DOCUMENT RESUME

ED 100 198 HE 006 091

AUTHOR Rastad, Svein-Erik
TITLE University Students and the Employment Market--A Profile of Present Graduates from University College, Nairobi. Staff Paper No. 74.
INSTITUTION University Coll., Nairobi (Kenya).
PUB DATE Jun 70
NOTE 46p.

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS College Graduates; Employment; *Graduate Surveys; *Guidance Programs; *Higher Education; *International Education; Job Market; Questionnaires; Statistical Data; Student Characteristics; *Surveys
IDENTIFIERS Kenya; Nairobi; *University College

ABSTRACT

There are various assumptions underlying the University Tracer Project at the University College, Nairobi, Africa: (1) that there is a relationship between subjects studied in university and the employment sought and found; (2) that this relationship will increase as competition for jobs increases; (3) that this relationship is sufficiently flexible to allow for career guidance; and (4) that the experience of earlier graduates will provide a meaningful source of information for the guidance of later graduates. The interview questionnaire, which was administered to all Kenyan third year students at University College, Nairobi in mid-April 1970, had three basic objectives: (1) to learn something about the student approach to the employment market; (2) to learn something about the reasons guiding the students' choice of subjects in university; (3) to familiarize the graduating students with the objective of career guidance and thereby enlist their support and cooperation later. This paper is a brief review of the questionnaire. Statistical tables display the results in the following areas: total number of students by discipline, year of birth by discipline, home province by discipline, religion, sex, father's occupation, mother's education, postgraduate qualification desired, how job was found, status of job. (Author/RC)

INSTITUTE FOR DEVELOPMENT STUDIES
UNIVERSITY COLLEGE, NAIROBI.

Staff Paper No. 74

University Students and the Employment Market - A Profile of Present Graduates from University College, Nairobi

by

Svein-Erik Rastad

June, 1970

Any views expressed in this paper are those of the author. They should not be interpreted as reflecting the views of the Institute for Development Studies or of the University College, Nairobi.

University Students and the Employment Market - A Profile.

There are various assumptions underlying the University Tracer Project: (1) that there is a relationship between subjects studied in university and employment sought and found; (2) that this relationship will increase as competition for jobs increases; (3) that this relationship is sufficiently flexible to allow for careers guidance; (4) that the experience of earlier graduates will provide a meaningful source of information for the guidance of later graduates. The central feature of these assumptions is that of enlisting the cooperation of earlier graduates. One additional dimension would be added if one also knew how the students approach the employment market and how it appears to respond.

The interview questionnaire which was administered to all Kenyan third year students at University College, Nairobi in mid-April 1970 had three basic objectives: (1) to learn something about the student approach to the employment market; (2) to learn something about the reasons guiding the student's choice of subjects in university; (3) to familiarize the graduating students with the objective of careers guidance and hopefully thereby enlist their support and cooperation later. This paper is a brief review of the questionnaire, primarily written as a report to Mr. J.K. Koinange, Assistant Dean of Students at University College, Nairobi, under whose auspices the questionnaire was administered, and under whose authority the career guidance service will be established.

The Interviews (Table 1)

188 students were interviewed, out of a total of 220. The interview was explicitly voluntary, and the 32 students not interviewed include students who preferred not to participate as well as students who were not located. The reception was very good, sometimes enthusiastic, as it was evident that most students agreed with the objective of careers guidance.

The interview team consisted of six assistants: Miss Salome Mwambia, Mr. Gregory Chybire, Mr. Peter Kinyanjui, Mr. Wilfred Mwangi, Mr. Eliud Mgariuku, Mr. Maurice Yambo plus the author. Two of the assistants were on vacation from Makerere University College, one on vacation from The University College, Dar es Salaam, one a recent graduate from The University College, Dar es Salaam, plus two were third year students from University College, Nairobi. The latter carried a lighter load than the others, but served as advisers, both during the pretest as well as during the interview period itself.

The interview questionnaire which was administered to all Kenyan third year students at University College, Nairobi in mid-April 1970 had three basic objectives: (1) to learn something about the student approach to the employment market; (2) to learn something about the reasons guiding the student's choice of subjects in university; (3) to familiarize the graduating students with the objective of careers guidance and hopefully thereby enlist their support and cooperation later. This paper is a brief review of the questionnaire, primarily written as a report to Mr. J.K. Koinange, Assistant Dean of Students at University College, Nairobi, under whose auspices the questionnaire was administered, and under whose authority the career guidance service will be established.

The Interviews (Table 1)

188 students were interviewed, out of a total of 220. The interview was explicitly voluntary, and the 32 students not interviewed include students who preferred not to participate as well as students who were not located. The reception was very good, sometimes enthusiastic, as it was evident that most students agreed with the objective of careers guidance.

The interview team consisted of six assistants: Miss Salome Mwambia, Mr. Gregory Chybire, Mr. Peter Kinyanjui, Mr. Wilfred Mwangi, Mr. Eliud Ngariuku, Mr. Maurice Yambo plus the author. Two of the assistants were on vacation from Makerere University College, one on vacation from The University College, Dar es Salaam, one a recent graduate from The University College, Dar es Salaam, plus two were third year students from University College, Nairobi. The latter carried a lighter load than the others, but served as advisers, both during the pretest as well as during the interview period itself.

The period chosen for the interview, 11 to 19 April did fall close enough to exams to have a slight effect or participation, but as the Public Service Commission had visited the university college only a few days previously out timing proved quite fortunate. In fact, some of the students came almost fresh from interviews with the Public Service Commission when our interviews were undertaken.

For the 32 students not interviewed basic background data was collected, so in some of the tables which follow the total reaches 220. It should be noted that these tables present a profile only. Detailed analysis would require comparative data. It is expected that comparative studies over time will provide the most interesting approach to this data, once such data is available.

Census data also allow for interesting comparisons, and such analysis will be done at a later stage. Furthermore, comparisons will be made with secondary school students. In general, the tables speak for themselves, but a brief discussion follows.

Background of students (Tables 2-18)

By age, there is a remarkable spread, with year of birth anywhere between 1930 and 1949 with the majority born between 1944 and 1947. As one would expect, almost all old graduates are in the faculty of Arts. (Table 2)

By home province, the most populous provinces of Central, Nyanza, and Western dominate, but the cities of Nairobi and Mombasa are very strongly represented. North-Eastern Province has no graduate this year. (Table 3)

By religion, almost half the students are Protestants, while the ratio of protestants in the total population of Kenya is little more than one third. Catholics are very correctly represented among the graduating students, at 22%, while Muslims are greatly overrepresented at 18% of the students. (Table 4)

By sex, only 18% of the students are women, who very heavily favour the faculty of Arts. (Table 5)

Sex by religion shows that a woman is a bit less likely to attend university if she is born into a Protestant family rather than a Catholic or Muslim family, but the difference is quite small. (Table 6)

Sex by province shows that a woman is more likely to attend college if she is born in Mombasa and Nairobi. (Table 7)

Both men and women come from families of very different size, with

Background of students (Tables 2-18)

By age, there is a remarkable spread, with year of birth anywhere between 1930 and 1949 with the majority born between 1944 and 1947. As one would expect, almost all old graduates are in the faculty of Arts. (Table 2)

By home province, the most populous provinces of Central, Nyanza, and Western dominate, but the cities of Nairobi and Mombasa are very strongly represented. North-Eastern Province has no graduate this year. (Table 3)

By religion, almost half the students are Protestants, while the ratio of protestants in the total population of Kenya is little more than one third. Catholics are very correctly represented among the graduating students, at 22%, while Muslims are greatly overrepresented at 18% of the students. (Table 4)

By sex, only 18% of the students are women, who very heavily favour the faculty of Arts. (Table 5)

Sex by religion shows that a woman is a bit less likely to attend university if she is born into a Protestant family rather than a Catholic or Muslim family, but the difference is quite small. (Table 6)

Sex by province shows that a woman is more likely to attend college if she is born in Mombasa and Nairobi. (Table 7)

Both men and women come from families of very different size, with 7 to 9 brothers and sisters the most common. (Table 8)

70% of the students come from families with only one mother, but there is no difference, for men or women from families with one or more mothers. (Table 9)

BEST COPY AVAILABLE

For a woman to attend college, her chances are much better if her mother has a certain amount of education. For men it does not matter whether the mother has any education. (Table 10)

For a woman it is also a great advantage if her mother speaks English. For men it does not matter if the mother does not speak any English. (Table 11)

It is very clear in Table 12 that the mother's education is very much related to her status as the only mother in the family. Presumably this means that monogamous wives have more education than polygamous wives.

Protestant mothers have less education than mothers of other religions, but there is great social mobility for all groups, as less than 10% of all mothers have more than primary education. (Table 13).

Not surprisingly, the mother's proficiency in English is also less for Protestants, but again less than 10% of all mothers speak English very well. (Table 14)

The educational level of fathers is higher than that of mothers, with about 20% with more than primary education. Not surprisingly, the most educated fathers tend to be in professional, administrative, or entrepreneurial occupations. While almost half the mothers had no education, only 17% of the fathers 5 were reported to have no education. Less than 40% of the fathers are farmers, with almost 25% in professional, teaching, or clerical occupations. (Table 15)

Almost half the fathers do not participate in any local organizations, while one third of all fathers are active in self-help and/or religious organizations. (Table 16)

One forth of all fathers are reported without any farm land of their own. This primarily reflects the large number of students from Mombasa and Nairobi. The most common acreage is between 10 and 19 acres, but both 5-9 and 20-49 acres is quite common, but larger farms are also represented. Very small farms are few. (Table 17)

Only one third of all farms employ permanent labourers, and very

Protestant mothers have less education than mothers of other religions, but there is great social mobility for all groups, as less than 10% of all mothers have more than primary education. (Table 13).

Not surprisingly, the mother's proficiency in English is also less for Protestants, but again less than 10% of all mothers speak English very well. (Table 14)

The educational level of fathers is higher than that of mothers, with about 20% with more than primary education. Not surprisingly, the most educated fathers tend to be in professional, administrative, or entrepreneurial occupations. While almost half the mothers had no education, only 17% of the fathers 5 were reported to have no education. Less than 40% of the fathers are farmers, with almost 25% in professional, teaching, or clerical occupations. (Table 15)

Almost half the fathers do not participate in any local organizations, while one third of all fathers are active in self-help and/or religions organizations. (Table 16)

One forth of all fathers are reported without any farm land of their own. This primarily reflects the large number of students from Mombasa and Nairobi. The most common acreage is between 10 and 19 acres, but both 5-9 and 20-49 acres is quite common, but larger farms are also represented. Very small farms are few. (Table 17)

Only one third of all farms employ permanent labourers, and very few farms employ more than 2 permanent labcurers. Most farmers work their farms themselves. (Table 18)

It should be pointed out that none of these tables on social background have been controled for ethnicity.

Academic Background (Tables 19-28)

The present graduates come from as many as 30 different Form 6 schools, but 8 schools supplied more than half. Mature Age and Private Candidates both number as many as 14. (Table 19)

Performance in major HSC subjects show that one third of all grades were E, the lowest principal pass. Only 5% were As, heavily clustered in Geography and History, the most popular subjects overall. One quarter of all grades were subsidiary passes, with only a total of 6% failures for both principal and subsidiary subjects. (Table 20)

The faculties of Arts and Science both have many students who actually preferred another faculty - science more than one third (Table 21), but not as many students would now want to change (Table 22).

Not surprisingly, half the Commerce graduates chose that faculty for reasons of employment opportunities, and more than one third of both Arts and Science graduates chose those faculties simply from general interest on the whole. Only 24% of the graduates preferred their faculties for reasons of employment opportunities, which is almost the same as the number of graduates who did not obtain admission to the faculty of first choice. Almost half the students chose their faculty for general or specific academic reabons. (Table 23)

Less than one third of the Arts graduates took a 3:1:1 option, and half of them took the education option. Virtually all the History 3:1:1 had education option, while Economics and English did not take the education option (Table 24) Economics and Government are the most popular courses for 3:2:2 Arts without education option (Table 25), while Geography and History are the most popular with education option (Table 26).

As expected, the majority of the Arts women take the education option, while only one third of the Arts men do (Table 27)

In Science, Chemistry is by far the most popular subject, with Zoology a strong second. (Table 28)

Postgraduate Studies (Table 29-34)

Virtually one third of all the students who were interviewed want some form of further education, most of them at the masters level. (Table 29).

By faculty, Science has the largest proportion of students, almost half, who want to continue their education. Approximately one fourth of Arts students want to continue. (Table 30)

There is a very even distribution in the reasons for wanting more education between academic, research, and employment reasons, with one third for each. (Table 31)

Almost one third of the students who want further education have done nothing to obtain admission, or even enquire about the possibilities. Few of them are likely to actually get further education. More than one third have already submitted their applications and are awaiting their final examinations before they will get an answer to their applications. (Table 32)

Students seem to have quite realistic views on their chances for admission to postgraduate studies, with final examination results the major factor for the optimistic students, and lack of finance the major factor for the "Small chance" category. (Table 33)

Not surprisingly, those who want further education have hardly started to look for employment yet. (Table 34)

Employment profile (Tables 35-48)

Very few students spent more than the normal nine months between completing Higher School Certificate and beginning university education. This is a fact of some interest for university intake estimates. (Table 35)

Half the students take employment as teachers between HSC and university. In addition, many of the students who are listed under different employment also did teaching for some time. This means that a very large number of university students have had direct experience of teaching as a profession. When simply listed under teaching and non-teaching there is a clear relationship between employment between HSC and university and career intentions after university graduation. Maybe a close study of this relationship could develop an early warning system on changes in employment expectations of university graduates. The range of employment opportunities after HSC is rather narrow,

Almost one third of the students who want further education have done nothing to obtain admission, or even enquire about the possibilities. Few of them are likely to actually get further education. More than one third have already submitted their applications and are awaiting their final examinations before they will get an answer to their applications. (Table 32)

Students seem to have quite realistic views on their chances for admission to postgraduate studies, with final examination results the major factor for the optimistic students, and lack of finance the major factor for the "Small chance" category. (Table 33)

Not surprisingly, those who want further education have hardly started to look for employment yet. (Table 34)

Employment profile (Tables 35-48)

Very few students spent more than the normal nine months between completing Higher School Certificate and beginning university education. This is a fact of some interest for university intake estimates. (Table 35)

Half the students take employment as teachers between HSC and university. In addition, many of the students who are listed under different employment also did teaching for some time. This means that a very large number of university students have had direct experience of teaching as a profession. When simply listed under teaching and non-teaching there is a clear relationship between employment between HSC and university and career intentions after university graduation. Maybe a close study of this relationship could develop an early warning system on changes in employment expectations of university graduates. The range of employment opportunities after HSC is rather narrow, however, and it is possible that this could only serve as an indicator to the attitudes towards teaching, which is likely to remain a major employment opportunity for some time. (Tables 36a and 36b)

Almost half the students who wish to take up employment as soon as possible after graduation base that decision on financial considerations. This usually is expressed in terms of supporting the family and pay school fees. Academic reasons account for one third. (Table 37)

More than half of all students graduating this year wish to take up employment as soon as possible after they graduate.

Almost half the students who wish to take up employment as soon as possible after graduation had already found jobs as of mid-April. Only 10% at that time did not have a definite idea about the job they wanted, and about 15% had not yet started looking for a job. There was apparent difference in the status of the job hunt by their motives for finding employment. (Table 38).

There is a very significant difference in the job hunt between Science students and the others. Very few of the Science students have even started looking for employment, but this does not mean that Science students are undetermined about a career. This of course partly reflects the large proportion of Science students who wish to pursue farther education, but it could also reflect great confidence in the demand for Science graduates. One might have expected, however, that Engineers, Architects, and Commerce graduates would have reflected a similar confidence. (Table 39)

Professional graduates, in Architecture, Commerce, and Engineering see their employment as a continuation of their training and education, and so do the scientists. Arts graduates have a wider range of motivations, including idealism, which otherwise is almost non-existent. (Table 40)

There is no relationship between the status of the job hunt and the economic sector where the job is sought. There are a number of students, however, who are definite about the job they want but who are not too particular about where they work. These include, as examples, administrators, who do not have very clear preferences between government and the private sectors, and chemists, who want to do research, either in business or at the university. (Table 41)

While it is not surprising that students who wish to teach come from either the faculty of Arts or Science, it is interesting that Architects and Engineers prefer the government while all the Commerce graduates want to join the private sector. Scientists are evenly spread. (Table 42)

The only interesting aspect of how the jobs have been found is the large number of jobs found through sponsorship or bond, or by returning to a [illegible] job. This of course reflects how jobs are found while still in

students and the others. Very few of the Science students have even started looking for employment, but this does not mean that Science students are undetermined about a career. This of course partly reflects the large proportion of Science students who wish to pursue farther education, but it could also reflect great confidence in the demand for Science graduates. One might have expected, however, that Engineers, Architects, and Commerce graduates would have reflected a similar confidence. (Table 39)

Professional graduates, in Architecture, Commerce, and Engineering see their employment as a continuation of their training and education, and so do the scientists. Arts graduates have a wider range of motivations, including idealism, which otherwise is almost non-existent. (Table 40)

There is no relationship between the status of the job hunt and the economic sector where the job is sought. There are a number of students, however, who are definite about the job they want but who are not too particular about where they work. These include, as examples, administrators, who do not have very clear preferences between government and the private sectors, and chemists, who want to do research, either in business or at the university. (Table 41)

While it is not surprising that students who wish to teach come from either the faculty of Arts or Science, it is interesting that Architects and Engineers prefer the government while all the Commerce graduates want to join the private sector. Scientists are evenly spread. (Table 42)

The only interesting aspect of how the jobs have been found is the large number of jobs found through sponsorship or bond, or by returning to a previous job. This of course reflects how jobs are found while still in university, and all later jobs are most likely to be found in other ways. It is not clear if the "bonded" teachers infact have found a job or just assume that since they were bonded to teach they will soon be given a job.

This does seem a fair assumption, but the whole bonding situation leave some students passively awaiting the initiative of government. (Table 43)

The students who by mid-April did not have obvious channels through which to find jobs, but who nevertheless had started looking for jobs, almost all had submitted applications to one or more prospective employer, and almost half of them had been to job interviews. Almost all had a definite idea what job they wanted. (Table 44)

There is a suggestion that the decision to become a teacher was motivated by financial need. It is also suggested that the academically motivated decide against teaching, but this must be controlled by faculty. (Table 45)

It is interesting that those who have decided against teaching appear more frustrated in their job hunt. One might hazard a guess that some of them will find their way into teaching after all, in particular the ones who would prefer a different job but are not really opposed to teaching. (Table 46)

As one indication of the status of teaching as a profession, tables 47 and 48 list the advantages and disadvantages of the teaching profession, as seen by those who prefer not to teach. It is almost curious that idealism comes high among the advantages, while in general the advantages are seen as quite diverse. In sharp contrast, the disadvantages are much more concentrated, with low pay and poor promotion the overwhelming discouragements.

This brief review does little more than suggest themes for further study, but it should establish the project as fruitful and worth pursuing.

Table 1

Total number of third year Kenyan students, University College, Nairobi, 1970, with number of interview participants, by faculty

	Architecture	Arts	Commerce	Engineering	Science	Total
Interviewed	14	89	29	19	37	188
Not Interviewed	2	12	9	2	7	32
Total	16	101	38	21	44	220

There also were 8 Kenyan graduates from the Faculty of Veterinary Science, but they left the university before the questionnaire was administered.

Table 2

Year of birth, by faculty

	Architecture	Arts	Commerce	Engineering	Science	Total
Before 1942	2	11*	1	-	-	14
1942	1	6	-	-	1	8
1943	1	7	4	1	1	14
1944	3	13	9	2	4	31
1945	5	20	8	8	6	47
1946	2	13	11	5	11	42
1947	2	13	2	2	10	29
1948	-	4	1	2	8	15
1949	-	5	2	1	3	11
Don't know	-	9	-	-	-	9
Total	16	101	38	21	44	220

* Mature Age Entry. These 11 are evenly distributed back to 1930.

Table 3

Home province, by faculty

	Architecture	Arts	Commerce	Engineering	Science	Total
Outside Kenya	-	1	-	-	-	1
Cost	2	8	1	6	6	23
North-Eastern	-	-	-	-	-	-
Eastern	1	10	12	-	2	25
Nairobi	3	11	3	1	11	29
Central	6	24	13	9	6	58

Before 1942	2	11*	1	-	-	14
1942	1	6	-	-	1	8
1943	1	7	4	1	1	14
1944	3	13	9	2	4	31
1945	5	20	8	8	6	47
1946	2	13	11	5	11	42
1947	2	13	2	2	10	29
1948	-	4	1	2	8	15
1949	-	5	2	1	3	11
Don't know	-	9	-	-	-	9
Total	16	101	38	21	44	220

* Mature Age Entry. These 11 are evenly distributed back to 1930.

Table 3

Home province, by faculty

	Architecture	Arts	Commerce	Engineering	Science	Total
Outside Kenya	-	1	-	-	-	1
Cost	2	8	1	6	6	23
North-Eastern	-	-	-	-	-	-
Eastern	1	10	12	-	2	25
Nairobi	3	11	3	1	11	29
Central	6	24	13	9	6	58
Rift Valley	1	7	2	-	5	15
Nyanza	2	17	4	5	11	39
Western	1	23	3	-	3	30
Total	16	101	38	21	44	220

Table 4

Religion, by Faculty

	Architecture	Arts	Commerce	Engineering	Science	Total	
Catholic	6	25	11	4	3	49	22%
Muslim	2	11	4	6	16	39	18%
Protestant	7	47	20	8	21	103	47%
Hindu	-	4	-	-	3	7	
Sikh	1	2	-	-	1	4	
Other	-	-	1	-	-	1	
No religion	-	10	2	2	-	14	
Don't know	-	2	-	1	-	3	
Total	16	101	38	21	44	220	

Total Kenya population:
Protestants: 36%
Catholics: 22%
Muslims: 4%
(from table 3, Bertzel, Goldschmidt, Rotchild (eds): Government and Politics in Kenya (Nairobi: East African Publishing House, 1969) p. 54.

Table 5

Sex, by faculty

	Architecture	Arts	Commerce	Engineering	Science	Total	
Male	16	74	35	20	36	181	78%
Female	-	27	3	1	8	39	18%
Total	16	101	38	21	44	220	

Table 6

Sex, by religion

	Catholic	Muslim	Protestant	Hindu	Sikh	Other	None	DK	Total
Male	38	31	90	3	2	2	13	2	181
Female	11	8	13	4	2	-	1	-	39
Total	49	39	103	7	4	2	14	2	220

Table 7

Sex, by home province

	Coast	Eastern	Nairobi	Central	Rift Valley	Nyanza	Western	Total
Male	18	22	18	48	14	33	27	180
Female	5	3	11	10	1	5	4	39
Total	23	25	29	58	15	38	31	219

Table 8

Sex, by number of children in family

	1-3	4-6	7-9	10-12	13-15	more than 15	no information	Total
Male	17	43	54	27	5	10	4	160
Female	2	8	8	6	1	2	1	28
Total	19	51	62	33	6	12	5	188

Table 9

Sex, by number of mothers in the family

	One mother	More than one mother	DK	Total
Male	111	38	11	160
Female	21	6	1	28
Total	132	44	12	188

Table 10

Sex, by level of mother's education

	No ed.	Some ed but DK how much	Some Primary	Std. 7	Form 2	Form 4	Form 6	DK	Total
Male	78	20	43	10	3	1	-	5	160
Female	4	3	9	4	3	2	2	1	28
Total	82	23	52	14	6	3	2	6	188

Table 11

Sex, by mother's proficiency in English

	Does not speak English	Speaks some English	Speaks English Very well	DK	Total
Male	124	25	5	6	160
Female	11	5	9	3	28

Total	19	51	62	33	6	12	5	188

Table 9

Sex, by number of mothers in the family

	One mother	More than one mother	DK	Total
Male	111	38	11	160
Female	21	6	1	28
Total	132	44	12	188

Table 10

Sex, by level of mother's education

	No ed.	Some ed but DK how much	Some Primary	Std. 7	Form 2	Form 4	Form 6	DK	Total
Male	78	20	43	10	3	1	-	5	160
Female	4	3	9	4	3	2	2	1	28
Total	82	23	52	14	6	3	2	6	188

Table 11

Sex, by mother's proficiency in English

	Does not speak English	Speaks some English	Speaks English Very well	DK	Total
Male	124	25	5	6	160
Female	11	5	9	3	28
Total	135	30	14	9	188

Table 12

Number of mothers in family, by mother's level of education

	No ed.	Some ed, but DK how much	some Primary	Std 7	Form 2	Form 4	Form 6	DK	Total
One mother	45	23	42	10	6	3	2	4	133
More than one mother	32	2	9	1	-	-	-	-	44
Total	77	23	51	11	6	3	2	4	177

Table 13

Religion, by level of mother's education

	Catholic	Muslim	Protestant	Hindu	Sikh	Misc.	Total	
No education	18	11	42	2	-	9	82	44%
Some ed, but DK how much	5	4	11	-	-	3	23	12%
Some primary	8	9	30	1	-	4	52	28%
Std. 7	2	6	4	-	2	-	14	
Form 2	2	2	-	1	-	1	6	
Form 4	1	1	-	1	-	-	3	
Form 6	-	-	-	-	2	-	2	
DK	1	-	2	1	-	-	4	
Total	37	33	89	6	4	17	186	

Table 14

Religion, by mother's proficiency in English

	Catholic	Muslim	Protestant	Hindu	Sikh	Misc.	Total
Speaks no English	29	18	70	3	1	14	135
Speaks some English	2	11	13	-	1	3	30
Speaks English very well	6	4	1	1	2	-	14
DK	-	-	5	2	-	-	7
Total	37	33	89	6	4	17	186

Table 15

Father's occupation, by level of education

	Retired, died 0	Professional, Administration managerial 1	Teachers 2	Clerical 3	Armed forces, police 4	Skilled, semi-skilled, artisans 5	Unskilled 6	Entrepreneurs, traders, businessmen 7	Farmers 8	No answer 9	Total	
No education	4	2	-	-	1	2	-	5	17	1	32	17%
Some education, but DK how much	3	2	1	-	-	1	1	2	11	2	23	12%
Some primary	9	2	1	1	-	4	-	14	27	-	58	31%
Std 7	3	5	6	2	-	-	-	5	7	-	28	15%
Form 2	2	5	1	4	-	1	-	2	2	1	18	10%
Form 4	2	2	-	1	-	-	-	2	-	2	9	5%
Form 6	-	3	-	-	-	-	-	1	-	-	4	
University	2	1	-	-	-	-	-	-	1	-	4	
DK	2	-	-	-	-	-	-	1	4	5	12	
	27	22	9	8	1	8	1	32	69	11	188	
	15%	12%	5%	5%	-	5%	-	17%	37%	7%		

Table 16

Father's occupation, by father's membership on committees

	0*	1	2	3	4	5	6	7	8	9
No memberships	21	8	1	5	1	5	1	16	29	2
Political	1	2	-	-	-	-	-	2	1	-
Self-help, educational, cooperative	1	5	1	-	-	-	-	7	15	-
Religious	1	-	2	1	-	1	-	4	4	-
Political and self-help	-	-	-	-	-	-	-	-	2	-
Political and religious	-	-	-	-	-	-	-	-	-	-
Self-help and religious	1	3	3	1	-	-	-	2	11	-
Political, self-help, and religious	-	2	-	-	-	-	-	-	4	-
Other	1	1	-	-	-	-	-	1	-	-
No answer	1	1	2	1	-	2	-	-	3	9
Total	27	22	9	8	1	8	1	32	69	11

* To identify occupations, see Table 15

Table 17

Father's occupation, by father's land

	0*	1	2	3	4	5	6	7	8	9
No land	15	8	1	5	-	3	1	13	-	3
1-2 acres	-	-	-	-	-	-	-	1	5	-
3-4 acres	1	-	1	1	-	1	-	2	3	1
5-9 acres	4	-	3	1	-	-	-	3	14	-
10-19 acres	1	3	2	-	1	1	-	4	16	1
20-49 acres	2	4	1	1	-	-	-	7	10	1
50-99 acres	-	2	1	-	-	-	-	-	5	-
100 acres and up	-	-	-	-	-	-	-	1	6	-
No acreage given	2	5	-	-	-	2	-	1	10	1
No answer	2	-	-	-	-	1	-	-	-	5
Total	27	22	9	8	1	8	1	32	69	11

* To identify occupations, see Table 15

Table 16

r's occupation, by father's membership on committees

2	3	4	5	6	7	8	9	Total	
1	5	1	5	1	16	29	2	89	47%
-	-	-	-	-	2	1	-	6	
1	-	-	-	-	7	15	-	29	15%
2	1	-	1	-	4	4	-	13	7%
-	-	-	-	-	-	2	-	2	
-	-	-	-	-	-	-	-	-	
3	1	-	-	-	2	11	-	21	11%
-	-	-	-	-	-	4	-	5	
-	-	-	-	-	1	-	-	3	
2	1	-	2	-	-	3	9	19	
9	8	1	8	1	32	69	11	188	

upations, see Table 15

Table 17

Father's occupation, by father's land

2	3	4	5	6	7	8	9	Total	
1	5	-	3	1	13	-	3	49	26%
-	-	-	-	-	1	5	-	6	
1	1	-	1	-	2	3	1	10	
3	1	-	-	-	3	14	-	25	13%
2	-	1	1	-	4	16	1	29	15%
1	1	-	-	-	7	10	1	25	13%
1	-	-	-	-	-	5	-	8	
-	-	-	-	-	1	6	-	7	
-	-	-	2	-	1	10	1	21	
-	-	-	1	-	-	-	5	8	
9	8	1	8	1	32	69	11	188	

cupations, see Table 15

Table 18

Father's occupation, by number of permanent labourers on land

	0*	1	2	3,4,5,6	7	8	9	Total	
No labourers	21	12	5	14	24	45	-	121	64%
1 labourer	-	2	2	1	2	10	-	17	10%
2 labourers	2	5	-	2	1	3	-	13	7%
3-4 labourers	-	2	1	-	1	4	-	8	
More than 4 labourers	-	1	1	-	4	3	-	9	
No answer	4	-	-	1	-	4	11	20	
Total	27	22	9	18	32	69	11	188	

* To identify occupations, see Table 15

Table 19

School where students obtained their HSC

Kangaru School	18	Kisumu Boys	4
Friends School Kamusinga	15	Kagumo High School	3
Alliance Boys	14	Kenya Polytechnic	3
Kenyatta College	14	Machakos High School	3
Mature Age Entry	14	Maseno National School	3
Private Candidates	14	Jamhuri High School	2
Aga Khan, Nairobi	12	Kenya High School	2
Alliance Girls	11	Upper Hill School	2
Kisii High School	10	Highlands School	1
Strathmore College	10	Kakamega High School	1
Allidina Visram	9	Makerere College	1
Thika High School	7	Nairobi School	1
Pangani Girls	6	St. Mary's School, Nairobi	1
Loreto Convent, Msongari	5	St. Mary's School, Yala	1
Nakuru High School	5	State House Road Girls	1
Shimo-la-Tewa	5	Other or no information	17
Nyeri High School	5		

Table 20

Performance at major HSC subjects, by sex

		A	B	C	D	E	0,1-6	F	7-9	Did not sit	No info	Total
Male	Eco	4	3	6	4	8	4	-	-	132	20	
	Eco & Publ Aff	1	1	5	2	6	13	-	1	132	20	
	English	-	7	-	6	20	21	1	-	106	20	
	Geography	7	7	7	18	21	12	1	1	79	20	
	History	6	10	7	15	35	6	3	1	78	20	
	Rel. Kn.	-	-	-	1	-	13	-	2	145	20	
	Math	-	2	2	1	4	4	2	1	145	20	
	Appl. Math	-	-	-	1	2	1	2	-	155	20	
	Pure Math	3	2	8	1	12	9	4	-	122	20	
	Biol/Bot	-	-	1	5	8	7	-	1	140	20	
	Chem	2	3	8	6	20	17	2	1	102	20	
	Physics	1	4	7	9	20	14	2	1	103	20	
Female	Eco	-	-	-	1	1	-	-	-	35	1	
	Eco & PA	-	-	2	-	-	1	-	-	35	1	
	English	-	4	1	4	12	3	-	1	13	1	
	Geography	2	-	1	7	9	5	-	-	14	1	
	History	1	-	3	6	8	7	-	1	12	1	
	Rel. Kn.	-	-	-	-	1	6	-	1	30	1	
	Math	-	-	-	-	2	-	2	1	33	1	
	Appl. Math	-	-	-	-	-	-	1	-	37	1	
	Pure Math	-	1	-	-	1	1	1	-	34	1	
	Biol/Bot	-	1	-	1	3	-	-	-	34	1	
	Chem	1	1	1	-	1	-	2	-	32	1	
	Physics	-	1	-	1	2	1	-	-	33	1	
Total	Eco	4	3	6	5	9	4	-	-			
	Eco & PA	1	1	7	2	6	14	-	1			
	English	-	11	1	10	32	24	1	1			
	Geograph.	9	7	8	25	30	17	1	1			
	History	7	10	10	21	43	13	3	2			
	Rel. Kn.	-	-	-	1	1	19	-	3			
	Math	-	2	2	1	6	4	4	2			
	Appl. Math	-	-	-	1	2	1	3	-			
	Pure Math	3	3	8	1	13	10	5	-			
	Biol/Bot	-	1	1	6	11	7	-	1			
	Chem	3	4	9	6	21	17	4	1			
	Physics	1	5	7	10	22	15	2	1			
		28	47	59	89	196	145	23	13			600
		5%	8%	10%	15%	33%	24%	4%	2%			

Table 21

Faculty of study, by faculty of first choice

Faculty of first choice	Architecture	Arts	Commerce	Engineering	Science	Total
Architecture	11	2	-	-	-	13
Arts	1	65	-	-	1	67
Commerce	-	12	29	-	-	41
Engineering	1	-	-	19	7	27
Law	-	9	-	-	1	10
Medicine	-	-	-	-	4	4
Science	1	1	-	-	22	24
Vet. Science	-	-	-	-	2	2
Total	14	89	29	19	37	188

Table 22

Faculty of study, by faculty now wanted

Faculty now wanted	Architecture	Arts	Commerce	Engineering	Science	Total
Architecture	13	1	-	-	-	14
Arts	1	75	-	1	3	80
Commerce	-	2	29	-	-	31
Engineering	-	-	-	18	1	19
Law	-	7	-	-	-	7
Medicine	-	-	-	-	2	2
Science	-	4	-	-	30	34
Vet. Science	-	-	-	-	1	1
Total	14	89	29	19	37	188

Table 23

Faculty of study, by reasons for studying in that faculty

	Architecture	Arts	Commerce	Engineering	Science	Total
General interest	-	37	5	7	14	63 34%
Particular subject interest	3	7	3	3	5	21 11%
Employment opportunities	5	16	15	6	3	45 24%
Previous employment experience	-	-	3	1	-	4
Recommended by friends, teachers	2	1	1	2	-	6
Did not get admission to faculty of first choice	3	24	-	-	15	42 22%

Faculty of study, by faculty now wanted

Faculty now wanted	Architecture	Arts	Commerce	Engineering	Science	Total
Architecture	13	1	-	-	-	14
Arts	1	75	-	1	3	80
Commerce	-	2	29	-	-	31
Engineering	-	-	-	18	1	19
Law	-	7	-	-	-	7
Medicine	-	-	-	-	2	2
Science	-	4	-	-	30	34
Vet. Science	-	-	-	-	1	1
Total	14	89	29	19	37	188

Table 23

Faculty of study, by reasons for studying in that faculty

	Architecture	Arts	Commerce	Engineering	Science	Total
General interest	-	37	5	7	14	63 34%
Particular subject interest	3	7	3	3	5	21 11%
Employment opportunities	5	16	15	6	3	45 24%
Previous employment experience	-	-	3	1	-	4
Recommended by friends, teachers	2	1	1	2	-	6
Did not get admission to faculty of first choice	3	24	-	-	15	42 22%
Other, no answer	1	4	2	-	-	7
Total	14	89	29	19	37	188

Table 24

3:1:1 Arts degrees

	Without education option	With education option	Total
Economics	3	1	4
English	6	1	7
Geography	4	4	8
History	1	9	10
Total	14	15	29

Table 25

3:2:2 Arts, subject combinations, without education

First subject

Second subject	Economics	English	French	Geography	Government	History	Total
English	2						2
French	-	1					1
Geography	5	-	-				5
Government	11	2	-	-			13
History	4	3	1	-	6		14
Sociology	3	2	-	1	3	1	10
Total	25	8	1	1	9	1	45

To get total for each individual subject, add vertical and horizontal columns for that subject.

Table 26

3:2:2 Arts, subject combinations, with education

First subject

Second subject	Economics	English	French	Geography	Government	History	Total
English	1						1
French	-	3					3
Geography	-	5	1				6
Government	-	-	-	1			1
History	-	3	-	8	2		13
Sociology	1	-	-	1	-	1	3
Total	2	11	1	10	2	1	27

To get total for each individual subject, add vertical and horizontal columns for that subject.

Second subject	Economics	English	French	Geography	Government	History	Total
English	2						2
French	-	1					1
Geography	5	-	-				5
Government	11	2	-	-			13
History	4	3	1	-	6		14
Sociology	3	2	-	1	3	1	10
Total	25	8	1	1	9	1	45

To get total for each individual subject, add vertical and horizontal columns for that subject.

Table 26

3:2:2 Arts, subject combinations, with education

First subject

Second subject	Economics	English	French	Geography	Government	History	Total
English	1						1
French	-	3					3
Geography	-	5	1				6
Government	-	-	-	1			1
History	-	3	-	8	2		13
Sociology	1	-	-	1	-	1	3
Total	2	11	1	10	2	1	27

To get total for each individual subject, add vertical and horizontal columns for that subject.

Table 27 **BEST COPY AVAILABLE**

Arts education option, by sex

	Male	Female	Total
Education with 3:1:1	10	3	13
Education with 3:2:2	16	12	28
No education	48	12	60
Total	74	27	101

(Science education option:2)

Table 28

Science subject combination

First subject

Second subject	Botany	Chem	Geology	Geog	Math	Appl Math	Pure Math	Physics	Total
Chem.	1								1
Geology	-	6							6
Geog.	-	-	2						2
Math	-	-	-	1					1
Appl. Math	-	-	-	-	1				1
Pure Math	-	-	-	-	-	7			7
Physics	-	6	-	1	2	-	-		9
Zoology	7	8	-	1	-	-	-	-	16
Total	8	20	2	3	3	7	-	-	43*

* There was one 3:1:1 Geography

To get total for each individual subject, add vertical and horizontal columns for that subject.

Table 29

Postgraduate qualification wanted, by intended faculty of specialisation

	Diploma	Master	PhD	Other	Total	
Architecture	3	1	-	1	5	
Arts	2	12	3	2	19	32%
Commerce	-	5	-	-	5	
Education	5	1	-	-	6	
Engineering	-	6	-	-	6	
Law	-	-	1	-	1	
Medicine	-	-	-	1	1	
Science	-	14	1	-	15	26%
Other	-	-	-	1	1	
Total	10	39	5	5	59	

Table 30

Intended place for further study, by faculty studied

	Architecture	Arts	Commerce	Engineering	Science	Total
Kenya	3	4	2	1	7	17
Other Africa	-	2	-	-	1	3
England	-	3	1	1	2	7
Other Europe	1	1	-	-	1	3
United States	-	5	-	-	1	6
Commonwealth other than U.K.	-	1	-	1	4	6
Other	-	-	-	-	1	1
Place not identified	1	8	1	2	3	15
No plans for further study	9) 69%	65) 77%	25) 89%	14) 76%	17) 55%	162
Not interviewed	2)	12)	9)	2)	7)	32
Total	16	161	38	21	44	220

Table 31

Postgraduate qualification wanted, by reasons for wanting

	Diploma	Master	PhD	Other	Total	
Academic	6	7	2	3	18	32%
Research	1	16	1	-	18	32%
Employment	3	14	1	1	19	32%
Country's Manpower needs	-	1	-	-	1	
Other	-	1	1	1	3	
Total	10	39	5	5	59	

Table 32

Postgraduate qualification wanted, by steps taken to obtain admission

	Diploma	Master	PhD	Other	Total	
Has done nothing	3	9	2	2	16	28%
Discussed with UCN staff	2	7	-	1	10	17%
Written for information	-	2	-	-	2	
Received application forms	-	3	-	-	3	
Submitted application	3	14	2	1	20	34%
Been admitted	-	2	1	-	3	
Arrangements being made by UCN staff	2	2	-	-	4	
No information	-	-	-	1	1	
Total	10	39	5	5	59	

Table 33

Postgraduate qualification wanted, by perceived chances for admission

	Diploma	Master	PhD	Other	Total
Very good	4	8	2	2	16
Fairly good	4	21	2	2	29
Small chance	1	8	1	-	10
No answer	1	2	-	1	4
Total	10	39	5	5	59

Table 34

Postgraduate qualification wanted, by action taken to secure job

	Diploma	Master	PhD	Other	Total	
Have found a job	-	2	-	2	4	
Have started looking	-	-	-	-	-	
Have not started looking but have definite idea	9	25	3	2	39	67%
Have not started looking, and do not have definite idea	1	12	2	1	16	

Total	10	39	5	5	59

Table 33

Postgraduate qualification wanted, by perceived chances for admission

	Diploma	Master	PhD	Other	Total
Very good	4	8	2	2	16
Fairly good	4	21	2	2	29
Small chance	1	8	1	-	10
No answer	1	2	-	1	4
Total	10	39	5	5	59

Table 34

Postgraduate qualification wanted, by action taken to secure job

	Diploma	Master	PhD	Other	Total	
Have found a job	-	2	-	2	4	
Have started looking	-	-	-	-	-	
Have not started looking but have definite idea	9	25	3	2	39	67%
Have not started looking, and do not have definite idea	1	12	2	1	16	
Total	10	39	5	5	59	

Table 35

Time interval between HSC and university, by faculty

	Architecture	Arts	Commerce	Engineering	Science	Total	
Less than 6 months	3	9	-	18	3	33	(19%)
6-12 months	8	61	25	1	32	127	(73%)
1-2 years	1	4	1	-	1	7	
2-3 years	1	-	-	-	-	1	
More than 3 years	-	4	1	-	-	5	
No information	3	23	11	2	8	47	
Total	16	101	38	21	44	220	

Table 36 a

Job before university, by employment wanted after graduation

Employment wanted	Teacher	Government	Private Sector	Miscellaneous*	Total
Teaching	35	4	4	2	45
Government	11	3	9	7	30
Private sector	9	5	8	8	30
Subtotal	55	12	21	17	105
Not applicable	32	10	23	9	74
Total	87	22	44	26	179

* Miscellaneous: in architect company
road research at EAAFRO
trainee chemist
computer trainee
assistant surveyor
accountant trainee
laboratory assistant
veterinary stock officer
assistant game warden
father's shop/grocery shop
instructor at KLA

Table 36 b

Job category before university, by employment wanted after graduation

Employment wanted	Teachers	Non-Teachers, mostly clerical	Total

tion	3	23	11	2	8	47
Total	16	101	38	21	44	220

Table 36 a

Job before university, by employment wanted after graduation

Employment wanted	Teacher	Government Clerk	Private Sector	Miscellaneous*	Total
Teaching	35	4	4	2	45
Government	11	3	9	7	30
Private sector	9	5	8	8	30
Subtotal	55	12	21	17	105
Not applicable	32	10	23	9	74
Total	87	22	44	26	179

* Miscellaneous: in architect company
road research at EAAFRO
trainee chemist
computer trainee
assistant surveyor
accountant trainee
laboratory assistant
veterinary stock officer
assistant game warden
father's shop/grocery shop
instructor at KLA

Table 36 b

Job category before university, by employment wanted after graduation

Employment wanted	Teachers	Non-Teachers, mostly clerical	Total
Teaching	35	10	45
Non-teaching	20	40	60
Total	55	50	105

Table 37

Reasons for wanting to work after graduation, by facu

Reasons to work	Architecture	Arts	Commerce	Engineering
Financial	2	33	8	3
Academic	5	10	10	4
Employment	-	6	4	5
Idealism	-	3	-	-
Personal	-	5	1	-
Total	7	57	23	12

Table 37

for wanting to work after graduation, by faculty

Arts	Commerce	Engineering	Science	Total	
33	8	3	5	51	47%
10	10	4	5	34	31%
6	4	5	-	15	14%
3	-	-	-	3	
5	1	-	-	6	
57	23	12	10	109	

Table 38

Reasons to work right away, by status of job hunt

Status job hunt		Financial		Academic		Employment		Idealism
Found job, happy	1	22	43%	11	32%	6	40%	2
Found job, not happy	2	3		5		2		-
Started looking, not found, definite idea job preference	3	16	31%	9	26%	6	40%	1
Started looking, not found, not sure job preference	4	3		2		-		-
Not started looking, definite idea job preference	5	4		5		1		-
Not started looking, not sure job preference	6	3		2		-		-
Total		51		34		15		3

Table 38

asons to work right away, by status of job hunt

Academic		Employment		Idealism	Personal		Total	
11	32%	6	40%	2	1		42	39%
5		2		-	-		10	9%
9	26%	6	40%	1	2		34	31%
2		-		-	2		7	
5		1		-	1		11	10%
2		-		-	-		5	
34		15		3	6		109	

Table 39

Status of job hunt, by faculty

Status job hunt*	Architecture	Arts	Commerce	Engineering
1	6	24	11	6
2	-	1	1	1
3	3	17	10	5
4	-	6	-	-
5	4	24	6	2
6	1	12	1	5
Total	14	89	29	19

* To identify job hunt categories, see Table 38

Table 40

Reasons for preferring particular job, by facult

Reasons	Architecture	Arts	Commerce	Engineering
Financial	-	9	-	-
Academic	10	19	17	10
Employment	3	19	9	4
Idealism	-	16	-	-
Personal	-	9	2	-
No answer	1	17	1	5
Total	14	89	29	19

Table 39

Status of job hunt, by faculty

Commerce	Engineering	Science	Total	
11	6	-	47	25%
1	1	4	12	6%
10	5	2	37	20%
-	-	2	8	
6	2	21	57	30%
1	5	8	27	14%
29	19	37	188	

categories, see Table 38

Table 40

sons for preferring particular job, by faculty

Commerce	Engineering	Science	Total	
-	-	2	11	6%
17	10	14	70	37%
9	4	7	42	22%
-	-	1	17	9%
2	-	3	14	7%
1	5	10	34	
29	19	37	188	

Table 41

Status job hunt, by employer wanted

	Job fund, happy	Job found, not happy	Started looking, not but definite job pref
Government, parastatal and E.A. Comm.	12	4	8
Teaching	19	6	4
Private Sector	14	1	8
Subtotal	45	11	20
Occupation definite, but economic sector not identified	2	1	17
Total	47	12	37

Table 42

Definite employer wanted, by faculty

	Architecture	Arts	Commerce	En
Government, parastatal and E.A. Comm.	6	14	-	
Teaching	-	39	-	
Private Sector	1	6	17	
Total	7	59	17	

Table 41

Job hunt, by employer wanted

happy	Started looking, not found, but definite job preference	Not started looking, but definite job pref.	Total	
	8	8	32	
	4	17	46	
	8	9	32	
	20	34	110	
	17	23	43	28%
	37	57	153	

Table 42

te employer wanted, by faculty

Commerce	Engineering	Science	Total
-	5	7	32
-	-	7	46
17	2	6	32
17	7	20	110

Table 43

How job was found, by occupation found

	Teachers service commission	Public service commission	Direct employer contact	Vacation Previous
Social Scientists	-	3	-	
Engineers	-	-	2	
Surveyors	-	-	4	
Architects	-	-	-	
Teachers	10	-	-	
Accountants	-	-	-	
Government administrators	-	2	-	
Company executives	-	-	1	
Total	10	5	7	1

Table 43

was found, by occupation found

e	Direct employer contact	Vacation employment, Previous employment	Sponsored, bonded	Total
	-	-	-	3
	2	-	3	5
	4	1	1	6
	-	-	2	2
	-	3	10	23
	-	3	2	5
	-	1	-	3
	1	6	-	7
	7	14	18	54
		26%	33%	

Table 47

Advantages of teaching profession, as seen by students who have chosen or prefer a different career:

Long holidays/free time	17
Satisfaction from working with and helping young people or the community, serving the nation	17
Opportunity to remain academically and intellectually alive, to use what one has studied in university	12
Housing, low cost of living in the countryside, chance to live close to home	12
Secure job, teacher shortage	7
Lively, exciting job	5
Independence, mobility	5
Less effort, routine	1
Promotion	1
Other	3

Table 48

Disadvantages of teaching profession, as seen by students who have chosen or prefer a different career:

Low pay, poor benefits	43
Poor promotion prospects	22
Stagnation in achievement	16
Low social status	12
Too much work and talk	6
More education needed to qualify	5
Boring	4
Isolation	3
Placement	3
Lack of planning by Ministry of Ed.	2
Other	5