

POST-SECONDARY SCHOOL CAREER AND TRAINING  
DECISIONS IN KENYA //

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by

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Research Paper submitted to the Department  
of Economics, University of Nairobi, in  
Partial Fulfilment of the Requirements for  
the Degree of Master of Arts in Economics.

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## ABSTRACT

Post-secondary school career and training decisions among Kenyan School Leavers has to be analysed in the context of the bigger problem of proper utilisation of human resources, the most important resource in developing countries.

Due to the rapid expansion in Secondary education and the relatively low rates of growth in training and employment opportunities, not all those who drop out of the education system after fourth form are assured of a promising or desired career. They have to make choices from a limited range of career openings. In doing this the School Leavers are expected to be guided by certain factors.

Little is however known about these factors since adequate research has not been done to identify them. However, the few studies that have been done suggest that factors influencing school leavers' career aspirations may be grouped into three broad categories: social, economic and educational factors.

In this study, we take the position that educational factors or the education system play the dominant role in influencing the school leavers' career aspirations. Therefore the schools could be used to help the school leavers set realistic career aspirations.

The present study aims to improve our understanding of the factors influencing school leavers' career and training decisions. Emphasis is however given to the identification of social and education factors. To achieve this goal we applied statistical techniques to a cross-sectional data from 328 trainees selected from fourteen post-secondary school training institutions in Kenya.

The fieldwork was undertaken during the months of October and November 1981.

The main findings of the study are that factors influencing school leavers' career and training decisions are diverse. However, they may be organized into social, economic and educational factors. The main social and educational factors we identified were the source of information about career opportunities, the sex of the school leaver, the attitudes and judgements of school leavers' parents, performance in the K.C.E. examination, the type of secondary school attended and the efficiency of institutional guidance and counselling services.

Apart from the social factors the school leavers' career aspirations are also influenced by economic factors most of which are beyond the control of the school. Therefore, while the schools could be used to help school leavers make realistic career decisions a policy package which focuses on a re-examination of the present educational system but which totally ignores the demand side of the labour market would achieve little in terms of developing the type of manpower required to achieve the development goals of the economy.