

Gender Roles and Boy-Child Educational Aspirations in Secondary Schools in Nakuru County, Kenya

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Abstract

The present study was an attempt to explore the influence of gender roles on boy-child educational aspirations in secondary school in Nakuru County, Kenya. The question of educational aspirations among Kenyan boys has become the subject of concern. It is against this background that the need for this study was envisaged. The researcher employed a causal comparative (*ex-post facto*) design in the study. The study involved a sample of 420 Form three boys in secondary schools. Research instruments used in collecting data were questionnaire and interview schedule. A pilot study was carried out to ensure reliability of the instrument. Internal consistency was determined through the use of Cronchbach's alpha formula and a coefficient of 0.867 was obtained. Expert judgment was employed to establish the validity of the research instrument. The finding from this study revealed that gender roles significantly influenced boys' educational aspirations. It is anticipated that the study will aid to develop greater insights into the above factor influencing the boy-child educational aspirations in public secondary schools for the purpose of improving the quality of education in Kenya. Knowledge of such factors would be useful to government, parents and teachers since it may guide in formulating strategies that may improve boys' educational aspirations

Keywords: Gender Roles; Boy-Child and Educational Aspirations; Secondary School; Kenya

Full-text: <https://oapub.org/edu/index.php/ejes/article/view/417/1118>