitudes of the Kenyan public in general toward vocational and low-status jobs.

However, from the foregoing literature, it

was evident that most studies which have been done on educational and occupational aspirations were carried out in foreign cultural contexts. It was also evident that very few studies in this area were conducted within the Kenyan context.

Consequently, there was a need for a research study such as this one to be carried out to increase our understanding of those factors in the home which possibly influence educational and occupational aspirations of students in this country.

In Chapter Two, the researcher has reviewed the related literature both outside and in Kenya. In this chapter, the main focus is on the research methodology. Specifically, the research design and research instrument are described, subjects of the study identified, the administration of the instrument described and methods of data analysis discussed.

The Research Design

The researcher conducted this study as an ex post facto study since the independent variables (home environment variables) cannot be strictly manipulated by the investigator because their manifestations have already happened. This

CHAPTER THREE

RESEARCH METHODOLOGY

3:1

Introduction

The preceding two chapters have laid a foundation for this research. In Chapter One, the problem of the study has been stated along with hypotheses and limitations of the study, as well as the definitions of terms stated.

In Chapter Two, the researcher has reviewed the related literature both outside and in Kenya. In this chapter, the main focus is on the research methodology. Specifically, the research design and research instrument are described, subjects of the study identified, the administration of the instrument described and methods of data analysis discussed.

3:2

The Research Design

The researcher conducted this study as an ex post facto study since the independent variables (home environment variables) cannot be directly manipulated by the investigator because their manifestations have already happened. This

particular research design was also chosen because this study sought to establish the existence of certain relationships among variables under investigation, that is, the home variables and educational/occupational aspirations.

This design was considered applicable to this study because its use in research has been supported in most literature on research methods. For example, Ary, Jacobs, and Razavier (1972), in supporting the use of ex post facto design, stated that:

Though not a perfect substitute for experimentation, it does provide recognition of the circumstances under which much educational research must be conducted (P. 269).

Description of the Research Instrument

They went further to say: It remains a useful method that can supply much information of value in educational decision making (P. 269).

Similarly, Kerlinger (1973) has supported the use of ex post facto design in his words:

Despite its weakness, much ex post facto research must be done in psychology, sociology and education simply because many research problems in the social sciences and education do not lend themselves to experimental enquiry.

Prior to the construction of the research

A little reflection on some of the important variables in educational research ... intelligence, aptitude, aspirations, home background, parental upbringing, teacher, personality, school atmosphere, ... will show that they are non manipulable. ... It can even be said that ex post facto research is more important than experimental research... (by this is meant) that the most important social scientific and educational research problems do not lend themselves to experimentation, although many of them do lend themselves to controlled inquiry of the ex post facto kind (Pg. 391 - 392).

In this study, it is assumed that the pupils' aspirations are already formed and home environments are also already existing, hence, ex post facto design is most appropriate for the study.

3:3 Description of the Research Instrument

The research instrument used in this study consisted of two parts of a questionnaire. The first part of the questionnaire (Part A) contained items meant to elicit responses concerning the home environment. The second part (Part B) contained items meant to elicit the pupils' personal educational and occupational aspirations (see appendix ..I).

3:3:1 Preparation of the Research Instrument

Prior to the construction of the research

Refinement of the Instrument

instrument, the researcher examined a variety of questionnaires to determine whether there was an existing instrument that could be used to gather the necessary information for this study. However, this review of existing instruments did not uncover an appropriate instrument that could be adopted for this study. This was because the

Pilot Study

reviewed instruments were either constructed for students at different levels of education from the ones in the present study or they were designed for students in a different cultural setting. Consequently, the researcher found it necessary to design her own instrument to suit the present study. Thus, in developing this questionnaire the following procedure was utilized:

- a) Existing instruments were reviewed.
- b) A preliminary list of items was developed in conformity with the variables under investigation.
- c) The questionnaire was then developed with reference to instruments used in similar investigations concerning the home and the pupils' aspirations.

3:3:2 Refinement of the Instrument

The instrument was discussed with the supervisors; statisticians from the Educational Psychology Department; and some of my colleagues who offered very useful suggestions for improving some of the items in the instrument.

3:3:3 Pilot Study

The researcher conducted a pilot study on sixty (30 boys and 30 girls) pupils of standard eight from River Bank Primary School. This school is quite similar to the school the main study was carried on, City Primary School. A pilot study was necessary in this investigation as a pretest of the questionnaire. As a matter of fact, the pilot test was administered to determine whether:

- a) there were ambiguities in any of the items.
- b) the instrument would elicit the type of data anticipated for by the researcher.
- c) the type of data obtained could be meaningfully analysed in relation to the stated hypotheses.

Besides all these, the pilot study was carried out to provide a criteria for determining

the validity of the instrument. The questionnaire for final use in the main study.

3:3:4 Report on the Pilot Study

3:3:5 Asses Results of the pilot study showed that the instrument was valid for the present study and that most of the items in the questionnaire elicited responses anticipated by the researcher. However, the pilot study revealed that the questionnaire was rather too long for the children of standard eight to answer in one session as required by the researcher. For this reason, the researcher deleted a number of items she considered less relevant to the study and also shortened the questionnaire to suit the time allocated. This was done very carefully so as to leave the questionnaire unchanged. The responses given by the respondents on some of the items revealed ambiguities in these items and misunderstanding on the side of the subjects. The researcher, therefore, found it necessary to rephrase some of the items or change the language used in some of them. In summary, although the results of the pilot study revealed the suitability of the instrument to the study, they also called for some minor

adjustment and refinement of the questionnaire for final use in the main study.

researcher to walk from home to home of her
researcher to walk from home to home of her
researcher to walk from home to home of her

3:3:5

Assessment of the Home Environment

Collecting information on the home background of the subjects has been considered quite difficult. However, Fraser (1973) considered three possible ways of doing this. One way was to ask the children to provide it; the second way was to send a questionnaire to the parents; and a third way was by means of personal visit to the homes. Despite the amount of the time involved, she found the third method (visit to the homes) the most desirable method of collecting information on the home background.

constructed so as to elicit responses in the
vari
In the present study, the researcher found the first method more desirable. The second method was rejected on the basis that some parents may not return questionnaires, or some may return them incomplete, either of these would make the analysis of data quite difficult. In addition to these, some parents may be illiterate or semi-illiterate and may be incapable of reading the questionnaires and answering them in writing.

This same questionnaire contained items meant

The third method (visit to the homes) was discarded on the basis of the time required by the researcher to walk from home to home of her subjects which would be quite enormous. This method also calls for a lot of travelling on the researcher's side, due to financial constraints this would not have been possible. In addition, most parents in Nairobi go to work during day time, the most convenient time for the research investigations to be carried out, hence, it would require that investigations be conducted in the evenings; this would be quite inconvenient to the researcher and even to the families in question.

The questionnaire on the home environment was constructed so as to elicit responses on the variables listed in Chapter One Section 1:2, namely;

1. Parental educational level
2. Parental occupation
3. Parental involvement
4. Parenthood
5. Family size.

This same questionnaire contained items meant

to elicit the subject's birth-order and gender.

The selection of the above variables was based upon the method used in other studies (e.g. Burgers, 1973; Cullen, 1969; Douglas, 1969) in which they tried to find out the relationship between the homes and the schools of their subjects.

As it has been mentioned earlier, Part A of the questionnaire was designed specifically to elicit responses on the home environment of the subjects. This part of the questionnaire carried seventeen (17) items. For each variable of the home environment, there was an item or items to measure it. In situations where more than one item was meant to measure one variable the researcher found it necessary to group together such items. However, there were certain items that could elicit responses on more than one variable, the researcher tried to avoid this type of situation as much as possible, but wherever it may have occurred care has been taken of the situation in the final analysis of the data.

From Part A of the questionnaire, Item 1 was

meant to elicit responses on the kind of parenthood the respondents had. Multiple choices were provided and the respondent had just to tick whichever response was applicable in her or his case.

Item 3 was related to the respondents' size of the family as measured by the number of children living in the family. The item was left open for the respondents to fill in. For the purpose of data analysis, the researcher categorized the family sizes into small and large families. Families with up to 4 children were considered small, those with 5 and more children were considered large families in the study.

Items 6 and 7 were concerned with parental level of education. There were a wide range of choices from which the respondents were to tick whichever was applicable to the fathers' and mothers' level of education. The choices ranged from no formal education to University education. For data analysis purposes, no formal education, primary education and secondary education categories remained as in the questionnaire, however, college education and University

education were collapsed to give the category post-secondary education.

Items 8 and 9 were concerned with parental occupational status i.e. the fathers' and mothers' occupational status respectively. These items were left open for the respondents to fill in the kind of occupations that the parents do. For analysis purposes, the various occupations as given by the respondents were categorized as follows:

Fathers' Occupations - Business oriented occupations, Teaching and related occupations; Health professions; and others. In Business oriented occupations, included were, Businessmen, Bankers, Accountants and Managers. In Teaching and related occupations, included were, teachers, lecturers and instructors. In the Health professions included were, human and veterinary doctors, clinical officers and nurses. In the category of others, were jobs such as drivers, cooks, sweepers, and those that were not well defined by the respondents.

For the mothers' occupations, the same classification as used for the fathers' was used

except the researcher introduced the category of "housewife" in addition to the above four categories.

Items 10, 13, 14, 15, 16 and 17 were those items meant to elicit responses concerning parental involvement as assessed by the parents' concern in the subjects academic work, further education and employment. The responses to each item were coded in point form with those responses considered favourable to the pupils' schooling and career chances receiving the highest rating while those likely to hamper the pupils' education and employment chances were given the lowest rating. For data analysis purpose, mean parental involvement score for the six items was worked out and these means then compared as required in the analysis.

Also included in this part of the questionnaire were items related to some factors in the home environment that the researcher felt were likely to have some influence on the pupils' educational and occupational aspirations. For example, Item 2, concerned with the physical amenities of the home; Item 4 concerned with non-family members staying at the subjects' home

(extended relatives); Item 12, concerned with private coaching. All these items were included for analytical purposes as they provide some supportive information in descriptive data analysis.

3:3:6 Assessment of Educational and Occupational Aspirations

A useful technique for computing a measure of an individual's level of aspirations was used by Vennes (1960) in her study of school leavers.

Vennes' level of aspiration scale is a paper and pencil measure in which subjects are required under timed conditions to solve ten word problems rather like the popular parlour game 'scrabble'. In advance of each separate word problem, subjects are required to write down 'what score they hope to achieve' on that particular section of the test.

The difference between their actual scores and their hoped for scores provides the basis for computing the goal discrepancy score which is used to indicate level of aspiration.

This technique is too general and as such has

not received much application in researches concerning 'level of aspirations', instead, researchers have found it convenient to construct their own instruments to measure level of aspirations, in relation to whatever variable they are interested in. It is for this reason that the researcher found it desirable to construct an instrument to measure educational and occupational level of aspirations. This comprised Part B of the questionnaire. Teaching and related professions, Health professions, Business and others. Teaching and Part B of the questionnaire carried 12 items all related to educational and occupational aspirations of the pupils. Specifically, Item 7 was directly related to the pupils' personal educational aspirations. The item was left open for the respondent to fill in the highest level of education he/she felt will attain. For data analysis purposes, the responses given by the respondents on this item were put into two main categories, i.e. secondary educational level and post secondary educational level. Secondary level included those who said they would like to go on with their education up to Form 4 or 6: post secondary included all those who said they wanted to go up to College or University. Up to

The rest of the items in this part of the questionnaire e.g. items 1, 2, 3, and 4 were aspirations whereas post-secondary was considered indirectly related to the pupils' educational high educational aspirations.

Item 8 was related to the pupils' personal occupational aspirations. This item was also

left open for the respondents to fill in whichever occupation they preferred to take up after schooling. The responses obtained were then

categorized into Teaching and related professions, Health professions, Business and others. Teaching

and related professions included teacher and lecturer; Health professions included human

doctor, veterinary doctor, nurse and clinical officer; Business included, businessman, banker,

accountant, and manager. In the category of 'Others' included were architect, law, advocate,

air hostess and pilot. of 1989 and were expecting to go to secondary school.

Items 5 and 6 were concerned with parental educational and occupational aspirations for the

subjects respectively. These items were included for analytical reasons, to see the influence of

parental aspirations for the pupils on the pupils' personal aspirations.

standard eight pupils in the Republic. However,

The rest of the items in this part of the questionnaire e.g. Items 1, 2, 3, and 4 were indirectly related to the pupils' educational aspirations; Items 9, 10, 11, and 12 were concerned with reasons for choice of job and the child's general outlook to his future life.

All these items were included for analytical purposes as they provided backing up information to some of the main items.

3:4

Subjects

The subjects were one hundred and fifty (75 boys and 75 girls) standard eight pupils of average age 13.4 years. These subjects were drawn from City Primary School in Nairobi. These subjects were the pupils who were preparing for the Kenya Certificate of Primary Examination (K.C.P.E.) at the end of 1989 and were therefore expecting to go to secondary school, youth polytechnics or do something else for a living.

Ideally, the researcher should have included standard eight pupils from various parts of the country in this study for the findings to be properly generalised to the entire population of standard eight pupils in the Republic. However,

this was not possible because of limited time, funds and most of all by the nature of study. The nature of the present study could not permit the use of more than one school. The use of a single school was to provide subjects with a similar school environment so as to rule out the effects of school type and teachers as extraneous variables in the study and to ascertain that the difference in the pupils aspirations is wholly as a result of the differences in the home environments.

The school from which the subjects of study were drawn was selected at random from a list of average schools given to the researcher by the City Education Officer.

The decision to use pupils from one of these schools was based on the following considerations:

1. These type of schools admit children from a variety of home backgrounds, such that, the parents that send children to these schools belong to professional, semi-professional, business, farmers, skilled and semi-skilled labourers. This is unlike most schools in the country where one is likely to find

children, either from very rich families only or from very poor families only, such that in a particular school, the children are a representative sample of a particular class of people and hence home background. Thus, subjects from an average school were quite appropriate for the study.

2. Another reason that led to the decision to use this type of schools was the fact that they are day schools and, as such, children from these schools are in closer association with the home than the children in boarding schools. They are, therefore, likely to experience more parental and home environment influence than their counterparts in the boarding schools.

3. The third reason that led to the choice of these schools was that most of them are quite large with three or more streams of standard eight classes each with about forty pupils. Therefore, the chances of getting a large sample for the study from a single school were better in these schools than from any other schools. In addition to this, these schools enrol pupils of both sexes - males

and females - making a convenient sample for the study for comparison purposes.

4. Finally, standard eight pupils were chosen for this study based on the assumption that, at this stage, these pupils were sufficiently mature to form an opinion regarding their future education and careers.

Administration of the Questionnaire

The questionnaire was administered to the subjects in their classrooms. There were four classes in total and for each class, the class teacher administered the questionnaire. Each subject was given a questionnaire on which he/she was required to respond to each item.

However, before the administration of the questionnaire, the Deputy Headmaster read through the instructions for the pupils and explained to them the importance of the questionnaire, he told the pupils that the questionnaire had been sent from the Ministry of Education to assess the standard eight pupils. He stressed to the pupils that they must be honest when responding to the questionnaire.

3:6

Analysis of Data - Test Statistics

The independent variables in the study were:

1. Parental educational level
2. Parental occupation
3. Family size
4. Parental involvement
5. Parenthood
6. Subjects' birth-order
7. Subjects' gender

The dependent variables were:

1. Educational aspirations
2. Occupational aspirations.

In view of the independent variables, dependent variables and the questionnaire, the data involved in this study assumed a nominal scale. Hence, methods of data analysis used in the study were selected with this in mind. The main test statistics used in this study was chi-square (χ^2). Chi-square test of independence was used to determine whether there were significant relationships and/or differences in all the hypotheses except the two concerned with parental involvement. Chi-square is a measure of how closely the observed distribution approximates the

expected distribution, and it is effective when testing goodness - of - fit where nominal variables are categorized in two or more ways (Engelhart, 1972, Pg. 265).

The formula used is as follows:

$$\text{Chi-square } (\chi^2) = \sum \frac{(O - e)^2}{e}$$

Where O = the observed frequency in each cell

e = the expected frequency.

Degrees of freedom (df) = (number of rows - one)

x (number of columns - one).

The level of significance value generated indicates the confidence in making accurate decisions on the relationships of the data collected. The .05 significance was accepted as the level of significance that would be the basis of all the hypotheses in this study.

For the 4th variable where mean parental involvement was to be compared within the groups, based on properly answered items was e.g. for educational aspirations, mean parental involvement for those pupils aspiring to secondary education had to be compared with mean parental involvement for those pupils aspiring to post-secondary education; here the most suitable test

CHAPTER FOUR

statistics was the t-test. When it came to parental involvement and occupational aspirations, an F-test was used to compare the means within the four groups - mean parental involvement for those pupils aspiring to the teaching profession; mean parental involvement for those aspiring to business; and mean parental involvement for those aspiring to 'others' (see Section 3:3:6).

The data obtained from the questionnaire was then analysed with the aid of a computer programme. The specific programme used in analysing the data was the Statistical Package for the Social Sciences (SPSS).

The researcher also found the use of descriptive analysis quite useful especially in comparing the proportions of subjects who responded in different directions.

In the next chapter, the obtained data was subjected to statistical analysis. Only data based on properly answered items was analysed. Hence, the number of subjects in a given analysis may not necessarily be the same as the originally indicated total number of subjects in the study sample.

The data CHAPTER FOUR are presented in

Table 1a. A chi-square analysis of these data revealed that the relationship was statistically

RESULTS

This chapter presents the findings of the study hypothesis by hypothesis. As pointed out in Chapter One, Section four (1:4), the study was guided by eight main hypotheses. However, based on each of the first seven hypotheses, two major hypotheses were evident, one based on educational aspirations and the other based on occupational aspirations, that is, the first seven hypotheses were each divided into two to come up with fourteen hypotheses. Results pertaining to educational aspirations will be presented first, then followed by those pertaining to occupational aspirations.

University education. These results, there

support our hypothesis which had predicted

positive relationship between the fathers' level of

Education and the Pupils' Educational Aspirations

education and the pupils' educational

To investigate this relationship, two

hypotheses were advanced, the first one being:

tend to have higher educational aspirations than

- a) There is a significant positive relationship between the fathers' level of education and the pupils' educational aspirations.

formal education at all.

The data to test this hypothesis are presented in Table 1a. A chi-square analysis of these data revealed that the relationship was statistically

significant at .05 level ($\chi^2 = 13.27430$, $df = 3$, $p < .05$). These data showed that those pupils whose

fathers had attained high standards of education showed relatively higher educational aspirations than their colleagues whose fathers had not received any formal education or had just attained

a maximum of primary education level. For

example, from the group whose fathers had attained post-secondary education over 75% aspired to University education, while those whose fathers

had attained only primary education or no formal education, only 13% of the group aspired to

University education. These results, therefore, support our hypothesis which had predicted a

positive relationship between the fathers' level of education and the pupils' educational aspirations,

such that, those pupils from homes where fathers had attained high standards of education would

tend to have higher educational aspirations than their counterparts whose fathers had attained only

the minimum standards of formal education or no formal education at all.

These results were further analysed in terms of how the fathers' educational level related to the male and female pupils' educational aspirations separately. Data for this is presented in Tables 1b and 1c. As shown in the tables, the fathers educational level was significantly related to both the male and female pupils' educational aspirations. However, the chi-square values of 9.83930 and 13.41932 for males and females respectively both with $df = 3$ and $p < .05$, showed that the fathers' level of education seemed to be more related to the female pupils' educational aspirations than to the male pupils' educational aspirations.

Table 1a) - The Relationship Between Fathers' level of Education and the Pupils Educational Aspirations

Fathers' level of Education	Secondary	%	Post-Sec.	%	Total(N)	%
No Formal Education	7	4.8	1	0.7	8	5.5
Primary Education	6	4.1	9	6.1	15	10.2
Secondary Education	20	13.6	35	23.8	55	37.4
Post-Sec. Education	17	11.6	52	35.4	69	47.0
Total (N)	50	34.0	97	66.0	147	100.0

$\chi^2 = 13.27430, df = 3, p = .0041$

$\chi^2 = 13.41932, df = 3, p = .0038$

Table 1b - Relationship Between Fathers' level of Education and the Male Pupils' Educational Aspirations

Fathers' level of Education	Secondary	%	Post Sec.	%	Total(N)	%
No Formal Education	2	2.7	1	1.6	3	4.3
Primary Education	4	5.4	4	5.4	8	10.8
Secondary Education	4	5.4	27	36.5	31	41.9
Post Sec. Education	5	6.8	27	36.5	32	43.3
Total (N)	15	20.5	59	79.7	74	100.0

$$\chi^2 = 9.83930, \quad df = 3, \quad p = .0200$$

Table 1c - Relationship Between Fathers' level of Education and the Female Pupils' Educational Aspirations

Fathers' level of Education	Secondary	%	Post-Sec.	%	Total(N)	%
No Formal Education	5	6.8	0	0	5	6.8
Primary Education	2	2.7	5	6.8	7	9.5
Secondary Education	16	21.9	8	11.0	24	32.9
Post-Sec. Education	12	16.4	25	34.2	37	50.6
Total(N)	35	47.9	38	52.1	73	100.0

$$\chi^2 = 13.41932, \quad df = 3, \quad p = .0038$$

b) The second hypothesis stated that:

There is a significant positive relationship between the mothers' educational level and the pupils' educational aspirations.

Table 2a shows the relationship between the mothers' level of education and the pupils' educational aspirations. A chi-square analysis showed that the relationship was statistically significant ($\chi^2 = 13.57665$, $df = 3$, $p < .05$). The results showed that those pupils from homes where mothers had had more than primary education, majority of the group aspired to post-secondary education. On the other hand, those from homes where the mothers had attained only primary education or less, majority aspired to only secondary education. The results, therefore, confirm the above hypothesis that predicted a positive relationship between the mothers' educational level and the pupils' educational aspirations.

Further analysis of the results in terms of sex differences as shown in Tables 2b and 2c revealed that the mothers' level of education was only significantly related to the male pupils' educational aspirations and not to the female

pupils' educational aspirations.

Table 2a - Relationship Between Mothers' level of Education and the Pupils' Educational Aspirations

Mothers' level of Education	Secondary	%	Post Secondary	%	Total(N)	%
No Formal Education	5	3.3	5	3.3	10	6.7
Primary Education	15	10.0	8	5.3	23	15.3
Secondary Education	19	12.6	39	26.0	58	38.7
Post-Sec. Education	14	9.3	45	30.0	59	39.3
Total (N)	53	35.3	97	64.7	150	100.0

$$\chi^2 = 13.57665, \quad df = 3, \quad p = .0035$$

Table 2b - Relationship Between Mothers' level of Education and the Male Pupils' Educational Aspirations

Mothers' level of Education	Secondary	%	Post-Secondary	%	Total(N)	%
No Formal Education	2	2.7	4	5.3	6	8.0
Primary Education	6	8.0	5	6.7	11	14.7
Secondary Education	5	6.7	25	33.3	30	40.0
Post-Sec. Education	3	4.0	25	33.3	28	37.0
Total (N)	16	21.3	59	78.7	75	100.0

$$\chi^2 = 10.01549, \quad df = 3, \quad p = .0184$$

occupation and the pupils' (irrespective of sex)

Table 2c - Relationship Between Mothers' Educational level and the Female Pupils' Educational Aspirations

Mothers' level of Education	Secondary	%	Post-Secondary	%	Total(N)	%
No Formal Education	3	4.0	1	1.3	4	5.3
Primary Education	9	12.0	3	4.0	12	16.0
Secondary Education	14	18.7	14	18.7	28	37.4
Post-Sec. Education	11	14.7	20	26.7	31	41.4
Total (N)	37	49.3	38	50.7	75	100.0

Table 2a - Relationship Between Fathers' Occupation and the Pupils' Educational Aspirations.
 $\chi^2 = 6.60074$, $df = 3$, $p = .0858$

Fathers' Occupation	Secondary	%	Post-Secondary	%	Total (N)	%
Business	14	14.1	43	33.8	57	47.7
Teacher	3	3.1	9	7.0	12	10.1
Health	0	0	2	1.6	2	1.6
Others	11	14.1	34	26.5	45	40.6
Total(N)	28	41.4	62	47.7	90	100.0

4:1:2 Relationship Between Parental Occupation and the Pupils' Educational Aspirations

To find out this relationship, two hypotheses were advanced.

The first hypothesis predicted the following:

- a) There is a significant positive relationship between the fathers' occupation and the pupils' educational aspirations.

Table 3a presents the results pertaining to this hypothesis. A chi-square analysis showed that the relationship between the fathers'

occupation and the pupils' (irrespective of sex) educational aspirations was not statistically

significant ($\chi^2 = 1.17960$, $df = 3$, $p > .05$).

Analysis of data in terms of sex differences as shown in the Tables 3b and 3c, still revealed no

significant relationship between these variables.

hence, based on these results, the hypothesis that predicted a relationship between the fathers'

occupation and the pupils' educational aspirations was rejected.

Table 3a - Relationship Between Fathers' Occupation and the Pupils' Educational Aspirations.

Fathers' Occupation	Secondary	%	Post-Secondary	%	Total (N)	%
Business	18	14.1	43	33.6	61	47.7
Teacher	4	3.1	9	7.0	13	10.1
Health	0	0.0	2	1.6	2	1.6
Others	18	14.1	34	26.6	52	40.6
Total(N)	40	31.2	88	68.8	128	100.0

$\chi^2 = 1.17960$, $df = 3$, $p = 0.7579$

$\chi^2 = 1.38132$, $df = 3$, $p = 0.7099$

b) The second hypothesis predicted the following:
 There is a significant positive relationship between the mothers' occupation and the pupils'

Table 3b - Relationship Between Fathers' Occupation and the Male Pupils' Educational Aspirations.

Fathers' Occupation	Secondary	%	Post-Secondary	%	Total(N)	%
Business	3	4.5	23	34.3	26	38.8
Teacher	1	1.5	6	9.0	7	10.4
Health	0	0	1	1.5	1	1.5
Others	6	8.9	27	40.3	33	49.3
Total(N)	10	14.9	57	85.1	67	100.0

$\chi^2 = 0.95961$, $df = 3$, $p = 0.8110$

Table 3c - Relationship Between Fathers' Occupation and the Female Pupils' Educational Aspirations

Fathers' Occupation	Secondary	%	Post-Secondary	%	Total(N)	%
Business	15	23.1	20	30.8	35	53.9
Teacher	3	4.6	3	4.6	6	9.2
Health	0	0	1	1.5	1	1.5
Others	12	18.5	11	17.0	23	35.4
Total	30	46.1	35	53.8	65	100.0

$\chi^2 = 1.38132$, $df = 3$, $p = 0.7099$

b) The second hypothesis predicted the following:

There is a significant positive relationship between the mothers' occupation and the pupils'

educational aspirations.

Table 4a shows the results of this hypothesis. Data analysis of these results showed that the predicted relationship was not statistically significant ($\chi^2 = 5.99117$, $df = 4$, $p > .05$). Thus, from these findings, the above hypothesis that predicted a relationship between the mothers' occupation and the pupils' educational aspirations was rejected. Further analysis of the data to show how the mothers' occupation relates to the male and female pupils' educational aspirations separately as presented in the Tables 4b and 4c, also showed no significant relationship at .05 level.

Table 4a - The Relationship Between the Mothers' Occupation and the Pupils' Educational Aspirations

Mothers' Occupation.	Secondary	%	Post-Secondary	%	Total(N)	%
Business	15	10.1	19	12.8	34	23
Teaching	4	2.7	12	8.1	16	10.8
Nursing	3	2.0	12	8.1	15	10.1
Housewife	11	7.4	11	7.4	22	14.9
Others	19	12.8	42	28.4	61	41.2
Total (N)	52	35.1	96	64.9	148	100.0

$$\chi^2 = 5.99117, \quad df = 4, \quad p = 0.1998$$

Table 4b - The Relationship Between the Mothers' Occupation and the Male Pupils' Educational Aspirations

Mothers Occupation	Secondary	%	Post-Secondary	%	Total	%
Business	7	9.5	13	17.6	20	27.0
Teaching	0	0	6	8.1	6	8.1
Nursing	2	2.7	9	12.2	11	14.9
Housewife	0	0	7	9.5	7	9.5
Others	7	9.5	23	31.1	30	40.5
Total (N)	16	21.6	58	78.4	74	100.0

$$\chi^2 = 6.48371, \text{ df} = 4, \text{ p} = 0.1658$$

Table 4c - The Relationship Between the Mothers' Occupation and the Female Pupils Educational Aspirations.

Mothers' Occupation	Secondary	%	Post-Secondary	%	Total(N)	%
Business	8	10.8	6	8.1	14	18.9
Teaching	4	5.4	6	8.1	10	13.5
Nursing	1	1.4	3	4.1	4	5.4
Housewife	11	14.9	4	5.4	15	20.3
Others	12	16.2	19	25.7	31	41.9
Total	36	48.6	38	51.4	74	100.0

$$\chi^2 = 6.48371, \text{ df} = 4, \text{ p} = 0.11658$$

4:1:3

Relationship Between the Size of the Family and the Pupils Educational Aspirations.

To investigate this relationship, the following hypothesis was formulated:

There is a significant relationship between the size of the family and the pupils' educational aspirations, such that those pupils from small families will tend to have higher educational aspirations than those from large families.

Table 5a shows the findings of the study in relation to this hypothesis. A chi-square analysis revealed that the relationship between the size of the family and the pupils educational

aspirations was not statistically significant ($\chi^2 = 0.1222$, $df = 1$, $p > .5$) Results were further analysed in terms of sex differences, (See tables

5b and 5c) to see whether or not family size has any relationship with the male or/and female

pupils' educational aspirations separately. Chi-square values of 0.12221 and 0.26887 for males and

females respectively with $df = 1$ and $p > .5$ indicated no significant relationship in either

cases. The above hypothesis that predicted a relationship between family size and educational

aspirations was, therefore, rejected.

$\chi^2 = 0.26887$, $df = 1$, $p = 0.6041$

Table 5a - Relationship Between Family Size and Pupils' Educational Aspirations

Family size	Secondary	%	Post-Secondary	%	Total(N)	%
1 - 4	32	21.3	49	32.7	81	54.0
5 - 13	21	14.0	48	32.0	69	46.0
Total(N)	53	35.3	97	64.7	150	100.0

$\chi^2 = 0.97426$, $df = 1$, $p = 0.3236$

Table 5b - Relationship Between Family Size and the Male Pupils' Educational Aspirations

Family Size	Secondary	%	Post-Secondary	%	Total(N)	%
1 - 4	19	26.0	17	23.3	36	49.3
5 - 13	17	23.3	20	27.4	37	50.7
Total(N)	36	49.3	37	50.7	73	100%

$\chi^2 = 0.1222$, $df = 1$, $p = 0.6041$

Table 5c - Relationship Between Family Size and the Female Pupils' Educational Aspirations

Family size	Secondary	%	Post-Secondary	%	Total(N)	%
1 - 4	23	31.1	21	28.4	44	59.5
5 - 13	13	17.6	17	23.0	30	40.5
Total(N)	36	48.6	38	51.4	74	100%

$\chi^2 = 0.26887$, $df = 1$, $p = 0.6041$

4:1:4 Relationship Between Parental Involvement and the Pupils' Educational Aspirations

In the study, it was also predicted that there is a significant positive relationship between parental involvement and the pupils' educational aspirations such that the pupils whose parents show more involvement in their school work would tend to have higher educational aspirations than those pupils whose parents show less involvement. $p < .05$.

4:1:5 The data pertaining to this hypothesis are presented in Table 6. Analysis of these data showed that there was quite a significant positive relationship between parental involvement and the pupils' educational aspirations ($t = 4.9531$, $df = 149$, $p < .05$). A large number of pupils who indicated that their parents are involved in their academic endeavours and show concern over their future careers, aspired to University education. This was in contrast with the group of pupils who indicated low parental involvement in their school welfare, most of these pupils aspired only to secondary education level. These results, therefore, support the above hypothesis which predicted a positive relationship between parental

parental involvement and the pupils' educational aspirations.

Table 6 - Relationship Between Parental involvement and the Pupils' Educational Aspirations

Pupils' Educational Aspiration	N	X	SD
Secondary	53	12.453	2.126
Post-Secondary	97	14.134	1.907
Total (N)	150	13.540	2.138

t = 4.9531, df = 149, p << .05

4:1:5 Relationship Between Parenthood and the Pupils' Educational Aspirations

Based on this relationship, the following prediction was made:

There is a significant positive relationship between parenthood and the pupils' educational aspirations such that those pupils living with both of their parents will tend to have higher educational aspirations than those staying with only one or none of the parents.

A chi-square analysis showed that the relationship between parenthood and the pupils' educational aspirations was statistically significant ($\chi^2 = 7.43694$, df = 2, p < .05). According to these data

in Table 7a, those children living with both

parents had relatively higher educational aspirations than those living with only one of the parents or none of the parents (i.e. with relatives). These findings, therefore, confirm the prediction that a positive relationship exists between parenthood and the pupils' educational aspirations.

Further analysis of the data to show sex differences on this as given in Tables 7b and 7c, revealed that, in fact, parenthood had greater influence on the male pupils' educational aspirations than it had on their female counterparts. It was observed that, those males who were single parented had relatively low educational aspirations as compared to the other males with both parents or with the females who were also single parented.

Table 7a - Relationship Between Parenthood and the Pupils' Educational Aspirations

Parenthood	Secondary	%	Post-Secondary	%	Total(N)	%
Staying with relatives	3	2.0	3	2.0	6	4.0
Single parent	19	12.7	17	11.3	36	24.0
Both parents	31	20.7	77	51.3	108	72.0
Total (N)	53	35.4	97	64.6	150	100%

$$x^2 = 7.43694, \quad df = 2, \quad p = 0.0243$$

Table 7b - Relationship Between Parenthood and the Male Pupils' Educational Aspirations

Parenthood	Secondary	%	Post-Secondary	%	Total(N)	%
Staying with relatives	1	1.3	2	2.7	3	4.0
Single parent	7	9.3	9	12.0	16	21.3
Both parents	8	10.7	48	64.0	56	74.7
Total (N)	16	21.3	59	78.7	75	100%

$$\chi^2 = 6.70565, \quad df = 2, \quad p = 0.0350$$

Table 7c - Relationship Between Parenthood and the Female Pupils' Educational Aspirations

Parenthood	Secondary	%	Post-Secondary	%	Total(N)	%
Staying with relatives	2	2.6	1	1.3	3	4.0
Single parent	12	16.0	8	10.7	20	26.7
Both parents	23	30.7	29	38.7	52	69.3
Total (N)	37	49.3	38	50.7	75	100%

$$\chi^2 = 1.81263, \quad df = 2, \quad p = 0.4040$$

4:1:6 Order of Birth and Educational Aspirations

To investigate this relationship, the following hypothesis was proposed:

There is a significant relationship between the pupils' order of birth and their educational aspirations, such that the first borns will tend to have higher educational aspirations than the later borns, and only children.

The results pertaining to this hypothesis are laid out in Table 8a. Data Analysis of these results showed that this relationship was not statistically significant ($\chi^2 = 6.39555$, $df = 3$, $p > .05$). Further examination of the results in terms of sex differences also showed no significant relationship in both cases for males and females (see Tables 8b and 8c). Hence, based on these results, the hypothesis that predicted a significant relationship between birth-order and pupils' educational aspirations was discarded.

Table 8a - Relationship Between Birth-Order and Pupils' Educational Aspirations

Order of Birth	Secondary	%	Post-Secondary	%	Total(N)	%
Only Child	5	3.3	3	2.0	8	5.3
1st borns	21	14.0	26	17.3	47	31.3
Mid-borns	21	14.0	54	36.0	75	50.0
Last borns	6	4.0	14	9.3	20	13.3
Total (N)	53	35.3	97	64.7	150	100%

$\chi^2 = 6.39555$, $df = 3$, $p = 0.0939$

Table 8b - Relationship Between Birth-Order and the Male Pupils' Educational Aspirations

Order of Birth	Secondary	%	Post-Secondary	%	Total(N)	%
Only child	2	2.7	1	1.3	3	4.0
1st borns	2	2.7	14	18.7	16	21.4
Mid-borns	7	9.3	33	44.0	40	53.3
Last borns	5	6.7	11	14.7	16	21.4
Total (N)	16	21.3	59	78.7	75	100%

$$\chi^2 = 5.7044, \quad df = 3, \quad p = 0.1269$$

Table 8c - Relationship Between Birth-Order and the Female Pupils' Educational Aspirations

Order of Birth	Secondary	%	Post-Secondary	%	Total(N)	%
Only child	3	4.0	2	2.7	5	6.7
1st borns	19	25.3	12	16.0	31	41.3
Mid-borns	14	18.7	21	28.0	35	46.7
Last borns	1	1.3	3	4.0	4	5.3
Total (N)	37	49.3	38	50.7	75	100%

$$\chi^2 = 4.16805, \quad df = 3, \quad p = 0.2439$$

4:1:7 Sex Difference in Educational Aspirations

As regards to sex differences and educational aspirations, the following hypothesis was advanced:

There is a significant relationship between the sex of the pupils and their educational aspirations, such that the male pupils will tend to have higher educational aspirations than the female pupils.

To investigate this relationship the following hypothesis was advanced:

Table 9 shows the results related to this hypothesis. A chi-square analysis was found to be statistically significant ($\chi^2 = 11.67088$, $df = 1$, $p < .05$). From the table, it was observed that boys had relatively higher educational aspirations than girls. Hence, the findings confirm the hypothesis that predicted a relationship between gender and educational aspirations.

Table 9 - Relationship Between Pupils gender and their Educational Aspirations

Gender	Secondary	%	Post-Secondary	%	Total(N)	%
Male	16	10.7	59	39.3	75	50.0
Female	37	24.7	38	25.3	75	50.0
Total	53	35.3	97	64.7	150	100%

$$\chi^2 = 11.67088, \quad df = 1, \quad p = 0.0006$$

4:2:1 Relationship Between Parents' level of Education and the Pupils' Occupational Aspirations

To investigate this relationship the following hypothesis was advanced:

There is a significant positive relationship between parental level of education and the pupils' occupational aspirations, such that the pupils whose parents have had high educational background are more likely to have higher occupational aspirations than those pupils from homes where parents have had only a low educational background.

This hypothesis implied the following two sub-hypotheses:

- a) There is a significant positive relationship between the fathers' level of education and the pupils' occupational aspirations.

The data in Table 10a confirmed this hypothesis. Data showed that the relationship between the fathers' level of education and the pupils' occupational aspirations was statistically significant ($\chi^2 = 33.24888$, $df = 9$, $p < .05$). The findings showed that most pupils from homes where the fathers had not had any formal education or had had only primary education aspired to becoming teachers. On the other hand, those from homes

with highly educated fathers had very high occupational aspirations; their occupational aspirations were quite diversified most of which were of high social status and required a minimum of University Education qualifications e.g. Medicine, Law and Architecture.

Table 10a - The relationship between the Fathers' educational Level and the Pupils' Occupational Aspirations.

Fathers' Education Level	Teaching %	Health %	Business %	Others %	Total(N)	%				
No Formal Ed.	5	3.4	1	0.7	0	0	1	0.7	7	4.8
Primary Ed.	6	4.1	1	0.7	3	2.1	5	3.4	15	10.3
Secondary Edu.	9	6.2	14	9.6	7	4.8	25	17.1	55	37.7
Post Secondary	3	2.1	21	14.4	7	4.8	38	26.0	69	47.3
Total (N)	23	15.8	37	25.3	17	11.6	69	47.3	146	100%

$\chi^2 = 33.24888$, $df = 9$, $p = 0.001$

$\chi^2 = 26.70926$, $df = 9$, $p = 0.0023$

Table 10b - The Relationship Between the Fathers' Educational Level and the Male Pupils' Occupational Aspirations

Fathers' Educational Level	Teaching	%	Health	%	Business	%	Others	%	Total(N)	%
No Formal Education	1	1.4	0	0	0	0	1	1.4	2	2.8
Primary Education	4	5.5	1	1.4	1	1.4	1	1.4	7	9.7
Secondary Education	5	6.8	9	12.3	2	2.7	8	11.0	24	32.8
Post-Sec. Education	2	2.7	15	20.5	1	1.4	19	26.0	37	50.6
Total (N)	8	11.0	11	15.1	13	17.8	41	55.7	73	100%

$$\chi^2 = 8.72727$$

$$df = 9, \quad p = 0.4628$$

Table 10c - The Relationship Between the Fathers' Educational Level and the Female Pupils' Occupational Aspirations

Fathers' Educational Level	Teaching	%	Health	%	Business	%	Others	%	Total(N)	%
No Formal Education	4	5.5	1	1.4	0	0	0	0	5	6.9
Primary Education	4	5.5	1	1.4	1	1.4	1	1.4	7	9.7
Secondary Education	5	6.8	9	12.3	2	2.7	8	11.0	24	32.8
Post-Sec. Education	2	2.7	15	20.5	1	1.4	19	26.0	37	50.6
Total (N)	15	20.5	26	35.6	4	5.5	28	38.4	73	100%

$$\chi^2 = 25.70926, \quad df = 9, \quad p = 0.0023$$

b) The second sub-hypothesis predicted that:

There is a significant positive relationship between the mothers' educational level and the pupils' occupational aspirations.

Table 11a shows that this relationship between the mothers' occupational level and the pupils' occupational aspirations was found to be

statistically significant ($\chi^2 = 18.9372$, $df=9$, $p<.05$). From the data in the table, it was observed that most pupils whose mothers had attained less than secondary educational level, aspired mainly to teaching and business careers. Those from homes where mothers had had either college or University education aspired to jobs that strictly required University education. These findings, therefore, supported the predicted hypothesis that there is a significant positive relationship between the mothers' level of education and the pupils' occupational aspirations.

However, when data was analysed further to see how the mothers' level of education was related to the male and female pupils' occupational aspirations, results showed that, there was no significant relationship between the

mothers' level of education and either the male and/or female pupils' occupational aspirations when looked at separately. (see Tables 11b and 11c).

Table 11a - The Relationship Between the Mothers' Educational level and the Pupils' Occupational Aspirations

Mothers' Educational Level	Teaching	%	Health	%	Business	%	Others	%	Total(N)	%
No Formal Education	4	2.7	0	0	1	0.7	4	2.7	9	6.1
Primary Education	6	4.0	4	2.7	6	4.0	7	4.7	23	15.4
Secondary Education	7	4.7	18	12.1	5	3.4	28	18.8	58	39.6
Post Secondary Education	6	4.0	16	10.7	5	3.4	32	21.5	59	39.6
Total (N)	23	15.4	38	25.5	17	11.4	71	47.7	149	100%

$\chi^2 = 18.9372$, $df = 9$, $p = 0.0260$

Post Sec. Education	3	4.0	13	17.3	1	1.3	14	18.7	21	41.3
Total (N)	16	20.0	27	36.0	4	5.3	24	36.7	41	100%

$\chi^2 = 15.70163$, $df = 9$, $p = 0.0734$

Table 11b - The Relationship Between the Mothers' Educational Level
Male Pupils' Occupational Aspirations

Mothers' Educational Level	Teaching	%	Health	%	Business	%	Others	%	Total(N)	%
No Formal Education	1	1.4	0	0	1	1.4	3	4.1	5	6.8
Primary Education	2	2.7	1	1.4	4	5.4	4	5.4	11	14.0
Secondary Education	2	2.7	7	9.5	4	5.4	17	23.0	30	40.5
Post-Sec. Education	3	4.1	3	4.1	4	5.4	18	24.3	28	37.8
Total (N)	8	10.8	11	14.9	13	17.6	42	56.7	74	100%

$$\chi^2 = 7.9377, \quad df = 9, \quad p = 0.5358$$

Table 11c - The Relationship Between the Mothers' Level of Education
and the Female Pupils' Occupational Aspirations.

Mothers' Educational level.	Teaching	%	Health	%	Business	%	Others	%	Total(N)	%
No Formal Education	3	4.0	0	0	0	0	1	1.3	4	5.3
Primary Education	4	5.3	3	4.0	2	2.7	3	4.0	12	16.0
Secondary Education	5	6.7	11	14.7	1	1.3	11	14.7	28	37.4
Post Sec. Education	3	4.0	13	17.3	1	1.3	14	18.7	31	41.3
Total (N)	15	20.0	27	36.0	4	5.3	29	38.7	75	100%

$$\chi^2 = 15.70153, \quad df = 9, \quad p = 0.0734$$

4:2:2 Relationship Between Parental Occupational Status and the Pupils' Occupational Aspirations

The following hypothesis was predicted to investigate the above stated relationship:

There is a significant positive relationship between the parents occupation and the pupils' occupational aspirations, such that those pupils whose parents have highly professional and executive occupations will tend to aspire to more professional and executive occupations, while those whose parents have low status professions will tend to aspire to occupations of low status.

Based on this hypothesis, two sub-hypotheses were generated; the first one predicted the following:

There is a significant positive relationship between the fathers' occupations and the pupils' occupational aspirations.

Table 12a gives the findings related to this hypothesis. A chi-square analysis of these data revealed that no significant relationship existed between the fathers' occupations and the pupils' occupational aspirations ($\chi^2 = 9.0833$, $df = 9$, $p > .05$). Further analysis of the data with the sex factor controlled for is given in the Tables 12b and 12c. Results, as observed from these two

tables, showed no significant relationship between the fathers' occupations and either the male or female pupils, occupational aspirations. These findings did not support the hypothesis that predicted a relationship between fathers' occupations and the pupils occupational aspirations and it was therefore, rejected.

Table 12a - Relationship Between Fathers' Occupations and the Pupils' Occupational Aspirations

Fathers Occupation	Teaching	%	Health	%	Business	%	Others	%	Total(N)	%
Teacher	2	1.6	4	3.1	0	0	7	5.4	13	10.1
Health	0	0	1	0.8	0	0	1	0.8	2	1.6
Business	7	5.4	11	8.5	12	9.3	31	24.0	61	47.2
Others	9	7.0	16	12.4	4	3.1	24	18.6	53	41.1
Total	18	14.0	32	24.8	16	12.4	63	48.8	129	100%

$$\chi^2 = 9.0833, \text{ df} = 9, \text{ p} = 0.4299$$

Others	5	7.7	12	18.5	0	0	6	9.2	23	15.4
Total (N)	12	18.5	23	35.4	3	4.6	27	41.5	55	100%

$$\chi^2 = 11.68023, \text{ df} = 9, \text{ p} = 0.2319$$

Table 12b - Relationship Between the Fathers' Occupations and the Male Pupils' Occupational Aspirations

Fathers Occupation	Teaching	%	Health	%	Business	%	Others	%	Total(N)	%
Teacher	2	3.1	2	3.1	0	0	3	4.7	7	10.9
Health	0	0	0	0	0	0	1	1.6	1	1.6
Business	0	0	3	4.7	9	14.1	14	21.9	26	40.7
Others	4	6.3	4	6.3	4	6.3	18	28.1	30	46.9
Total (N)	6	9.4	9	14.1	13	20.3	36	56.3	64	100%

$$\chi^2 = 12.72987, \quad df = 9, \quad p = 0.1752.$$

Table 12c - Relationship Between the Fathers' Occupational Level and the Female Pupils' Occupational Aspirations

Fathers' Occupation	Teaching	%	Health	%	Business	%	Others	%	Total(N)	%
Teacher	0	0	2	3.1	0	0	4	6.1	6	9.2
Health	0	0	1	1.5	0	0	0	0	1	1.5
Business	7	10.8	8	12.3	3	4.6	17	26.2	35	53.4
Others	5	7.7	12	18.5	0	0	6	9.2	23	35.4
Total (N)	12	18.5	23	35.4	3	4.6	27	41.5	65	100%

$$\chi^2 = 11.68023, \quad df = 9, \quad p = 0.2319.$$

Table 13a - Relationship Between the Mothers' Occupations and the Pupils' Occupational Aspirations

There is a significant positive relationship between the mothers' occupations and the pupils' occupational aspirations.

Teacher 0 0 0 0.1 1 0.7 0 0.1 0.8

Health 2 The data to test this hypothesis are

Business presented in Table 13a. A chi-square analysis of

Housewife these data showed that the relationship was

Others statistically significant ($\chi^2 = 27.8029$, $df = 12$,

Total(N) $p < .05$). Results indicated that those pupils from

homes where mothers were housewives, majority

aspired for the teaching profession. Those from

homes where the mothers were teachers, none of

them wanted to become a teacher, instead, children

from such homes aspired to becoming nurses and

medical doctors. Another interesting pattern to

note in these findings was that, those pupils who

aspired to enter the business world, majority of

them came from homes where mothers were business

women.

Tables 13b and 13c show further analysis of

this relationship in terms of sex differences.

Results from these tables showed that the mothers'

occupations were more related to their daughters'

occupational aspirations than they were to their

sons' occupational aspirations.

$\chi^2 = 8.93056$, $df = 12$, $p = 0.7058$.

Table 13a - Relationship Between Mothers' Occupation and the Pupils' Occupational Aspirations

Mothers' Occupation	Teaching	%	Health	%	Business	%	Others	%	Total(N)	%
Teacher	0	0	9	6.1	1	0.7	6	4.1	16	10.9
Health	2	1.4	4	2.7	3	2.0	6	4.1	15	10.2
Business	3	2.0	8	5.4	6	4.1	16	10.9	33	22.4
Housewife	8	5.4	4	2.7	4	2.7	6	4.1	22	15.0
Others	10	6.8	11	7.5	3	2.0	37	25.1	61	41.5
Total(N)	23	15.6	36	24.5	17	11.6	71	48.3	147	100%

2

 $\chi^2 = 27.80291$, $df = 12$, $p = 0.0059$

Table 13b - The Relationship Between the Mothers' Occupation and the Male Pupils Occupational Aspirations

Mothers' Occupation	Teaching	%	Health	%	Business	%	Others	%	Total(N)	%
Teacher	0	0	1	1.4	1	1.4	4	5.5	6	8.3
Health	2	2.7	2	2.7	2	2.7	5	6.8	11	14.9
Business	1	1.4	4	5.5	4	5.5	10	13.7	19	26.1
Housewife	1	1.4	0	0	3	4.1	3	4.1	7	9.6
Others	4	5.5	3	4.1	3	4.1	20	27.4	30	41.1
Total(N)	8	11.0	10	13.7	13	17.8	42	57.3	73	100%

2

 $\chi^2 = 8.93056$, $df = 12$, $p = 0.7088$.

Table 13c - Relationship Between the Mothers' Occupation and the Female Pupils' Occupational Aspirations

Mother Occupation	Teaching	%	Health	%	Business	%	Others	%	Total(N)	%
Teacher	0	0	8	10.8	0	0	2	2.7	10	13.5
Health	0	0	2	2.7	1	1.4	1	1.4	4	5.4
Business	2	2.7	4	5.4	2	2.7	6	8.1	14	18.9
Housewife	7	9.5	4	5.4	1	1.4	3	4.1	15	20.3
Others	6	8.1	8	10.8	0	0	17	23.0	31	41.9
Total(N)	15	20.2	26	35.1	4	5.4	29	39.2	74	100%

2

$$\chi^2 = 27.16416, \text{ df} = 12, \text{ p} = 0.0073$$

4:2:3 Relationship Between Size of the Family and the Pupils' Occupational Aspirations

The study also focused its attention on the hypothesis that predicted a significant relationship between family size and the pupils' occupational aspirations, such that those children from small families are more likely to have higher occupational aspirations than those from large families. The results related to this hypothesis are presented in Table 14a.

Data analysis of these results showed no significant relationship between family size and

the pupils' occupational aspirations ($\chi^2 =$

1.45547, $df = 3$, $p > .05$). Even when sex factor was

controlled for, there was still no significant

relationship observed (see Tables 14b and 14c).

The findings showed that pupils from both small

and large families had similar occupational

aspirations so long as other factors were equal.

Thus, according to these findings, the hypothesis

that predicted a relationship between family size

and pupils' occupational aspirations was rejected.

Table 14a - Relationship Between Family Size and the Pupils' Occupational Aspirations

Family Size	Teacher %	Health %	Business %	Others %	Total(N) %					
1 - 4	13	8.7	18	12.1	8	5.4	41	27.5	80	53.7
5 - 13	10	6.7	20	13.4	9	6.0	30	20.1	69	46.3
TOTAL (N)	23	15.4	38	25.5	17	11.4	71	47.7	149	100%

$\chi^2 = 1.45547$, $df = 3$, $p = 0.6926$,

Pupils' Occupational Aspirations

To find out this relationship, the following hypothesis was advanced:

Table 14b - Relationship Between Family Size and the Male Pupils' Occupational Aspirations

Family Size	Teacher	%	Health	%	Business	%	Others	%	Total(N)	%
1 - 4	3	4.1	3	4.1	6	8.1	24	32.4	36	48.6
5 - 13	5	6.8	8	10.8	7	9.5	18	24.3	38	51.4
Total (N)	8	10.9	11	14.9	13	17.6	42	56.8	74	100%

$\chi^2 = 3.6554$, $df = 3$, $p = 0.3012$

Table 14c - Relationship Between the Family Size and the Female Pupils' Occupational Aspirations

Family size	Teacher	%	Health	%	Business	%	Others	%	Total(N)	%
1 - 4	10	13.3	15	20.0	2	2.7	17	22.7	44	58.7
5 - 13	5	6.7	12	16.0	2	2.7	12	16.0	31	41.3
Total(N)	15	20.0	27	36.0	4	5.3	29	38.7	75	100%

$\chi^2 = 0.62759$, $df = 3$, $p > .05$

4:2:4 Relationship Between Parental Involvement and the Pupils' Occupational Aspirations

To find out this relationship, the following hypothesis was advanced:

4:2:5 - Parental Involvement There is a significant positive relationship between parental involvement and the pupils' occupational aspirations, such that, those pupils' whose parents show more involvement in their school welfare tend to have higher occupational aspirations than their counterparts whose parents show less or no involvement.

Table 15, presents the findings related to this hypothesis. Data analysis of these findings revealed quite a significant positive relationship between parental involvement and the pupils' occupational aspirations ($F = 6.5337$, $df = 148$, $p < .05$). These results confirmed the hypothesis that predicted a relationship between parental involvement and the pupils' occupational aspirations.

Table 15 - Relationship Between Parental Involvement and the Pupils' Occupational Aspirations

Pupils Occupational Aspirations	N	X	SD
Teacher	23	12.043	2.306
Health	38	14.237	1.909
Business	17	13.176	1.845
Others	71	13.817	1.952
Total (N)	149	13.5772	2.0963

$F = 6.5337$, $df = 148$, $p < .05$

4:2:5 Parenthood and Pupils' Occupational Aspirations

Occupational Aspirations

To investigate this relationship the following prediction was made:

There is a significant positive relationship between parenthood and the pupils' occupational aspirations, such that those pupils living with both parents will tend to have higher occupational aspirations than those living with only one of the parents or none of the parents.

The data in Table 16a shows the results of this hypothesis. A chi-square analysis of these data indicated that this relationship was not statistically significant ($\chi^2 = 4.84919$, $df = 6$, $p > .05$). Further analysis of the results in terms of sex differences is shown in Tables 16b and 15c.

These too showed no significant relationship between parenthood and either the male or female pupils' occupational aspirations. Hence, the hypothesis that predicted a relationship between parenthood and pupils occupational aspirations was discarded in accordance with the findings.

$\chi^2 = 4.87331$, $df = 1$, $p = 0.5802$

Table 16a - Relationship Between Parenthood and the Pupils' Occupational Aspirations

Parenthood	Teacher	%	Health	%	Business	%	Others	%	Total(N)	%
Staying with Relatives	2	1.3	2	1.3	0	0	2	1.3	6	4.0
Single Parent	5	3.4	8	5.4	2	1.3	20	13.4	35	23.4
Both Parents	16	10.7	28	18.8	15	10.1	49	32.9	108	72.5
Total (N)	23	15.4	38	25.5	17	11.4	71	47.7	149	100%

$\chi^2 = 5.09845, df = 6, p = 0.5312$
 $\chi^2 = 4.84919, df = 6, p = 0.5633$

Table 16b - Relationship Between Parenthood and the Male Pupils' Occupational Aspirations

Table 16b - Relationship Between Parenthood and the Male Pupils' Occupational Aspirations

Parenthood	Teacher	%	Health	%	Business	%	Others	%	Total(N)	%
Staying with Relatives	0	0	1	1.3	0	0	2	2.7	3	4.1
Single Parent	2	2.7	1	1.3	1	1.3	11	14.9	15	20.2
Both Parents	6	8.1	9	12.2	12	16.2	29	39.2	56	75.7
Total (N)	8	10.8	11	14.9	13	17.6	43	56.8	74	100%

$\chi^2 = 4.87331, df = 1, p = 0.5602$

Table 16c - Relationship Between Parenthood and the Female Pupils' Occupational Aspirations

Parenthood	Teacher	%	Health	%	Business	%	Others	%	Total(N)	%
Staying with Relatives	2	2.7	1	1.3	0	0	0	0	3	4.0
Single Parent	3	4.1	7	9.3	1	1.3	9	12.0	20	26.7
Both Parents	10	13.3	19	25.3	3	4.0	20	26.7	52	69.3
Total (N)	15	20.2	27	36.0	4	5.3	29	38.7	75	100%

$$\chi^2 = 5.09845, \text{ df} = 6, \text{ p} = 0.5312$$

4:2:6 Order of Birth and the Pupils' Occupational Aspirations

The following hypothesis was formulated in connection to the above relationship:

There is a significant relationship between the pupils' order of birth and their occupational aspirations such that the first borns will tend to have higher occupational aspirations than the later borns, last borns and only children.

The data in Table 17a shows that this relationship, birth-order and occupational aspirations, was not statistically significant ($\chi^2 = 11.9515, \text{ df} = 9, \text{ p} > .05$). The findings showed that first borns, later borns, last borns or/and only children, they all aspired to similar occupations.

Tables 17b and 17c show further analysis of

the results in terms of sex differences. This analysis also revealed no significant relationship between order of birth and the male or female pupils' occupational aspirations when considered separately. Hence, the hypothesis that predicted a relationship between birth order and pupils' occupational aspirations was rejected.

Table 17a - Relationship Between Pupils Birth-Order and their Occupational Aspirations

Order of Birth	Teacher %	Health %	Business %	Others %	Total(N)	%				
Only Child	2	1.3	1	0.7	1	0.7	3	2.0	7	4.7
1st Born	6	4.0	14	9.4	2	1.3	25	16.8	47	31.5
Mid Born	15	10.1	18	12.1	12	8.1	30	20.1	75	50.4
Last Born	0	0	5	3.4	2	1.3	13	8.7	20	13.4
Total (N)	23	15.4	38	25.5	17	11.4	71	47.6	149	100%

$$\chi^2 = 11.95515, \text{ df} = 9, \text{ p} = 0.2161$$

Table 17b - Relationship Between Male Pupils' Birth-Order and their Occupational Aspirations

Order of Birth	Teacher %	Health %	Business %	Others %	Total(N)	%				
Only child	1	1.4	0	0	0	0	1	1.4	2	2.7
1st Born	1	1.4	1	1.4	2	2.7	12	16.2	16	21.6
Mid Born	6	8.1	6	8.1	9	12.2	19	25.7	40	54.1
Last Born	0	0	4	5.4	2	2.7	10	13.5	16	21.6
Total (N)	8	10.8	11	14.7	13	17.6	42	56.8	74	100%

$$\chi^2 = 10.75467, \text{ df} = 9, \text{ p} = 0.2929$$

the findings.

Table 17c - Relationship Between Male Pupils' Birth-Order and their Occupational Aspirations

Order of Birth	Teacher %	Health %	Business %	Others %	Total(N)	%
Only Child	1	1.3	1	1.3	5	6.7
1st Born	5	6.7	13	17.3	31	41.3
Mid Born	9	12.0	12	16.0	35	46.7
Last Born	0	0	1	1.3	4	5.3
Total (N)	15	20.0	27	36.0	75	100%

$$\chi^2 = 8.92487, df = 9, p = 0.4442.$$

4:2:7 Sex Differences in Pupils' Occupational Aspirations

In connection with this relationship the following hypothesis was forwarded:

There is a significant relationship between the pupils' gender and their occupational aspirations, such that the male pupils will tend to have higher and more diversified occupational aspirations than the female pupils.

Table 18 shows the findings related to this hypothesis. Analysis of data revealed that the predicted relationship was statistically significant ($\chi^2 = 16.00627, df = 3, p < .05$). It

was observed that the boys had relatively higher and more diversified occupational aspirations than the girls. Thus the hypothesis was confirmed by

the findings.

Table 18 - Relationship Between Pupils' Gender and their Occupational Aspirations

Gender	Teaching	%	Health	%	Business	%	Others	%	Total(N)	%
Male	8	5.4	11	7.4	13	8.7	42	28.2	74	49.7
Female	15	10.1	27	18.1	4	2.7	29	19.5	75	50.3
Total(N)	23	15.4	38	25.5	17	11.4	71	47.7	147	100%

$$\chi^2 = 16.00627, \text{ df} = 3, \text{ p} = 0.0011$$

4:3 Relationship Between Pupils' Educational Aspirations and their Occupational Aspirations

The final hypothesis in this study predicted the link between pupils' educational aspirations and occupational aspirations. Consequently, the following hypothesis was advanced:

There is a significant positive relationship between the educational aspirations of the pupils and their occupational aspirations, such that those pupils who have high educational aspirations will also have high occupational aspirations.

Results related to this hypothesis are presented in Table 19a. A chi-square analysis of these data showed that this relationship, between educational aspirations and occupational aspirations of the pupils was not statistically

$$\chi^2 = 2.91815, \text{ df} = 3, \text{ p} > .05.$$

Further analysis of the data to find out whether or not a relationship existed between the two variables, educational aspirations and occupational aspirations, when sex differences are controlled for also revealed no significant relationship (see Tables 19b and 19c). Hence, the hypothesis that predicted a positive relationship between the pupils' educational aspirations and their occupational aspirations was rejected.

Table 19a - Relationship Between Pupils' Educational Aspirations and Occupational Aspirations

	Secondary	%	Post-Secondary	%	Total	%
Teaching	11	7.4	12	8.1	23	15.5
Health	14	9.4	24	16.1	38	25.5
Business	4	2.7	13	8.7	17	11.4
Others	23	15.4	48	32.2	71	47.6
Total	52	34.9	97	65.1	149	100%

$\chi^2 = 2.918115$, $df = 3$, $p = 0.4044$

Total	37	49.3	38	50.7	75	100%
-------	----	------	----	------	----	------

$\chi^2 = 1.65848$, $df = 3$, $p = 0.6462$

DISCUSSION

Table 19b - Relationship Between Pupils' Educational Aspirations and Occupational Aspirations

	Secondary	%	Post-Secondary	%	Total(N)	%
Teaching	2	2.7	6	8.1	8	10.8
Health	1	1.4	10	13.5	11	14.9
Business	3	4.1	10	13.5	13	17.6
Others	9	12.2	33	44.6	42	56.8
Total	15	20.3	59	79.7	74	100%

$$\chi^2 = 1.05961, \quad df = 3, \quad p = 0.7868$$

5.1 Summary of the Findings

Table 19c - Relationship Between Female Pupils' Educational Aspirations and Occupational Aspirations

	Secondary	%	Post-Secondary	%	Total	%
Teaching	9	12.0	6	8.0	15	20.0
Health	13	17.3	14	18.7	27	36.0
Business	1	1.3	3	4.0	4	5.3
Others	14	18.7	15	20.0	29	38.7
Total	37	49.3	38	50.7	75	100%

$$\chi^2 = 1.65848, \quad df = 3, \quad p = 0.6462$$

CHAPTER FIVE

DISCUSSION

An attempt was made in the preceding chapter to analyse and report the results of the collected data. The objective of this chapter is to summarize the findings reported and to discuss the various implications of these findings. In so doing, the discussion will be carried out in the following manner; first, a summary review of the findings will be outlined, then a discussion to highlight some of the findings, the implications of the study, recommendations and lastly, the conclusions of the study.

5:1

Summary of the Findings

The findings of this study have provided some evidence that a large proportion of subjects had high educational aspirations. Majority of them indicated that they would like to continue their education up to university level. Data showed that 64.7% of the respondents hoped they would attain post-secondary education level; while only 35.5% expressed the wish to terminate their education at secondary school level. The findings also revealed that most of the subjects aspired to careers that are judged by society as having high

social status. For instance, 47.7% aspired to careers that were grouped under 'others' category and this included engineering, architecture, piloting and air hostess; 25.5% aspired to health professions mainly medicine, 15.4% aspired to business and related professions. At this juncture, it may be worthy noting that apart from one subject who aspired to veterinary medicine, no other respondent aspired to agriculture or related professions. Possibly, this could be explained in terms of past attitudes held by most people, that farming was for the uneducated persons back in the rural areas. Although a lot of emphasis has been placed on agriculture and related fields in the present education system of 8-4-4, these findings suggest that these negative attitudes towards agriculture as a profession are still harboured by our youths. It is noted elsewhere in this study that the 8-4-4 system of education was launched in 1985. The subjects used for this study were in class 4 then. Perhaps more time is needed for the 8-4-4 system of education to change the pupils' negative attitudes towards farming as a career effectively.

The study also showed sex differences both in educational and occupational aspirations. For

instance, of the 97 respondents aspiring to post-secondary education, 60.8% were males and only 39.2% were females (the sample constituted 50% males and 50% females). Similarly in regard to occupational aspirations, it was observed that of the 17 respondents aspiring to enter business, 76.5% were males and only 23.5% were females; out of 38 respondents aspiring to health professions, 28.9% were males while 71% were females. It may be noted here although majority of the female respondents aspired to health professions, most of them (62.9%) aspired to nursing, while only a small fraction (37.1%) aspired to becoming doctors of medicine. Hence, the most popular career for the female respondents was nursing with 22.7%, closely followed by teaching with 20%. From these findings, one gets the impression that the career choices made by female respondents were kind of careers stereotyped by society for women. The girls avoided careers like engineering, law architecture and piloting which are commonly associated with men. On the other hand, the boys also avoided those careers commonly associated with women. For example, no male respondent was interested in becoming a nurse or a secretary; of the group that aspired to teaching (another profession commonly associated with women) only 34.8% were males and the rest 65.2% were females.

The only profession that both boys and girls were equally interested in was medicine where 50% who aspired to it were females and 50% were males.

The relationship between parental level of education and the pupils' educational aspirations was found to be significant. High parental level of education favoured high educational aspirations of the respondents. For instance, for the fathers who did not have any formal education at all, 87.5% of the respondents showed low educational aspirations. This group of respondents wished to terminate their education at secondary school level. It was only 12.5% of that group that indicated the wish to continue their education beyond secondary school. However, as the fathers' educational level got higher, the respondents' educational aspirations also went up, for example, for those whose fathers had attained post-secondary education, 75.4% exhibited high educational aspirations, only 24.6% aspired to terminate their education at secondary school level. The findings also revealed that although the fathers' educational level had a significant relationship to both female and male respondents, the relationship with the female respondents was much greater, $p = .0038$ compared with $p = 0.0200$

for the males.

There was also a significant relationship between the mothers' educational level and the pupils' educational aspirations. For the mothers who had attained high educational level, their children exhibited high educational aspirations. However, looking at the data in Table 2a, it was observed that for the mothers without any formal education, the educational aspirations of their children were neither too low nor too high since 50% of them from this background had low educational aspirations and 50% had high educational aspirations. Beyond primary level of education, the mothers' level of education seemed to have a significant influence on the respondents' educational aspirations. For example, of the 58 respondents who indicated that their mothers had secondary education, 67.2% displayed high educational aspirations, only 32.8% had low educational aspirations; of the 59 respondents whose mothers had attained post-secondary education, 76.3% showed high educational aspirations while 23.7% exhibited low educational aspirations.

In an attempt to find out whether any relationship existed between parental educational

level and the pupils' occupational aspirations, it was found that those respondents whose parents had attained high standards of education showed high occupational aspirations. The findings revealed that those respondents whose parents had not had any formal education, majority aspired to humble and common professions, such as teaching. But as parental educational level got higher, the pupils' occupational aspirations also became higher and more diversified, with majority of the respondents with highly educated parents aspiring to more professional careers.

No significant relationship was observed between parental occupations and the pupils' educational aspirations. Similarly data revealed no significant relationship between the fathers' occupations and the respondents' occupational aspirations. However, a significant relationship was found to exist between the mothers' occupations and the respondents occupational aspirations, more so, with the female respondents. It was also observed that majority of the respondents whose mothers were housewives aspired to teaching (46.7%) as compared to 26.7% who aspired to nursing, 10% to 'other' professions and 6.7% to business. Interesting to note here was

that none of the respondents whose mothers were both in the rural and urban areas, to find a teachers aspired to the teaching profession; instead, most of them aspired to health careers and clerical work. Could be that these respondents whose mothers are teachers have never been convinced of the worth of being a teacher. They have seen teachers at school, they have listened to their talks, and at the same time, they have lived with teachers (their own mothers). Most parents who are teachers, more so the mothers, are known to set very high academic standards for their own children. This leads to a lot of unnecessary punishing of the child if he/she fails to meet these set standards. Hence, although the child may have seen some teachers who have proved to be good and worthy emulating, the home environment may not have been conducive due to unreasonable punishments from his/her own mother who is a teacher. This plus other factors may instill into a child from such a background negative attitudes toward the teaching profession.

Yet another attempt to investigate the relationship between family size and the pupils' educational and occupational aspirations revealed no significant relationship. This could have been as a result of extended families in the African community. It is quite common in our society,

both in the rural and urban areas, to find a number of relatives e.g. uncles, aunts, cousins, nieces and nephews, staying within a particular family. In a family where there are two real children of the parents but staying with about four of these relatives, the kind of personal interaction experienced in such a household is not that of a small family but of a large family. Although a child from such a family may be categorized under those children from small families after saying that they are only two children in their family, he/she is likely to display characteristics like those of children from large families. Hence, family size becomes a very difficult variable to deal with in the African society.

Data revealed a significant positive relationship between parental involvement and the pupils' educational and occupational aspirations. High parental involvement was found to favour high educational and high occupational aspirations in the respondents.

5:2 Discussion

Further, when the relationship between the respondents' birth-order and educational and occupational aspirations were investigated, data revealed that the relationships were not

statistically significant.

Pupils' educational aspirations in relation to parenthood revealed that those respondents who indicated that they were living with both parents had relatively higher educational aspirations than those who indicated that they were living with either one of the parents or none of the parents. Sex difference emerged as a significant factor in this relationship, such that, the male respondents who had single parents had relatively low educational aspirations compared to the female respondents who also had single parents or other males living with both parents. On the other hand, no significant relationship was observed between parenthood and occupational aspirations.

Pupil's educational aspirations in relation to their occupational aspirations revealed that this relationship was not statistically significant.

5:2

Discussion

According to the findings of this study, a positive significant relationship was found to exist between parental educational level and the respondents' educational and occupational

aspirations. Lack of formal education or as little formal education as primary education alone on the part of the parents hampered the pupils' educational and occupational aspirations. These findings were consistent with those of Kariuki (1976) who in her study on parental influence on the educational and occupational aspirations of secondary students in Kenya, reported that the fathers' and mothers' education levels were important factors in the way the pupils formed their educational and occupational aspirations. These findings also supported those of Byler (1966), Forster (1965), Irvin (1964), and Sewell and Shah (1968) who in their studies concluded that there was a tendency for students with higher parental level of education to have higher educational and occupational aspirations.

Various factors may have collaborated to make the findings the way they are. For instance, there are a number of factors that may have contributed to the high educational and occupational aspirations of these pupils from homes with high parental educational level. The high educational standards of these parents have possibly made them have favourable attitudes toward high education. Such parents are capable of creating a home environment conducive to

learning by providing a large variety of physical and educational facilities that would facilitate learning, such as books, magazines, radio and television. In addition to the material support that these parents provide to their children, they are also capable of providing their children the moral support which the lowly educated parents may not be capable of doing. Here moral support include parental involvement. As shown by the data, it was the parents who had high standards of education that seemed to get more involved in their children's school activities since, most likely, they understand the importance of such involvement to their children's learning. The material and psychological support accorded to these children from these kinds of home backgrounds with well-educated parents serve as a motivation which may act as a source of high educational aspirations. The well-educated parents, also being more enlightened than the lowly educated parents, help their children relate between what they learn in school and what they will do when they leave the educational system. They discuss with their children various facts of life as related to learning and careers since in such homes, there is no communication barrier between child and parent as may be expected in the

homes where parents have low educational standards. Hence, these children's occupational aspirations were also quite high.

Other factors rather than parental education level may have caused these findings. For instance, pupils from poor home backgrounds may be motivated to get out of the poor conditions of living, since they realise that education is the only key to social mobility and to a successful living, they may strive for higher education that may lead them to good employment. However, due to the limited source of information available to them either from their parents or from the media service, which may be totally absent from their homes, they lack awareness of the existence of institutions of higher learning and various jobs. Hence, to some of these children, especially those from homes where the parents had not had any formal education at all, secondary school education was the highest level of education they would think of.

It was also worthy noting the significant positive relationship that existed between the mothers' occupations and the respondents occupational aspirations. As is shown in Table 13a, the respondents whose mothers were housewives displayed relatively low occupational aspirations

in comparison to their counterparts whose mothers were working. Possibly, the working mother shares a lot of ideas concerning work with her children, especially her daughters, and it is, therefore, no wonder that this relationship was much greater with the female respondents. She possibly enlightens her daughters on matters concerning various types of jobs, for instance through discussions. As compared to the housewife a working mother is likely to have more knowledge on career related issues and hence, more information to pass on to her children. The housewives whose knowledge about different careers is possibly limited, seem to be having only little or no information to offer their children concerning career choices. It is therefore not surprising that children from this kind of background seemed to aspire mainly to teaching and nursing, the only careers they are in touch with in their daily lives. They meet teachers in school every day and meet nurses in hospitals whenever they are sick. The findings in this area revealed no significant relationship between the fathers' occupations and the pupils' occupational aspirations. This could be, partly, attributed to the lack of proper knowledge of parental (especially the fathers') occupations by most of the pupils in the study sample as was indicated in their responses. Most

respondents indicated that they knew the places where their fathers worked but did not know the type of work they actually did. These findings were in contrary to those reached by Bylers, (1966) and Krippner (1963) who had found in their studies that children's vocational preferences were influenced by the fathers' occupations but not the mothers'. The writer assumed that the discrepancy between the findings of this study and those reached by the two studies could be due to the differences in cultural backgrounds of the respondents in the respective studies. Bylers (1966) and Krippner (1963) were dealing with Western children whose culture is assumed by the writer to be quite different from that of the African children used in the present study.

It was also interesting to note the remarkable influence parental involvement had on the respondents' educational and occupational aspirations in this study. The results of this study provided the basis for the conclusion that parental involvement was indeed a significant factor in the pupils' educational and occupational aspirations.

This conclusion was consistent with those reached by other investigators (e.g. Banks and

Finlayson, 1973; Burt, 1974; Kahl, 1961; Kapila, 1976; Manning, 1962; Pigeon, 1970; and Sewell, et.al, 1957). All these studies showed that students who received regular parental encouragement on their work had higher aspirations than those who did not receive such help. They further showed the daily influence of parental involvement to be very important to the child's schooling.

Possibly, if a child has parents who have positive and favourable attitudes towards his learning and who realise that they have a responsibility to enriching the child's educational background by supplying encouragement and discussing with him all that pertains to higher education and career choice, high educational and occupational aspirations are fostered into such a child. A child from such a home environment acquires a sense of achievement and confidence for individual activity, he stands a better chance of succeeding in his school work as he is capable of making his own decisions. Where parental involvement is high, it may act as a mediating reinforcer variable between other factors like parental educational level and occupational status and high aspirations. Most often the parents who encourage more verbal

discussions with their children also hold high aspirations for them as they often regard their children as being responsible and independent. It is on this basis that the aspirations of a child from such a background is founded. After realising the parents' expectations of him, most often, the child forms his aspirations accordingly. It was therefore, no wonder that, the respondents' personal educational and occupational aspirations very significantly related to what they thought their parents wanted them to attain and become. The child who believes that his parents would like him to learn up to university and become a doctor, if this has been communicated to him (the child) properly, then, he would aspire to learn up to university and become a medical doctor. Such a child is also likely to have higher educational and occupational aspirations than the child who does not know what the parents expect of him. On this Ferguson (1964) in the article "Ambitious parent discouraged child" commended that "... the parents have not only the right, but also the obligation to be ambitious for their children" (P. 107). In other words, if the child realises that the parents have high aspirations for him, he is also likely to raise his own aspirations to match that of the parents.

The findings indicated that direct parental involvement was the most significant in the respondents' educational and occupational aspirations. They showed that there was no relationship between private coaching and the respondents' educational and occupational aspirations. These kind of findings may give rise to some problems given the situation we have in Kenya today with the 8-4-4 education system. With the introduction of new subjects in the syllabus like music, art and craft, even the educated parents find themselves unable to assist their children in their homework since most of them did not have the opportunity to learn all these subjects. In such cases, when parents find themselves unable to give guidance to their children, they are forced to enroll their children for private tuition. On the other hand, some parents find themselves too busy to assist their children e.g. businessmen. For these parents employing somebody to help their children during the times they are too busy would be of help. Hence, since it is not possible for most parents to get directly involved with their children's school work always, assistance from elsewhere e.g. from the siblings, relatives or private tutors, may be sought, so long as it is done genuinely and

with the child's consent. The parents, however, must never keep off completely from their children's academic spheres.

Single parenthood was one of the factors cited by Fraser (1973) that contribute to an abnormal home background. Today, in Kenya, the problem of single parenthood is quite on the increase due to increased number of premature and illegitimate pregnancies, increased rate of divorce and separation cases and also due to death. According to the findings of this study, a significant relationship was found to exist between parenthood and the respondents' educational and occupational aspirations. The findings revealed that children who had single parents or were living with none of their real parents had relatively low educational aspirations than their counterparts living with both parents. This was more so among the male respondents living with only one of the parents. These were found to have very low educational aspirations in comparison to the female respondents also living with only one parent or with other male respondents living with both parents. This could be due to too many responsibilities the single parent has to meet which may hinder him/her from exercising full parental influence on the child.

guided by stereotype beliefs. According to the data obtained, there was quite a significant relationship between the pupils' gender and their educational and occupational aspirations. Generally, the male respondents expressed very high educational and occupational aspirations as compared to those exhibited by their female counterparts, possibly, this could be due to the differences in upbringing, by sex, the

The single parent may also lack the necessary financial and hence material support required by his/her school going child. Consequently, the parent may fail to communicate his ambitions for the child to attain high levels of education. Failure to recognise parental ambitions may lead to low educational aspirations in the child from such a home background.

Most of the time, in the Kenyan society, the single parents are mothers, more so in cases of premature and illegitimate pregnancies and also in separation cases. If the victim is a male child, then he faces the problem of self-identification during early childhood since he lacks the male model in the household for developing appropriate male personality. Under such circumstances, if proper male substitutes are not found in the vicinity, then the child may feel disoriented and develop low opinion of himself. This is also likely to foster low educational aspirations into children from such a background.

Hence for most females, secondary education is enough to help them marry wealthy men. In most cases, women marry up, that is, marry men times, they marry men of higher educational standards than their own. In conclusion, it is to see how children's career choices are still being said that the society and hence the home.

Other interesting findings in the study were those related to sex differences. Today, there is so much emphasis on equal opportunities for men and women in our society. However, it is amazing to see how children's career choices are still

guided by stereotype beliefs. According to the data obtained, there was quite a significant relationship between the pupils' gender and their educational and occupational aspirations. Generally, the male respondents exhibited very high educational and occupational aspirations as compared to those exhibited by their female counterparts, possibly, this could be due to the differences in upbringing, by seeing the responsibilities taken by their fathers and other men around them, the male children realise that the task they have in life is not light. The constant reminder both at school and at home that they will be the heads of their families calls for their hard work. The male children therefore observe and imitate the roles of men. These, possibly with many other factors make the male children set high goals for themselves leading to high educational and occupational aspirations. On the contrary the female child when looking around herself realises that the society does not expect so much from her, after all, she will be married. Hence, for most females, secondary education is enough to help them marry wealthy men, since, in most cases, women marry up, that is, most of the times, they marry men of higher educational standards than their own. In conclusion, it may be said that the society and hence the home,

unconsciously fosters high aspirations in the male children as it lowers the female children's aspirations due to the stereotyped beliefs they hold in respect to sex roles.

contrary to the expectations of the researcher and many others, the findings of this study showed that there was no significant relationship between the educational aspirations of the respondents and their occupational aspirations. This led to a conclusion that the educational aspirations of the respondents were quite independent of their occupational aspirations. Possibly, this could be due to lack of proper knowledge by these children of careers and the educational qualifications required to enter particular professions. For instance, there were pupils who indicated that they would like to terminate their education at secondary school level, but when it came to the kind of job they wanted to take up for a living, they wanted to become architects. This was a clear indication of lack of awareness of the educational qualifications required to enter particular careers. This could also be explained in terms of idealism in the respondents' aspirations. Most of them had a lot of fantasies concerning career aspirations, their aspirations were not based on

5:3 their abilities as should be the case, but on mere speculation. For instance, their aspirations did not match their performance, a clear illustration of this was a case of a boy who at the end of year exams in standard seven had come in position 146 out of 157 pupils. In all the subjects, the boy had scored less than 20% and according to his teachers the boy's class attendance throughout the year was good and had done all the exams. According to the responses given by this boy, he wanted to learn up to university and become a lawyer. Looking at his class performance realistically, one may say that the aspirations of such a boy were outright unrealistic especially looking at the number of places at the university for law and the competition that there is in the country. In addition to all these, lack of a proper job categorisation system may also have contributed to the failure to have a relationship between these two variables, educational aspirations and occupational aspirations.

The findings in the preceding section of this chapter have many discernible implications. These implications are, indeed, too numerous to discuss them all. However, a few of the very important ones are discussed in the following section.

not the case, unemployment has become a major

5:3

Implications of the Study

The results discussed raise many other pertinent questions, particularly, the attitudes of pupils toward higher education, toward very senior professions and white collar jobs and the lack of occupational guidance in primary schools. From the findings, there is no doubt that majority of the pupils would like to attain university education and that they all aspire to obtain white collar jobs. This dilemma of University education and white collar jobs faced by the youth can be blamed on the society in general, for instilling these attitudes into the youth. For the first decade and probably the first half of the second decade after independence, job opportunities were many and most of the school leavers were able to get jobs in the public and private sectors. The aim of education immediately after independence was to educate people for manpower provision. What mattered most at that time was the level of education one had attained as it determined the kind of profession and hence status of the individual. University education was valued and respected since university graduates were in high demand to take up the senior positions occupied by the foreigners such as Europeans. Today, this is not the case, unemployment has become a major

problem facing educational institutions leavers from the lowest to the highest levels. Even university graduates, have to nurse wounded souls as they take more than a year to get a job. The society and hence the youth need to realise that not all the people going to school can end up in the university. Although at present there are four State universities in the country, the number of candidates aspiring to the available places has increased so tremendously that these universities can only absorb a small fraction of this number. Majority are left out and may seek their luck elsewhere, for instance, in the diploma colleges, primary teacher colleges, polytechnics or other institutions. Some may become self-employed as jua-kali artisans. Hence, the youth should be made to understand that University education is not the only sure way to a successful future.

The Kenya Government has adopted the 8-4-4 education system which has a manual and technical bias to enable the learner explore his/her career interest while in school. The main aim of the 8-4-4 system is to create a breed of Kenyans who will be self reliant after school. The system has been seen as a remedy to the rising unemployment in the country. It is supposed to help the learner choose a vocation after school which will

enable him be self-employed or employed. The system also aims at restoring the dignity of labour by teaching students to respect manual work and, therefore, be ready to take blue-collar jobs. In other words, the system is expected to foster positive attitudes towards manual work and technical education into the learners. Hence the introduction of agriculture and practical subjects in the 8-4-4 syllabus at primary school level through secondary school has been one way of implementing the objectives of the 8-4-4 education system. We note here that soon after independence the teaching of agriculture and practical subjects was no longer compulsory in our primary schools since they were non-examinable. The Africans believed that this was an inferior kind of education, since it had been given to them during the colonial era with the aim of enabling them serve their European masters. The Africans resented this kind of education and ever since they have had negative attitudes towards it.

The findings of this study have shown that although the 8-4-4 education system has been in operation for almost five years todate, the attitudes of children toward manual work and technical education have not yet been changed.

For these children going to the polytechnic means being incapable of the academics hence a rejected material. This is why most school going children do not contemplate joining the polytechnics despite the great emphasis that has been placed on the provision of technical education. This was illustrated by the item that asked the respondents what alternative they would take if they failed to join secondary school. Majority (86.7%) opted to repeat standard eight, 10.3% said they would join the youth polytechnic and 3% opted to go to work. Repeating standard eight is the only sure way of continuing one's academic lines after failing to secure a place in secondary school. This item, therefore, revealed to us the determination the respondents had in pursuing high academics. The educators are, therefore, faced with a task of changing the attitudes of the society in general, toward manual work and technical education. This colonial mentality toward practical-vocational education seems to have been deep rooted into the people and it may take long for the 8-4-4 education system to uproot these attitudes from the society as a whole.

Looking realistically at the educational and occupational aspirations of the pupils and comparing them with the possible available chances

either in education or in the labour sector, we are bound to make conclusions that most of the school going children have failed to see the relationship between what they learn in school and what they will do when they leave the education system. Thus the young people need to be guided to pursue the right type of education and careers which ideally should relate to their interests, abilities and aptitudes but not purely for prestige purposes as most of the respondents in the study seemed to do.

5:4 Recommendations

A number of questions have been raised in this study and would constitute an extension of this undertaking. Answers to these questions would serve to illuminate unresolved issues associated with this investigation.

Consequently, the following recommendations for further research studies on the Kenyan educational scene are predicted on these unresolved questions. They are as follows:

- a) A study to determine the influence of home environment on educational and occupational aspirations of children from all types of primary schools be conducted. This study

should concentrate at primary school level because, as compared to most secondary schools, most primary schools are day schools, and the effect of the home environment is likely to be stronger on the day students than on those who stay away in boarding schools. More research should also be done at this level because it forms the basis of education for the child which propels him to secondary and to the university level.

- b) A study of job categorization in Kenya be carried out to enable studies dealing with occupations feasible.
- c) A study to determine ideal and realistic educational and occupational aspirations at all levels of education in the country be carried out.

In addition to these, the following are other recommendations made to enhance educational and occupational aspirations of our school going children.

- a) The parents together with the teachers should keep the child's academic, practical and out of class activities, performance records in

order to discover the child's interests and abilities. These records should be consulted when it comes to helping the child choose his career or field of specialization.

- b) Schools should identify professionals and invite them to schools as guest speakers to expose the pupils to the realities of the working situations plus the academic requirements for joining such professions. Alternatively, organized trips to various spheres of work could be arranged for pupils so as to obtain first-hand information about particular jobs. This would benefit most pupils especially those from the rural areas who are unaware of the existence of many careers. This would also give the children a rich experience of what goes on in particular jobs and may develop in them the interest which may not have otherwise developed without such visits.
- c) Consistent help to pupils at all levels of education should be provided by parents, teachers and guidance counsellors e.g. through discussions. This should be done at specific intervals as in the case of guidance counsellors, but for parents and teachers as

often as possible whenever it is necessary. This would assist the child to form firm and appropriate educational and occupational aspirations. Vocational guidance should not be left until the end of fourth form as it has been done in the past. Instead it should start at home and continue throughout the child's school days.

d) An association of educators or psychologist could be formed with an aim of helping the parents become more effective in raising their children, to help them learn what they are doing wrong and what they might do differently. This would help them realise that they have a share to play in enriching the home environments to motivate their children's learning. For instance, the Parent Teacher Associations (P.T.A.) formed with the aim of incorporating the parents in school activities would also be used to incorporating the teachers in the home environments of their students. Such an association would also be concerned with bettering the poor home environments of the students.

e) Technical institutions like Kabete Technical Institution for girls be provided by the

Government to motivate the female pupils towards technical education.

- f) To change the attitudes of the youth toward joining village polytechnics, these polytechnics need to be properly equipped to enable them make high quality products that can be appreciated by the general public.

5:5 Conclusions

To sum up this study, the researcher has the following to say:

- a) According to the findings of the study it was quite evident that the home environment played a very significant role in the educational and occupational aspirations of the pupils studied.
- b) Parents can play a very significant role in organizing and enriching the home environments to enhance their children's educational and occupational aspirations.

BIBLIOGRAPHY

1. ✓ Akinikunle, A.O. (1977). Career and Educational Aspirations of secondary school students in Nigeria. An analysis of selected career decision-making variables in relation to educational provisions and manpower.
Unpublished doctoral dissertation, North Illinois University, Michigan.
2. Aldous, J. (1978). Family Careers. New York: Wiley and Sons.
3. Ary, D., Jacobs, C.L., & Razavie, A. (1972). Introduction to Research in Education. New York: Holt, Rinehart & Winston.
4. Banks, O. and Finlayson, D. (1973). Success failure in the secondary school; an interdisciplinary approach to school achievement. London: Methuen.
5. Beamblossom, G.F. (1975). Sources of Educational Aspirations among High School Students. (Ph.D. University of Washington, 1975). Dissertation Abstract International, 36, (6), 4031-A.
6. Bloom, B.S. (1984). The Search for Methods of Group instruction as effective as one-to-one tutoring. Educational Leadership, 4 (8), 4 - 17.
7. Boyle, R. P. (1966). The effect of the High School on students' Aspirations. American Journal of Sociology, 71 (5), 628 - 639.
8. Burgess, T. (1973). Home and School. London: The Penguin Press.
9. Burt, D.W. (1974). A study and Test Performance of college students on concurrent assignment schedules in S.W. Bijou (Ed.), Self paced Versus Instructor - paced groups. Journal of Educational Psychology, 70, 224-230

10. Byler, J.T. (1966). The relative influence of variables in determining Level of vocational Preference. Unpublished doctoral dissertation, Virginia University.
11. Cantu, I. S. (1975). The effect of family characteristics, parental influence, language spoken, school experience and self motivational attainment of Mexican Americans. (Doctoral dissertation, University of Michigan, (1975). Dissertation Abstract International 36 (6), 3261A.
12. Chazan, M. (1964). Maladjusted pupils: Trends in post war. Theory and practice. Journal of Educational Research, 6, 29 - 41.
13. Clignet, R. (1966). The Fortunate few, "A study of secondary schools and students in the Ivory Coast" Evanston: North Western University press.
14. Coleman, J. (1966). Equality of education. In D.W. Crano and M.P. Mellon, Influence of teachers expectations. Journal of Educational Psychology, 70, 39 - 49.
15. Conrad, K.J. & Eash, M.J. (1983). Measuring implementation and multiple outcomes in a child parent centre compensatory education program. American Research Journal, 20, 221 - 236.
16. Cox, J.J. (1964). An analysis of the influence of background and selected school related variables on the educational Aspirations and Expectations of High School students. (Junior Educational Diploma (Jr.Ed.D.) Thesis, Columbia University Teachers College, 1976). Dissertation Abstract International, 36, (8) 7766 - A.
17. Crawford, H.B. (1976). Educational and Occupational Aspirations and Expectations of Galveston High School students. (Ed.D.), New Mexico State University, 1975). Dissertation Abstract International, 36, (8) 2526 - A.

18. Cullen, K. (1969). School and Family. Dublin: Gill and MacMillan.
19. Dececco, P. J. (1963). Human Learning in the school. Readings in educational Psychology. New York: Holt, Rinehart and Winston Inc.
20. Dinkmeyer, R.C. (1965). Child Development; the emerging self. New Jersey: Prentice Hall.
21. Douglas, J. W. B. (1969). The home and the School. A study of ability and attainment in the Primary School (3rd ed). England: C.Nicholls and co. Ltd.
22. Durojaiye, M. O. A. (1970). School educational and occupational choice: Social Psychological Research in Nigeria International Secondary School. West African Journal of Education, 14, (1), 60 - 63.
23. Egsmore, K.R. (1981). Aspirations of Kenyan school girls in regard to education training and choice of occupation and career. Paper presented at the Bureau of Educational Research, Kenyatta University, Nairobi.
24. Engelhart, M.D. (1972). Methods of Educational Research. Chicago: Rand McNally and Company.
25. Eshiwani, G.S. (1983). Who goes to University in Kenya. A study of social background of Kenyan undergraduate students. Paper presented at the Bureau of Educational Research, Kenyatta University, Nairobi.
26. Ferguson, G.D. (1964) - Ambitious parent - Discouraged child. In R.J. Corsini and Howard D.D. (eds) Critical incidents in Teaching. New Jersey: Prentice Hall.

27. Floud, J.E., Halsey, A.M., & Martin A.M. (1956). Social class and Educational opportunities. London: Heinmann.
28. Forster, P.J. (1965). Educational and Social change in Ghana. London: Routledge and Kegan Paul.
29. Fraser, D.E. (1973). Home environment and the school (3rd ed.). London: University of London Press.
30. Galton, F. (1874). Englishmen of Science. In J.W.B. Douglas, The home and the school. England: C. Nicholls and Co. Ltd.
31. Gilbert, N.S. (1973). Educational and Occupational Aspirations of Ontario High School students. A multivariate Analysis. Unpublished Doctoral dissertation, Carleton University, Canada.
32. Goodacre, E.J. (1970). School and Home: A review of Developments in the school and home relationships. London: King, Thorne and Stage Ltd.
33. Holt, J. (1970). How children fail. London: Pitmans.
34. Horrocks, J.E. (1969). The Psychology of Adolescence. Boston: Houghton Mifflin Co.
35. Hurlock, E.H. (1973). Adolescent Development. New York: McGraw Hill Co.
36. Hyman, H.H. (1954). The value system of different classes in Bendix, R. and Lipset, S. Ed. (eds). Class status and power. London: Routledge & Kegan Paul.

37. Irvin, K. (1964). Sources of educational Aspirations among Working class youth. American Sociological Review, 29 (6), 867 - 879.
38. Kahl, J.A. (1961). "Commonman" boys'. In A. H. Halsey et. al., Education Economy and Society. New York: McGraw Hill Co.
39. Kamau, M. (1986). A comparative study of the occupational Aspirations of the Physically handicapped secondary school students and the actual job placement of these graduates. Unpublished masters thesis, Kenyatta University, Nairobi, Kenya.
40. ✓ Kapila, N. (1976). Parental Involvement and academic achievement Schedule 'C' schools in Nairobi. Unpublished Masters thesis, Nairobi University, Nairobi, Kenya.
41. ✓ Kariuki, P.W. (1976). Parental Influence upon students Educational and Occupational Aspirations. Unpublished Masters thesis, Nairobi University, Nairobi, Kenya.
42. Kasozi, A.B. K. (1979). The crisis of Secondary School in Uganda. Kampala: Longman.
43. Karraker, R.J. (1972). Increasing academic performance through home-managed contingency programs. Journal of School Psychology, 10, 173 - 179.
44. ✓ Kerlinger, F.N. (1973). Foundations of behavioral research (2nd ed.). New York: Holt, Rinehart and Winston, Inc.
45. Koff, D.R. (1967). Education and employment of Kenya Primary School children. An exploratory study. In J.R. Sheffield (ed.), Education, Employment and Rural Development. London: Routledge and Kegan Paul Ltd.

46. King, K. J. (1971). Education and Ethnicity in the Rift Valley:- Masai, Kipsigis and Kikuyu in the school system. University of Nairobi, Institute for development studies staff paper, No. 113.
47. Krippner, S. (1963). Junior High School students' vocational preferences and their parents' occupational levels. Personal and Guidance Journal, 41, 590 - 595.
48. Lindsay, B. (1981). Career aspirations of Kenyan women. The Journal of Negro Education, 49, 423 - 440
49. Manning, K. (1962). Structuring play in the early years at school. London: Ward Lock Educational Press.
50. Marjoribanks, K. (1972). Environment Social Class and mental abilities. Journal of educational Psychology, 63, 103 - 109.
51. Marjoribanks, K. (1983). The evaluation of a family Learning Model. Studies in Educational Evaluation, 9, 343 - 357.
52. Maritim, E.K. (1984). Sex differences in the vocational aspirations of primary school children in rural Kenya. The Journal of Social Psychology, 124, 159 - 164.
53. Mayer, K.B. (1955). Class and Society. New York: MacGraw Hill.
54. Miller, G.W. (1970). Factors in school achievement and social class. Journal of Educational Psychology, 61, 260 - 269.
55. Musgrove, F. (1966). The Family education and Society. London: Routledge and Kegan Paul Ltd.

56. Mussen, P.N., Conger, J. & Kagan, J. (1969). Child Development and personality. (3rd ed.). New York: Harper & Row.
57. Ng'eno J. (1984). Foreword; In Kenya Ministry of Education, Science and Technology. Nairobi: Government Printers.
58. Nisbet, J. (1965). Family Environment and intelligence. In A. H. Halsey et. al. (eds). Education, economy and society. New York: MacGraw Hill.
59. Opolot, J.A (1980). Educational and Occupational aspirations of primary school Leavers in Uganda. An exploratory study. Unpublished paper.
60. Otaala, B. (1972). Perspectives of Uganda Primary School children. An exploratory study. Unpublished paper.
61. Pigeon, W. N. (1970). Causal analyses of the effects of socio-economic status and initial intellectual endowment on patterns of legitimate development and academic achievement. In D.R. Green (Ed.), The aptitude achievement distinction. New York: McGraw - Hill.
62. Plowden, S. (1967). Use and abuse of Surveys. University of London; Imperial college of Science and Technology 1965.
63. Powers, B.C. (1974). The relationship of occupational aspirations and expectations to selected personal, Family, community and school Related Factors. Dissertation Abstract International, 35, (4) 2137 - A.
64. Prewitt, K. (1984). Education and Social equality in Kenya. In Court and D. Ghai (eds), Education and Society and Development. Nairobi: Oxford University Press 206 - 207.

65. Richards, L.A. (1974). The Career aspirations of secondary school students in Jamaica in relation to Educational programs and manpower. Unpublished Doctoral Dissertation, Rutgers University, New Jersey.
66. Robertson, T.S. (1973). Social Class and educational research. Journal of educational Research, 16, (4) 189 - 195.
67. Rosen, C. J. (1956). Competence and coping during adulthood. London: University press of New England.
68. Seigner, R. (1983). Parents' educational expectations and children's academic achievements: A literature Review. Merril Palmer Quarterly, 29, 1 - 23
69. Sewell, W.H., Haller, A.O. & Straus, M.A. (1957). Social status and educational and occupational aspirations. American Sociological Review, 22 (1) 67 - 73.
70. Sewell, W.H. & Shah, V.P. (1968). Social class, Parental encouragement and educational aspirations. American Journal of Sociology, 73, (5) 559- 572.
71. Sewell, W. H., Haller, A.O., & G.W. Ohlendorf, (1970). The educational and early occupational status attainment. Process: Replication and Revision. American Sociological Review 35, 1014 - 1027.
72. Silvey, J. (1969). The occupational attitudes of secondary school leavers in Uganda. In R. Jolly, Education in Africa, Research and Action. Nairobi: East African Publishing House.
73. Simpson, R. L. (1962). Parental influences, anticipatory Socialisation and Social mobility. American Sociological Review, 27, 517 - 522.

74. ✓ Somerset, H.C.A. (1971). Educational Aspirations of Fourth Form pupils in Kenya. Unpublished paper presented at the Science Conference, Nairobi, Kenya.
75. ✓ Swift, D.F. (1967). Family environment and success. Some basic predictions. British Journal of Educational Psychology, 37, 10 - 12.
76. Vennes, T. (1960). Goal setting Behaviour, Anxiety and School Streaming. (British Journal of Educational Psychology, 30, 222 - 29). In C. Louis (1978). Educational Research in classrooms and schools. A manual of materials and methods. London: Happer & Row.
77. Weeks, S.G. (1967). Divergence in educational development. The case of Kenya and Uganda. New York: Columbia University Teachers College Press.
78. ✓ Wilson, A.B. (1959). Residential segregation of social classes and aspirations of High School boys. American Sociological Review, 24, (6), 836 - 845.
79. Witt, J.C., Hannafin, M. J. & Marlens, B.K. (1983). Home based reinforcement: Behavioural Covariation between academic performance and inappropriate behaviour. Journal of School of Psychology, 21, 837 - 848.
80. Worden, V.J. (1976). The influence of a parent education program on educational achievement and aspirations among Portuguese Immigrant Youth. Disertation Abstract International, 36, (8) 5196 - A.
81. ✓ Yoloye, E.A. (1972). Socio-economic background and school population, a survey of the background of children in Western State of Nigeria. In M. O. A. Durojaiye (ed). Psychological guidance of the school child. London: Evan Brothers Lts.

A P P E N D I X I

Name..... Standard.....

Questionnaire For the Subjects

Age..... School.....

Instructions

Sex..... Date.....

Dear Pupils,

We would like to know a few things about you and what you expect in life. So please, answer these questions carefully, frankly and be as honest as possible when responding to each question. Do not consult your friends and keep your answer a secret after you have answered each question. The answers you give will be kept strictly confidential.

Put a tick (✓) against the word or sentence that is most applicable to you. Where multiple choices are not provided write your answer in the blank spaces provided and please be as brief as possible with your answers.

Note: This is not an exam and there are no Right or Wrong answers for any of the questions in this questionnaire.

Thank you.

Name..... Standard.....

Age..... School.....

Sex..... Date.....

Religion: Christian () Moselem ()

Others (specify).....

PART A

Questionnaire on the Home Environment

1. With whom do you stay most of the time?
 - With both of my real parents ()
 - With only one of my real parents ()
 - With my relatives ()
 - None of the above. (specify).....
2. Which of these do you have at home (tick whichever is/are appropriate)?
 - Radio education ()
 - Television education ()
 - Video (e.g. polytechnic, ITC or nursing) ()
 - University Education ()
3. Do you have some sisters and/or brothers Yes or No.

- No formal education ()
- i) Number of sisters older than you
- ii) Number of brothers older than you
- iii) Number of brothers younger than you.....
- iv) Number of sisters younger than you
- University education
4. How many of your real brothers and/or sisters have:
- i. finished primary school?.....
- ii. attended or are attending secondary school?.....
- iii. attended or are attending University?.....
9. What is your mother's/guardian's occupation?
5. Apart from your real brothers and sisters which other people are staying at your home?
- Workers () How many.....
10. Relatives () How many.....
- Step brothers/sisters () How many.....
- Others () Specify and state the number.....
- Nobody else.
6. What level of education did your father/guardian attain
- No formal education ()
11. Literacy education programme ()
- Primary education ()
- Secondary education ()
- College (e.g. polytechnic, TTC or nursing) ()
- University Education ()
7. What level of education did your mother/guardian attain?

12. Do your parents or the people you live with pay
 No formal education ()
 somebody to coach you privately?
 Literacy education programme ()
 Primary education ()
 Secondary education ()
 College education ()
 University education ()

8. What is your father's/guardian's occupation?
 school?

Yes

9. What is your mother's/guardian's occupation?

14. Do your parents or the people you live with visit the
 school to check on your school progress with your
 teachers?
 10. How often do your parents or the people you live with
 assist/guide you in your school work at home?

More than once a term

Every day ()

Occasionally (once or twice a year)

Sometimes ()

Never

Never ()

11. Does any other person in the family assist you in
 your school work?
 school functions whenever there is one?
 Yes or No.....

If yes, who?.....

Brothers and/or sisters ()

Relatives () ()

Others (specify).....

12. Do your parents or the people you live with pay somebody to coach you privately?
- Yes ()
- No ()
- Never ()
13. How often do your parents or the people you live with check through your books to see what you have done at school?
- Yes ()
- Once or twice a week ()
- Quite often ()
- Very rarely ()
14. Do your parents or the people you live with visit the school to check on your school progress with your teachers?
- More than once a term ()
- Occasionally (once or twice a year) ()
- Never ()
15. Do your parents or the people you live with attend school functions whenever there is one?
- Always ()
- Sometimes ()
- Never ()

16. Do your parents or the people you live with give you a reward when you do well at school?

Always ()

Sometimes ()

Never ()

17. How often do you discuss your future plans for education and employment with your parents or the people you live with?

Quite often ()

Very rarely ()

Never ()

I may not be able to continue ()

I am certain to continue ()

3. Suppose you were completely free to select the type of secondary school you wanted next to attend, which of the following would you choose?

National secondary school ()

Provincial secondary school ()

4. Suppose you did not qualify to go to the secondary school of your choice, which of these would you do?

PART BQuestionnaire to Elicit Pupils' Educational and Occupational Aspirations

1. Now that you have just joined standard 8 and you are preparing for your KCPE at the end of the year, how do you think you will fair on in your exams?
- I will pass ()
- I cannot predict ()
- I will fail ()
2. Looking realistically at your future, how far do you think your chances are for continuing your education beyond standard 8?
- I may not be able to continue ()
- I am certain to continue ()
3. Suppose you were completely free to select the type of secondary school you wanted most to attend, which of the following would you choose?
- National secondary school ()
- Provincial secondary school ()
4. Suppose you did not qualify to go to the secondary school of your choice, which of these would you do?

Parents wishes

()

Other reason(s). Specify.....

10. Who has had the biggest influence on your job wishes?

Father ()

Mother ()

Both Mother and father ()

Relatives ()

News Media (e.g. T.V.,

Radios, Newspapers) ()

Any other (specify)

11. The services of some jobs are needed in the urban (town) areas while others are mostly needed in the rural areas. If you had your choice, where would you like to work?

Urban ()

Rural ()

Either urban or rural ()

12. It is usually a waste of time to plan for the future since unforeseen events can interfere with the plans.

Agree ()

Disagree ()

APPENDIX IIQUESTIONNAIRE FOR THE PILOT STUDY

6. Do you have a radio at your home?
 (1) No ()
 (2) Yes ()
7. Do you have a television set at your home?
 (1) No ()
 (2) Yes ()
1. Where do you stay? (indicate name of estate or area where you stay).....
2. With whom do you stay most of the time?
 With both parents () ()
 With only one of my parents ()
 With my relatives ()
 None of the above/ ()
 (1) No ()
 (2) Yes ()
 (please specify)
3. For those who do not stay with both parents or only one of them.
 My mother passed away ()
 My father passed away ()
 (1) Never ()
 Both parents passed away ()
 (2) Sometimes ()
 Any other reason (please specify) ()
 (3) Every day ()

4. The house I live in has/is at your home?
 (1) One room only () ()
 (2) 1 bedroom () ()
 (3) 2 bedrooms () ()
 (4) 3 or more bedrooms () ()
 (5) 51 - 100 ()
 (6) More than 100 ()
5. Does the above house you live in have electricity?
 (1) Yes ()

(2) No ()

6. Do you have a radio at your home?

(1) No ()

(2) Yes ()

7. Do you have a television set at your home?

(1) No ()

(2) Yes ()

8. Do you have a video at your home?

(1) No ()

(2) Yes ()

9. Do your parents or the people with whom you stay buy daily News Papers?

(1) Never ()

(2) Sometimes ()

(3) Every day ()

10. How many books are there at your home?

(1) No books ()

(2) 1 - 10 ()

(3) 11 - 25 ()

(4) 26 - 50 ()

(5) 51 - 100 ()

(6) More than 100 ()

or are attending secondary school?

11. (i) Do you have some sisters and/or brothers who are older than you?

Yes ()

No ()

10. How many of your brothers and sisters have attended or are attending University?

(ii) If you have older sisters and/or brothers
Number of sisters older than you.....

Number of brothers older than you.....

12. How many younger brothers and/or sisters do you have?

Younger brothers

Younger sisters

17. Apart from your sisters and/or brothers, whom other

13. How many children are you altogether in your family?.....(state the number, NO).....

() Relatives (state the number) NO.....

14. How many of your brothers and/or sisters have finished primary school?.....(please specify and state the number).....

number)..... NO.....

() Nobody.....

0 ()

1 ()

18. Which language is mostly spoken at home?

2 - 3 ()

English ()

More than 3 ()

Kiswahili ()

Any other (please specify) ().....

15. How many of your brothers and/or sisters have attended

or are attending secondary school?

- 15. Do you have breakfast before going to school?
 - () 0 ()
 - (1) 1 ()
 - (2) 2 - 3 ()
 - (3) More than 3 ()

16. How many of your brothers and sisters have attended or are attending University?

- (1) 0 ()
- (2) 1 ()
- (3) 2 - 3 ()
- More than 3 ()

17. Apart from your sisters and/or brothers which other people are staying at your home?

- () Workers (state the number No).....
- () Relatives (state the number) No.....
- () Step brothers/sisters (state the No).....
- () Any others (please specify and state the number) No.
- () Nobody.

18. Which language is mostly spoken at home?

- () English ()
- () Kiswahili ()
- () Any other (please specify) ().....

19. Do you have breakfast before going to school?

(1) Never ()

(2) Sometimes ()

(3) Always ()

20. Do you have lunch during the lunch break?

(1) Never ()

(2) Sometimes ()

(3) Always ()

21. How do you go to school?

(1) My parents drop me off ()

(2) I use public transport ()

(3) I walk to school ()

(4) Other place (please specify) ()

None of the above

(Please specify) ()

27. How many hours do you spend on your school work?

22. Which of these applies to your father's level of education?

(1) No formal education ()

(2) Primary education/Adult literacy ()

(3) Secondary education ()

(4) College (polytechnic, teacher training, nurse, etc.) ()

(5) University education ()

(2) No

29. Are you often interrupted while doing your homework?

(1) Often ()

(2) Sometimes ()

(3) Never ()

30. How often do your parents or the people you live with assist/guide you in your school work at home?

Every day ()

Sometimes ()

Never ()

31. Does any person in the family assist you in your school work?

(1) No ()

(2) Yes () state who.....

32. Do your parents or the people you live with pay somebody to coach you privately?

(1) No ()

(2) Yes ()

33. Does any of your parents or the people you stay with ask you whether you have got homework to do?

(1) Never ()

(2) Sometimes ()

(3) Always ()

34. Do your parents or the people you live with check whether you have done your homework?

- (1) Never
 (2) Sometimes
 (3) Always

35. Do your parents or the people you live with check through your books to see what you have done at school?

- (1) Never
 (2) Once or twice a week
 (3) Everyday

36. Do your parents or the people you live with visit the school to check on your school progress with your teachers?

- (1) Never ()
 (2) Once a year ()
 (3) Once a term ()
 (4) More than once a term ()

37. Do your parents or the people you live with attend the school functions wherever there is one?

- (1) Never ()
 (2) Sometimes ()
 (3) Once a term ()
 (4) More than once a term ()

38. Who in your opinion, among your parents or the people you stay with takes more initiative in assisting you in your home work and visiting the school?

(1) Never Assistance in your homework, Mother or Father or Uncle, etc. State

(2) Sometimes Visiting the school, mother, father, uncle, or brother, etc.

(3) Always State.....

39. While at home, my parents or the people I live with are happy when they see me.

(1) Never Reading and doing my school work ()

(2) Sometimes Helping with the house work ()

(3) Always Playing ()

None of the above (please specify) ()

.....

40. Do your parents or the people you live with praise you, congratulate or take pride in you for doing well in school?

(1) Never ()

(2) Sometimes ()

(3) Always ()

(3) Sometimes ()

41. Do your parents or the people you live with give you a reward when you do well at school?

- (1) Yes ()
- (1) Never (2) No ()
- (2) Always ()
- (3) Sometimes ()

42. Do your parents or the people you live with buy you books rather than the ones recommended by your teachers for extra reading at home?

- (1) Never ()
- (2) Sometimes ()
- (3) Quite often ()

43. How often do you discuss your future plans for education and employment with your parents or with the people you live with?

- Quite often ()
- Rarely ()
- Never ()

45. Do your parents allow you to do things in your own way?

- (1) Never ()
- (2) Always ()
- (3) Sometimes ()

PART B

46. Are you expected to help your family with money after your school?

Now that you are in Standard 8 preparing for your KCP6, how do you think you will fare in your class?

- (1) Yes ()
- (2) No ()
- (0) I will fail ()
- (1) I cannot predict ()
- (2) I may not do well ()
- (3) I will pass well ()
- (4) I will pass extremely well ()

Looking realistically at your future, how far do you think your chances are for continuing your education beyond Standard 8?

- (1) I will not be able to continue ()
- (2) I have a reasonable chance to continue ()
- (3) I am certain to continue ()

Assuming you were completely free to select the type of secondary school you wanted most to attend, which of the following would you prefer?

- Science oriented High School ()
- Arts oriented High School ()

PART B

Technical/Vocational oriented High School. ()

1. Now that you are in Standard 8 preparing for your KCPE, how do you think you will fair on in your exams?

- (0) I will fail ()
 Repeat Standard 8 ()
 (1) I cannot predict ()
 Go to work (at home, for money, as a Jua Kali) ()
 (2) I may not do well ()
 (3) I will pass well ()
 Join Youth Polytechnic ()
 (4) I will pass extremely well ()

2. Looking realistically at your future, how far do you think your chances are for continuing your education beyond Standard 8?

- (1) I will not be able to continue ()
 what level of education do you yourself think you will attain? ()
 (2) I have a reasonable chance to continue ()
 (3) I am certain to continue ()

3. Assuming you were completely free to select the type of secondary school you wanted most to attend, which of the following would you prefer?

- Science oriented High School ()
 Arts oriented High School ()

Technical/Vocational oriented High School. ()

Just interested

4. Suppose you did not qualify to go to the secondary school of your choice, which of these would you do?

Respectable and prestigious
Security of employment
Share knowledge with others

Repeat Standard 8 ()

other reason(s) (Please specify)

Go to work (at home, for money,
as a Jua Kali) ()

Join Youth Polytechnic ()

10. The person who has had the most significant influence

5. What level of education do your parents expect you to attain?.....

Father ()

Mother ()

6. What kind of job, would your parents like you to take up after your school?.....

Relatives ()

7. What level of education do you yourself think you will attain?

school level are adequate enough to provide you with the necessary background your chosen job requires?

8. What kind of job would you yourself like to take up after school?.....

Yes ()

No ()

I don't know ()

9. Which of the following best describes the reason(s) for your choice as indicated in your answer to question No. 8 above

12. If you were to assess the effect of the 8-4-4 School Curriculum, program or subjects and your job wishes, which of the following would be most applicable in your case?

- High salary associated with it ()
- Just interested ()
- Respectable and prestigious ()
- Security of employment ()
- Other (Please specify) ()
- Share knowledge with others ()
- Family wishes ()
- other reason(s) (Please specify) ()

13. The services of some professions/jobs are needed in the urban areas, while others are mostly employed in the rural areas. If you had your choice, indicate below which you would like to serve:

10. The person who has had the most significant influence on your occupation choice is:

- Urban ()
- Father ()
- Rural ()
- Mother ()
- Either of the two above ()
- Relatives ()
- I can't tell ()

11. Do you feel the present subjects being offered at primary school level are adequate enough to provide you the necessary background your chosen job requires?

- Yes ()
- No ()
- I don't know ()

12. If you were to assess the effect of the 8-4-4 School Curriculum, program or subjects and your job wishes, which of the following would be most applicable in your case?

16. What It has helped me to make a more realistic job choice ()
It has confused me more as far as making a choice of
the job I wish for is concerned.

18. Which Other (Please specify) ()
choice.....
one can have in Kenya).

13. The services of some professions/jobs are needed in the
urban areas, while others are mostly employed in the rural
areas. If you had your choice, indicate below which area
you would like to serve:

Any other (Please specify) ()

Urban ()

17. Suppose you Rural to advise your best (friend, presumed

your own Either of the two above () specifically

you recom I can't tell ()

14. Bearing in mind your educational program and your assessment
of your ability, interest, achievement, financial capability
and your knowledge of the manpower requirements of Kenya,
which of the following best represent your opinion regarding
your job choice?

- My job choice seems realistic and still attainable ()

- My job choice is unrealistic High School ()

- I can't tell whether or not my job choice is
realistic and/or attainable. Hotel Manager ()

- Other (Please specify)

15. What is the best job one can have in Kenya at present?

16. Which of the following best describes the reasons for the choice you have made in question No. 14 above (the best job one can have in Kenya).

20. Comp High salary that goes with it but Educat (on) is low ()
 Respectable and prestigious ()
 Nation needs more of it ()
 Any other (Please specify) ()

17. Suppose you were to advise your best friend, presumably of your own sex, on the choice of job, what specifically would you recommend?

1.

 2.

18. Rank the following jobs in terms of their prestige in Kenya.

- | | |
|------------------------|---------------------|
| Primary school teacher | Secretary |
| Shopkeeper | Nurse |
| 22. Doctor | Businessman |
| Writer | University Lecturer |
| Clergyman | High School teacher |
| Lawyer | Farmer |
| Member of Parliament | Hotel Manager |

(1) Agree ()

(2) Disagree ()

19. State three reasons why it is necessary for children to work hard in school.

Sometimes

- 1.....
- 2.....
- 3.....

24. I like to achieve high or aim high.

20. Complete this sentence "A man without Education is like:

(2) Always

- (1) ...Never.....
- 2.

25. I would like to go and travel..... during my life time.

21. Complete this sentence: "A man without employment is like:

(1) Disagree

- 1. ...Agree.....
- 2.

26. It is usually impossible for unforeseen events can interfere with the plans.

(1) Agree

22. It is up to the boys to work hard for their future because they will be the heads of their families, the girls need not worry whether they succeed or fail in their examinations because they will be married.

(1) Agree ()

(2) Disagree ()

APPENDIX III

NOTES

23. I always try to get better marks than my class mates.

Always ()

Sometimes ()

I am not concerned about

other people's marks ()

24. I like to achieve high or aim high.

(1) Sometimes ()

(2) Always ()

(3) Never ()

25. I would like to go and study in another country sometimes during my life time.

(1) Disagree ()

(2) Agree ()

26. It is usually a waste of time to plan for the future since unforeseen events can interfere with the plans.

(1) Agree ()

(2) Disagree ()

REPUBLIC OF KENYA
RESEARCH CLEARANCE
PERMIT

Page 3
Research permit ()
Date of issue 09/13/00/18
1st November, 2000
Fee received 25/-

This is to certify that
Prof./Dr./Mr./Mrs./Miss Jacinta K. S.
of (Address) Kenya University, Box 43644, Nairobi
has been permitted to conduct research on the topic 'Some of the home factors that influence educational and occupational aspirations of standard eight pupils' for a period ending September, 19.29

Signature
Permanent Secretary
Office of the President

APPENDIX III

NOTES

1. Government Officers will not be interviewed without prior appointment.
2. No questionnaire will be used unless it has been approved.
3. You must report to the District Commissioner of the area before embarking on your research.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

GPK 302-2m-2/86



REPUBLIC OF KENYA

RESEARCH CLEARANCE PERMIT

PAGE 2

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss Jacinta K. S. Aswani
 of (Address) Dept. of Psychology, Kenyatta University Box 43844 Nbi.
 has been permitted to conduct research in Location,
 District,
Nairobi Province,
 on the topic 'Some of the home factors that influence educational and occupational aspirations of standards eight pupils.'
 for a period ending September, 1989.

PAGE 3

Research permit No. OP. 13/001/18 C. 264/2
 Date of issue 1st November, 1988
 Fee received 25/=



Aswani
 Applicant's Signature

Mrs. Mwango
 Permanent Secretary,
 Office of the President

APPENDIX IV

GL/EG/141/VOL.II/116

1st November, 1958

The Headteacher,

Juja Road primary school
 Riverbank " "
 City " "
 Hoshima Road " "
 Riruta Satellite " "

NAIROBI

Dear Sir/Madam,

PERMISSION TO CARRY OUT RESEARCH
RESEARCH PERMIT NO. CP 13/001/100 254/2

This is to inform you that Jacinta K.S. Aswani is a student at Kenyatta University.

The purpose of this letter is to inform you that the said student has permission to carry out a research on the topic indicated in the above permit.

This research will be confined to Std. 8 pupils only. You are therefore requested to make the necessary arrangements so that this research is carried out without interfering with the normal teaching.

By a copy of this letter, Jacinta K.S. Aswani is requested to submit a copy of her findings to this office for our records and use as required.

Yours faithfully,



J. K. Aswani
 G. Mast. Chief Adviser to Schools
 P.O. BOX 1000, NAIROBI

c.c. J.K.S. Aswani. ✓