

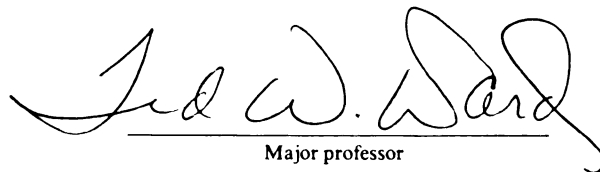


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ACADEMIC MOTIVATION FOR PARTICIPATION
IN KENYAN UNIVERSITY-LEVEL EDUCATION

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ACADEMIC MOTIVATION FOR PARTICIPATION IN KENYAN
UNIVERSITY-LEVEL EDUCATION

BY

LYNN JOESTING DAY

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment for the requirements
for the degree of

Doctor of Philosophy
Department of Educational Administration

1987

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Lynn Joesting Day
1987

To the present and future university students in Kenya.

Thank you for sharing so freely. Best wishes for achieving your noble goals.

To William Robert Day, my husband who has so earned his Kikamba and Kikuyu names "Mwendwa" and "Munene" given by our friends. He lives, loves and gives of himself so deeply. Thank you Will'um for the wonderful adventure and joy of life with you.

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ABSTRACT

ACADEMIC MOTIVATION FOR PARTICIPATION IN KENYAN UNIVERSITY-LEVEL EDUCATION

By

Lynn Joesting Day

The purpose of the research was to identify academic motivational factors and influences reported by students in public and private university-level institutions in Kenya. The intent was to provide university educational planners, researchers, administrators, and faculty data about student self-reports of their motivation to pursue undergraduate degrees.

The research instrument was developed in Kenya in collaboration with Kenyan university researchers, faculty, and students. A preliminary open-ended questionnaire solicited student reports of their academic motivational factors and influences. Responses were grouped into 11 categories of academic motivational factors and 15 influences from which a Likert-style questionnaire was developed and administered to 494 students in two public universities and 306 students in nine private university-level institutions. Interviews of 76 students were conducted at eight institutions.

The 800 students participating in the final study were arts or social science majors at the University of Nairobi, Kenyatta University, or one of nine private Christian university colleges, colleges, or seminaries.

Three research questions asked about public university, private religious university, and combined public and private university

student motivation. Data were analyzed according to whether students were beginning or midway through their studies, male or female, had begun studies within two years of completing secondary school, Kenyan or non-Kenyan, and students' parental education achievements.

Data revealed that public and private university students primarily identified with employment-related motivational factors. Concerns for service to the country, their people, and God ranked second, followed by motivation for graduate studies. Social status factors received the lowest scores. Motivational influences were primarily personal motivation, followed by influences from professionals, parents, and students' personal concerns about needs of their country.

Separate analyses of public and private university students showed similar motivation but at different levels of agreement for employment and service-to-others motivation.

The study confirms public assumptions that students seek university degrees to prepare for future careers, but not assumptions that students seek social status or higher living standards.

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CHAPTER ONE

STATEMENT OF THE PROBLEM

All sectors of African society value some form of formal or traditional education. In Kenya formal education has been rapidly replacing ownership of land, livestock, and recognized personal wisdom as accepted values of worth and a basis for future security (Sheffield, Ch.1, 1973). While the process of change is obvious, little is known in Kenya about the compelling motivation to acquire formal education degrees. At the same time, the government of Kenya spends 34% of its national budget on education (Sifuna, 1980, p.128), parents spend or borrow heavily to finance their children's studies (Eshiwani, 1980, p.7; Abreu, 1982; Keller, 1980, p.60), ethnic community organizations focus their efforts on providing schooling for their youth (Sheffield, 1972, p.32), and international development organizations define development in terms of educational standards achieved (Abreu, 1982; Undugu, 1984, p.11).

Educational expectations are usually discussed from the perspectives of educational advocates: government leaders, educational planners, and individual families -- all of whom hope to provide students with the necessary knowledge and life skills to both enter and improve "the world out there" (Ominde Report, 1964, p.25; Kenyatta, 1953; Keller, 1980, p.62). These observers quite easily talk about the benefits an education will have on society and on their

families once those they send to school are "educated" (Keller, 1980, p.17; Ishumi, 1981, p.152; Foster, 1980). In Kenya, Mutua (1975) and Keller (1980) have written about such perspectives, and Gakuru of the University of Nairobi is currently examining parental academic motives for Kenyan pre-primary children. While appropriate for speculation about primary and secondary students, such broad assumptions about academic motivation are inadequate for university-level students who are themselves adults making adult decisions about their life goals.

Proponents of education assume that university students operate from pragmatic, altruistic, and security motives, or at least that they can be taught such values. Critics of education, highly skeptical about the benefits of Kenyan university education for the nation, assume that students adhere to primarily elitist motives that lead to self-perpetuating class divisions (reported by INADES, 1984, p.59; Mutua, 1975, pp. 126-27; Mwaura, 1972). Proponents and critics alike discuss student motivation on the basis of assumptions that lack reference to research into university student academic motivation.

Because such assumptions about students' academic motives abound, they easily become the primary basis for educational planning and evaluation. The problem, however, is that educational planners have little research data available about students' motivation to seek university studies. Casual observations and opinions about university student motivation in Kenya provide an insufficient data base for educational planners to determine curricular policies or evaluate academic programs. Research to identify the factors and influences of student academic motivation is needed at the university level where more monies are spent than for any other level of education (Kenya

Development Plan, 1979-83, Part II, p.174), and where the greatest hopes are placed on students to meet societal and family expectations.

University students today represent the first post-colonial generation of university students in Kenya. Most educational planners grew up under colonial rule and therefore have a different set of life experiences from the students they direct. An understanding of academic motives held by current university students who have not experienced colonial rule themselves may offer insight to post-colonial educational aspirations and expectations in general.

Unanswered questions remain about the extent to which students pursue personal goals for a higher socio-economic niche in life, as is so often attributed to them (Sifuna, 1980, p.133; Mwaura, 1972, pp.49-50), and the extent to which they seek an education to help promote national development, as is expected of them (Ominde Report, Part I, 1964, p.29; Hughes, 1985; d'Souza, 1980; Nwangu, 1976). Also unknown are the similarities and differences between the academic motivation of students from public national universities and those from the emerging private universities and university colleges in Kenya today. An examination of the compelling motivation to acquire formal degrees can provide a better understanding of the nature of post-colonial expectations and values about life in Kenya today.

Purpose of the Study

The purpose of the study is to inquire into the nature of the growing Kenyan drive to earn a university level degree. The specific focus of the study is to provide a data base of students' reports on their academic motivation for seeking university degree

studies in Kenya today. The study explores thirty three individual motivational factors and fifteen types of family, friend, and other influences that students report as significant in their motivation to pursue university degree studies.

Nature of the Problem

In Kenya, as in many African and Western countries, educational administrators are faced with the problem of having to make university student program planning and evaluation decisions without empirical knowledge of what it is that students themselves report they expect to gain from their degree studies. In the past, descriptive research of the academic motivational factors and influences reported by students as the reasons for their determination to acquire a university degree in Kenya has not been available. The problem is addressed in this study in terms of three research questions that ask what university students in general, public university students, and private university students identify as their academic motivational factors and influences. Each research question has six related sub-questions that further explore the responses from students of specific characteristics within the group:

- beginning students and intermediate students
- male and female students
- continuous and non-continuous students (referring to recency of completing secondary studies)
- fathers' formal education
- mothers' formal education
- citizenship

The Overview of the Study (pp. 10 to 13) discusses each of these characteristics. The research questions are detailed in Chapter Three.

Background of the Problem

As the primary vehicle for upward social mobility, education is valued in Africa for its ability to enhance social status, amass wealth, and gain personal power (Kenya Development Plan, 1979-1983). In Kenya, even as educational services are becoming available to more peoples, the demand and expectations for its benefits rise faster than the ability to meet these academic aspirations (Hughes and Gituro Wahome, 1985; Kinyanjui, 1981, Sifuna, 1980). While private religious and secular educational organizations help fill the gap, they still fall short of meeting public educational aspirations (Abreu, 1982).

Higher education consumes the largest per student proportion of the Kenyan educational budget (Kenya Development Plan, 1974-78) and reflects Kenyan values of preparing a well-educated class of men and women for leadership positions (Bigsten, 1984). The 34% of the total national budget spent on formal education (Sessional Paper Number One: Economic Management for Renewed Growth, 1986; Sifuna, 1980, p. 128) to prepare Kenya's future community, business, and educational leaders outweighs the national development investment placed in the citizenry at large. During the 1970's, Kenyan educational expenditures grew at a faster rate than the total public expenditure, public revenue, or national income (Kirui, 1977, p.2). A significant proportion of international development aid from religious and other organizations is also targeted for higher education (Berman, 1975; Abreu, 1982).

Official Expectations for Educational Systems

African countries rely heavily on their educational systems to perform a number of formidable tasks. Included are charges to promote

national unity, seek economic and social justice, and encourage rural development. At the same time, education is expected to also produce high-level manpower resources for national business and infrastructure needs (Ominde report, 1964-65; Kenya Development Plan, 1984-88; Thompson, 1971; Kwapong, 1973). Most importantly, education is expected to develop strong national leaders who will help "liberate the African man from the mentality of slavery and colonialism by making him aware of himself as an equal member of the human race" (Nyerere, 1975, p.15).

Many African universities were founded during a period of great optimism as national independence approached. Amply funded, they reflected the high hopes and respect of the people. Kwapong (1973) observes the universities were credited with almost magical qualities and near miraculous powers for providing quick solutions to the many problems of independence.

With considerable optimism government officials, educational administrators and curricular planners designed programs to encourage student interest and commitment to national development goals. Major aims for offering students educational opportunities included preparing some youth for political leadership roles, providing others the knowledge and skills to promote national development, and, at the same time, assuring a reserve of skilled labor and management to help Kenya reduce its commercial dependency on external sources. Kenyan students entering the University of Nairobi attend a three month induction course "meant to prepare them to play an effective part in the country's development (Daily Nation, Aug. 24, 1985)." Ethiopia and Tanzania share these concerns and require their university students to

participate in rural development projects as well.

The emphasis in each of these programs is to introduce values and attitudes that it is assumed the students lack or possess in insufficient quantities. President Moi's messages to University of Nairobi students summarize these concerns:

You are fortunate to have access to university education which has eluded many of your fellow countrymen. Take this as a challenge and strive to succeed so that one day you may yourself help other Kenyans to improve their lot. (Daily Nation, Aug. 24, 1985).

He [President Moi] advised students to utilize their time in school well in order to equip themselves with the necessary education and skills that will enable them to participate fully in nation building when they leave their institutions of learning (Standard, Nov. 28, 1985, p.1).

The extent to which Kenyan students already share these concerns is unknown. Yet, because Kenya has made itself dependent upon students' free choice to pursue careers, national development trends will be influenced by student academic motives. A better understanding of student motives can help educational planners assess current trends and adjust curricula to help guide students in terms of national development goals.

Value of the Study

The study provides descriptive data to replace previous speculation and unexamined assumptions about university student academic motives. Such data are useful to educational planners assessing current trends and planning curricula to promote institutional and national development goals. Educational administrators, curriculum specialists, and academic scholars gain practical data for

educational decisions, curriculum assessment, and insight for future research.

The majority of previous academic motivation research has been conducted in the West and based upon Western models of motivation theory. To date, motivation theory is primarily based on Western focused assumptions and research studies. The pioneer research of Atkinson, McClelland, and Ball, for example, has yet to be examined for its applicability to African educational contexts. Studies by Somerset (1971) in Kenya, Amalaha (1974) in Nigeria, Psacharopoulos and Sanyal (1980) in Tanzania, and Bardouille (1981) in Zambia appear to be the sole investigations that include an examination of academic motives in Africa.

Academic motivation research is especially important at the university level where students pursue their personal interests while also under the guidance and financial sponsorship of public and private institutions. Unexamined assumptions about educational motives cannot be relied upon for educational planning and evaluation activities. The assumptions need to be explored and provision made for previously unnoticed motives. While educational planners most clearly stand to benefit from the study, students and their educational sponsors also benefit from the research.

Educational sponsors committed to providing meaningful aid and direction to students benefit from data on academic motives for their own planning and evaluation work. An understanding of academic motives helps facilitate communication between students and their supporters about the intended use of educational funds.

Little is known about what factors motivate university students

to persist once their initial enthusiasm wanes and the end goal of graduation is still far from sight. Students at these stages are still psychologically distant from their goal of a degree and need to draw on their motivational reserves to continue the efforts (de Charms and Muir, 1978, p.94).

Previous motivation studies have limited their investigation to students entering and/or exiting their degree programs (Bardouille, 1981; Lacy, 1978). In order to better understand the motivation to pursue higher education studies, it is important that the research population be reporting from a "now" perspective. Students about to graduate tend to report their motives through selective memories which may be affected by employment concern for the near future (Bardouille, 1984). The examination of the educational motives of beginning and intermediate students in the present study points to the value of continued research in this area.

Bypassed Population

A largely bypassed population in African university research is that of students in privately sponsored universities and university colleges. In Kenya, private educational organizations are playing increasingly major roles in determining the nature and direction of Kenyan education (Kenyatta, 1953, Sifuna, 1976, Fafunwa and Aisiku, 1982, Abreu, 1982). They have also provided many students a "second opportunity" for studies after unsuccessful bids to enter government-sponsored institutions. Students attending private degree granting institutions represent a growing percentage of the total number of Kenyan university students. Insight is needed into the academic motivation of students at these private university institutions.

Overview of the Study

The research is a descriptive study of the academic motivational factors and influences reported by students in Kenyan university degree programs. The target population of this study comprises all beginning and intermediate students in arts and social science degree programs at each public and private university level institution in Kenya. The sample of 96 students participating in the preliminary questionnaire development exercises and 1,022 students participating in the final study was drawn from the two public and eleven of the twelve private university institutions that offer arts and social science degree programs in Kenya.

The research instrument was compiled from the responses of Kenyan university students to a preliminary open-ended questionnaire about why students pursue a university degree in Kenya and who or what types of influences affect student academic motivation. Additional preliminary studies to investigate categories of academic motivational factors and influences led to the development of a Likert-type questionnaire in which students were asked to rate how strongly they agreed or disagreed with the 33 motivational factors and 15 influences identified in results from the open-ended questionnaire. Supplementary small group interviews of 36 beginning and 40 intermediate students were conducted at eight institutions to help clarify and further explore these motivational factors and influences.

The analysis of the data focuses on the responses of students from both public and private institutions with reference to six perspectives. Each is described below.

Beginning and Intermediate Students. At these separate stages of their studies, beginning and intermediate students differ markedly in their academic experience while sharing the reality of being psychologically, if not actually, distant from their goal of completing the longed for degree (DeCharms and Muir, 1978, p.94). In each case, the motivation to continue their studies must be an enduring motivation. While the beginning students necessarily draw primarily on their ideal aspirations for a degree, intermediate students have aspirations tempered by the experience of several terms of university studies. The study seeks to compare the type of motivational factors identified by each group.

Male and Female Students. Beginning in colonial days and continuing today, formal education has primarily been directed toward male citizens (Sheffield, 1973, pp.19 & 75). Little is written about Kenyan women in education. A survey of nine books on African education, five of which were specifically about Kenyan education, revealed only one book discussing female education. Individual analyses of women's and men's academic motivational factors may give insight into unique perspectives on the meaning of obtaining a degree in Kenya today.

Continuous and Non-Continuous Students. Students whose university studies begin within two years of completing their secondary education are considered continuous students in this study. Accordingly, students whose formal education was interrupted for more than two years after completing their secondary studies are considered non-continuous students. Since 1982 when the universities were closed due to student unrest, students have had a two year waiting period before

they are informed by the government of their acceptance to the public university. Such individuals are considered continuous students for their intentions and expectations to continue their studies as soon as notified of their acceptance.

The perspectives of students with previously continuous or interrupted studies prior to entering their degree studies may provide particularly helpful information about the rapidly growing number of older students in private educational institutions. It is not known whether differences exist in motivational factors between students who did not experience delays and students who began school late or dropped out of the process for two or more years due to financial, academic, marriage, pregnancy, or other reasons. Previous studies show that students who do not experience delays almost certainly had special advantages in their favor (Foster, 1980; Charlick, 1978). These include private tutoring, having literate parents, attending the best schools (Hanson, 1971; Kirui, 1982), and excellent nutrition (Amalaha, 1974). It may also be that factors of maturity and outside work or unemployment experience have a different influence on the educational motives of returning students. In Kenya, returning students often do so after an absence of at least five or even ten or more years.

Father's Formal Education. A comparison of the types of academic motivational factors cited by students whose fathers had different educational backgrounds may give insight into the role of the fathers' own education on the academic motivation of their children. Four levels of completed formal education are considered: primary, secondary, college diploma (similar to a two year associate of arts diploma

in the United States), or university degree studies.

Mother's Formal Education. The same analysis is made on the basis of the mothers' previous formal education. Specific studies of the influence mothers have on their children's academic motivation in Kenya are not found, but Kenyan novels (Mwangi, 1973; Thiong'o, 1965, 1968) emphasize mothers' educational aspirations and efforts to facilitate their children's formal education.

Citizenship. A large number of Non-Kenyan Africans study in Kenya today, especially in the private university level institutions. Many come from nearby countries where university education opportunities are almost non-existent. Because it is more difficult for non-Kenyans to obtain admission to a Kenyan degree institution, the study asks whether there may be differences in the academic motivational factors between Kenyan and non-Kenyan students.

Specific information about the research questions, target population, instrumentation, and procedures are further discussed in Chapter Three. The data gathered from the questionnaires and interviews are analyzed in Chapter Four. In Chapter Five, conclusions, implications and recommendations are offered based on the findings of the study.

Delimitations of the Study

The population of the study consists of arts and social science students in first degree programs. Because this study is not concerned with assessing the strengths of various types of academic motives, arts and social science students are considered the most appropriate cross section representation of the total university

student population. In addition to representing the majority of university students in Kenya, arts and social science students provide a wider spectrum of student motives than would a study of majors in specialized fields. A study by Hicks (reported in Andor, 1983, p. 1409) suggest that students in arts and social science majors would report fewer exclusively prestige motives than if all majors were studied. Psacharopoulos and Sanyal (1980) found that students studying the occupation of their first choice do so primarily for prestige motives, and that the majority of arts and social science majors originally had a different preference for their majors.

A second delimitation to the study is that the emphasis of this research is to provide an overview of student academic motivation at two levels of a study program at one point in time. While a longitudinal study could in the future provide useful data about what happens to students' motives over time, it is not the focus of the present study.

Finally, the study is focused solely on students' personal reports about their academic motives. Psychological measures such as the Thematic Apperception Test from which potential motives might be deduced have not been used. The appropriateness of administering instruments developed in the West for African educational research is not established nor deemed appropriate for understanding African academic motivation.

Assumptions of the Study

It is assumed in this study that, to the extent that free choice of a university educational institution is possible in Kenya, people who attend different institutions may have different kinds of motives. Although Psacharopoulos and Sanyal's study of Tanzania (1980) found that choice of universities was primarily oriented to the prestige institution (University of Dar-es-Salaam), the assumption of this study is that the motives of some students may not be oriented primarily toward prestige factors. It may be that some students have stronger pulls to study under a particular professor, attend the same campus as siblings or friends, or study a subject that is especially appealing and not readily available at all institutions.

A second assumption of the study is that student cohorts at the same stage (e.g. beginning or intermediate stage) of their educational programs are more homogeneous in terms of motivation than are groups of students across various stages in their educational programs.

Finally, it is assumed that the academic motives identified by the arts and social science students in the study are representative of academic motives of Kenyan university students in general. Students in the arts and social science programs constitute the majority of student populations (Student Statistics, University of Nairobi Calendar 1984-85, p. 31; Spaulding et al., 1976). They also represent the population least prepared for specific employment opportunities upon graduation (Hughes and Gituro Wahome, 1985; Bigsten, 1984). With less direct vocational applicability of their education than for science and technology majors, this population provides a wider range of educational motivation than would be

expected of students in highly technical fields.

Evidence to this effect was found in the 1980 Tanzanian study by Psacharopoulos and Sanyal where only 46% of the students in arts and social sciences were studying in the major of their first choice, while 89% of the engineering students were in their first choice fields. It is assumed that the highly pragmatic motives typical of students in engineering and other technical fields are represented among those arts and social science students for whom an arts program is a second or third choice. The study of arts and social science students provides greater opportunities to identify the less-pragmatic motives of students who may enjoy the discipline of languages, literature, philosophy, or religious studies, for example, for their own sake or for more altruistic service-oriented motives.

Limitations of the Study

The research is limited to a study of the academic motives reported by students in response to questionnaire and small group interview methods of inquiry. The study cannot guarantee that the motives reported by students are necessarily those operational motives in effect at the time of the investigation.

This study is limited to an examination of arts and social science students in Kenyan university level institutions offering bachelor degrees. While, for the reasons discussed in the delimitations and assumptions sections above, the academic motivation of these students is most likely typical of the academic motivation of students found throughout the universities, it cannot be assumed that this population is representative of Kenyan university students in general.

Ideally, all institutions in the study would have degree programs of the same length. University degrees in Kenya, however, are currently completed in either three or four years depending on whether a given institution is influenced by the academic traditions of Europe or the United States. Students at the three year institutions will have had 1 1/2 years of studies while students at four year institutions will have completed two years of their programs at the time of the investigation. The same differences will exist for each group in the amount of time remaining before they finish their degrees. This difference of approximately three months each way may potentially influence the results.

Definition of Terms

The following definitions apply for the terms used in this study:

Motivation. Although the term is often used in the context of changing the values, attitudes, and behaviors of others (Beard and Senior, 1980), this sense of the term is not used in the study. Instead, the psychological definition of motivation as "the process of arousing, sustaining, and directing behavior" (Ball, 1982, p. 1256) is used from the perspective of students' reports of who or what helps them arouse, sustain, and direct their own behavior in obtaining a university level degree.

Motive. An impulse or drive which arouses and supports an activity. Motives may be conscious or unconscious, intrinsic or extrinsic (Page and Thomas, 1977, p. 226).

Summary

Chapter One has presented an overview of the research problem and the questions addressed in the study about the factors and influences that motivate students to study for university degrees in Kenya. In Chapter Two, precedent literature and research about academic motivation are presented in two sections: 1) research about academic motivation in Africa and the perspectives of Africans about education in general, and 2) review of previous research on academic motivational factors and influences.

CHAPTER TWO

PRECEDENT LITERATURE

The research questions of this study require reflection on the African perspectives of two major elements: 1) African attitudes toward higher education, and 2) a review of accepted concepts of academic motivation.

Recent interest in the study of academic motivation has been sparked by the challenge of educators like Freire (1980) and Botkin et al. (1979) to reevaluate long standing assumptions about students and the process of education. Specifically, Long (1982) and Biggs (1982) in the United States, Carpenter and Western (1982) in Australia, and Kozeki (1984) in Britain and Hungary have explored academic motivation from the perspectives of students themselves. Research into African student academic motivation is the focus of the next section. The subject has been addressed by African educators as well as the general public.

African Academic Motivation Studies and Perspectives

Writers have speculated about student motives for pursuing an education (Court, 1976a; Fafunwa and Aisiku, 1982; Foster, 1980; Ponsioen, 1972; Sheffield, 1973), but specific research designed to assess university student motives is still lacking. Foster (1980) observes that far less research is conducted on African university

education than primary and secondary schools even though the support of one higher education student in a developing country is equivalent to the support of 12 secondary students or 88 primary school students (Psacharopoulos and Sanyal, 1981, p. 24). Of the 15 university education research projects Foster identified as principal studies before 1980, only three date from 1975 or later, and none focused on East Africa. Since then, Court (1980, 1985), Hughes (1985), Hughes and Wahome (1985), and Bigsten and Collier (1980) have conducted university education research in Kenya, but the issue of academic motivation from a student perspective remains unexamined.

Bardouille (1981) in Zambia, and Psacharopoulos and Sanyal (1980) in Tanzania provide insight into academic motives of university students through their studies of career expectations and educational cost benefit analyses. Studies focusing specifically on academic motives and educational aspirations have been conducted in Kenya by Somerset (1971) and in Nigeria by Amalaha (1974), but among secondary rather than university students.

Bardouille's 1981 study of university students examined the motivation factors of 579 University of Zambia graduates. The research focused on relationships between the students' socioeconomic backgrounds, career choices, occupational expectations, intended employment sectors, and expected earnings upon completion of their degrees. He additionally examined the students' assessment of the relevancy of their study programs to their career goals. Findings from the study suggest that students overwhelmingly perceive their university training as a key to achieving higher income, social status, and vocational prestige. Bardouille also learned that

students view attaining a university degree primarily as a stepping stone to still further education.

A cost benefit analysis of higher education in developing countries conducted by Psacharopoulos and Sanyal in 1980 included an examination of university student aspirations. The motives identified among the African students at the University of Dar es Salaam were those of seeking qualifications for professional careers, aspiring for urban life, and desiring better material and employment benefits.

The two secondary school studies also considered academic motives but to a lesser extent than the Bardouille research. Amalaha's 1974 dissertation approaches the subject in a study of Form Five Nigerian secondary students. The investigation examined how student academic aspirations may be influenced by factors of religion, parents' education, location of schools, and availability of food. Somerset examined aspirations from a different perspective. He conducted research on the aspirations and expectations for further education and training of 1,253 Form Four pupils in 24 Kenyan secondary schools. Rather than examine motivation per se, the study focused on the relationship between student aspirations for higher education and three factors: the type of school attended, the quality of previous educational experience, and the students' performance on their school certificate examination. The primary findings of the 1969 study were that students tend to have very realistic perceptions of their future educational prospects, that such prospects are largely determined by students' socioeconomic backgrounds and by the type and quality of schools attended. Of specific interest to this research in terms of motivational persistence is the finding that students' personal

motivation for further education influences their chances for obtaining it (1971, p. 5).

While the Amalaha and Somerset studies of secondary students offer helpful insight to an understanding of academic motivation in the 1970's, the Bardouille study appears to be the key contributing research into academic motivation for African university education. As a first study, it has done much to demonstrate the nature of Zambian students' motives and their relationship to national development aspirations.

Public Educational Expectations

Education is one of the most sought after commodities in Kenya today. It is generally accepted that, without formal education, a person has little hope for social or economic opportunities in life.

Kaviti Munyao is a watchman and an ex-soldier. Kaviti believes the pay could have been better, but shrugs philosophically; "If you want better pay, you ought to have a better education." Without that, one can go this far and no more (Sunday Nation, December 7, 1986, p. 14).

Since independence, popular demand for education has pressured the government to consistently assign 35 to 40 percent of the national budget to the Ministry of Education (Kirui, 1982, p.1, Thompson, 1981). The demand for educational opportunities is such that the whole government budget could be taken over by education in a matter of 10-15 years if it attempted to meet educational needs, even at the 1976 rate of population growth (Kirui, 1982, p.3).

The demands of population pressure on all educational institutions is alarming. In Nairobi, where the greatest number of schools are located, parents are known to queue all night for primary school application forms for their children. In 1985, over 10,000 children

in Nairobi alone were denied admission to Standard One (equivalent to the first grade in American schools) for lack of schools and trained teachers (Odongo Odoyo, The Standard, Aug. 10, 1985).

As is true throughout the African continent, university education in Kenya is perceived as an extremely important vehicle for job satisfaction and mobility (Hughes, 1985, p.5). Opportunities to reach this top of the pyramid become very scarce by the time students achieve potential university admission status. The select secondary students with admissible "A" level scores often begin their university studies with the burden of great expectations already placed on their shoulders. An article in the Kenyan Daily Nation discusses this phenomenon:

The degree is perhaps the most fantasized feature of university education. According to some University of Nairobi students interviewed recently, their mere presence at the institution has led parents and other relatives into making contracts of various kinds in anticipation of "big money" as soon as the students graduate. Some parents even borrow money to start businesses expecting to finance the repayment with the son's "graduate" salary. Other have gone as far as organizing marriage with the backing of a "degree" that has not even been awarded (Charles Kimathi, The Daily Nation, Aug. 8, 1986).

Educational Disillusionment

There is increasing evidence that the long coveted degree is no longer perceived as an automatic guarantee of either a satisfactory job or employment itself (Hughes, 1985, pp.8 - 12; Patrick Ngugi, "Daily Nation," 22 Aug., 1985). Educational observers question the ability of education to meet growing pressure for increasing educational opportunities, to eradicate poverty and injustice, or to meaningfully propel Kenya into world business sectors (Masenge, 1977).

Disillusionment about the anticipated powers of education are

prominent themes in the works of Kenyan authors Thiong'o, Mwangi, and Mwaure. Social scientists raise questions of accountability regarding the large educational investments in the country as well (Hughes and Wahome, 1985; World Bank, 1975; Kwapong, 1973; Bigsten, 1984). Calls for reform and renewed dedication to the original goals reflect a growing concern about the ability of formal education to prepare students to meet economic, social, and developmental challenges facing the country (Court, 1976a and 1979; Hanson, 1971). Some observers suggest that university students today care more about degrees as a means to help facilitate an easy life of personal prestige, comfort, and security than to prepare them for national and Panafican leadership responsibilities (Inades, 1984).

Ironically, the increasing level of disenchantment is matched only by the continually increasing demands for more educational opportunities, especially at the university level. The fact remains that much of what has been and is still assumed about university students in Kenya is based on personal perspectives. In recent times, public perceptions are increasingly negative in the wake of student strikes and campus disturbances such as those at the University of Nairobi and Kenyatta University in 1986. Letters to the editors after stone throwing incidents at the University of Nairobi and Kenyatta University call students:

people who are not ashamed of their greed, useless pests to society, hooligans, and people who delude themselves that they are some little tin-gods or budding 'commissars' who can enforce their whims on the regime and society (Daily Nation, Mar. 31, 1986, p.7).

An editorial in the Kenyan Sunday Nation speculates about students at the University of Nairobi: "The educated tend to regard their .

education as a badge that relieves them of any obligation to soil their hands through manual work" (Johnstone Khejeri, Sept. 1, 1985). While speculation abounds, little information is available about what university students themselves identify as their personal educational aspirations and goals.

African Literature and Media Reports

African autobiographies, novels, poetry, and journalism provide additional insight into a variety of academic motives, especially from the perspectives of African students and their families. The drive of individuals and the influence of their families and ethnic communities to achieve an education and its expected benefits are major themes in novels by Achebe (1963, 1965), Mwaura (1972), and Ruhumbika (1969) as well as in the plays Kill Me Quick (Mwangi, 1973), and Mtawa Mweusi (Thiong'o, 1978).

Motivation reported by students in autobiographies and the press often shows unashamed honesty:

I maintained correspondence with my American contacts..., I was restless because I was constantly anxious to go to the U.S. for my higher education. I had one thing and one thing only in my mind -- that come what may, I would obtain a university degree. I did not think that any power on earth could ever stop me from pursuing this objective (Gatheru, 1965, p. 138).

I kept dreaming of going to Makerere as I grew up. I did not know exactly what I would do there except that it was something to do with education (Rose Waruhiu, Member of Parliament, interview in Daily Nation, Sept. 19, 1985).

Similarly, African students quite openly report having had motives to acquire missionary education in order to later establish separate, independent churches or to achieve other goals of upward social mobility (Berman, 1975).

Other sources report students expressing a more altruistic motive

for desiring formal education. Peil (1977, p. 198) and Wakatama (1979) note a number of students for whom an education meant greater opportunities to further develop personal interests, especially in terms of family and ethnic group development.

The print media provides a forum for presenting the perspective of the Kenyan government and public about education as a key factor for national development. Two examples illustrate this perspective:

He [President Moi] advised students to utilize their time in school well in order to equip themselves with the necessary education and skills that will enable them to participate fully in nation building when they leave their institutions of learning (Standard, Nov. 28, 1985, p.1).

The new graduates are faced with a big challenge...to prove that they are indeed prepared to work hard in rural areas" (Editorial, Daily Nation, Dec. 9, 1985, p.6).

Review of Previous Motivation Research

The study of human motivation is probably as old as people's curiosity about human behavior. Plato is credited with the earliest cognitive motivation theory which considers the mind the primary source for causally determining human behavior. Socrates and Plato were both interested in learning about motives since "right knowing leads to right acting" (Ball, 1982, p. 1256).

Abundant advice on how to motivate students toward a variety of specific ends is readily available in both African and Western educational literature (Andor, 1983; Beard, 1980; D'Souza, 1980). Most student motivation studies focus on the theory of motivation with the ultimate goal of developing techniques for motivating students toward predetermined goals (Ball, 1977; Fafunwa and Aisiku, 1982; Steinkamp and Maehr, 1984; Schroth, 1979).

In the past 40 years, motivation studies have taken a number of often confusing directions. Overviews of the field offer different paradigms and disagree about how to label the many factors of motivation. Kolesnik, for example, offers an overview of "Freudian, Adlerian, behavioral, cognitive, and humanistic theories" (1978, p.3). DeCharms and Muir (1978) refer to intrinsic motivation, attribution theory, equity theory, and achievement motivation as apparently four separate types of motivation. And Biggs' overview of the literature for his research (1982) compares categories of instrumental, intrinsic, and achievement motives.

Theoretical studies of motivation stem from the field of motivational psychology. Darwin's theory of the origin of human species heavily influenced the motivational studies of McDougall, Pavlov, Thorndike, and Freud in the early 20th century. Tolman took these early studies a step further by focusing on "purposive behavior" in man as well as in animals. Skinner, Lewin, Hull, and McClelland have since elaborated and expanded this primarily stimulus response physiological approach to motivation research. More recently, Maslow, McClelland, and Atkinson have investigated personality motivation while Bindra, Berlyn, Miller and Brown have concentrated on motivation as it relates to learning psychology.

Until the 1960's, the study of human motivation concentrated heavily on primary motives, that is, biological drives for human behavior (e.g. hunger, thirst, sleep, shelter, and fear motives). While research continues on primary motives, interest in studying "secondary motives" has provided a new approach to motivational studies. Maslow is credited as the first theorist to reject the

popular Darwinian evolutionary conception of man in favor of a humanistic conception that views humans as different in principle from other species (Madsen, 1974, p. 290). While his hierarchy of needs acknowledges drives for physiological and safety purposes, it also includes human drives to meet affiliative, esteem and self actualization needs.

Since Maslow first proposed his theory in 1954, interest in secondary drives has led theorists to identify factors of conditioned fear (Brown, 1961), deficit or aversive motivation (Brown and Farber, 1968), intrinsic and extrinsic motivation (Woodworth, 1958), and aggression, affiliation, achievement, power, curiosity, and dissonance reduction (primarily introduced by McClelland, Atkinson, and Birch).

Figures 2-1, 2-2, and 2-3 present additional motivation factors, influences, and foci identified in recent studies that reflect these secondary motivation incentive perspectives. This incentive-oriented approach is the focus of the current examination of university student motivation factors for university degree studies.

The Concept of Academic Motivation

"Motivation" is a catch-all term to describe the direction and force behind an individual's behavior. Atkinson and Birch suggest that "the study of motivation is traditionally an analysis of the various factors which incite and direct an individual's action" (1979, p.6). Sloane and Jackson define motivation as "the extent to which certain stimulus objects or events affect the occurrence or nonoccurrence of the behavior in question" (1974, p.5).

Academic motivation includes the concept of achievement

motivation defined by Atkinson as the tendency to strive toward a goal when the given factors present are the motivation to succeed, the probability of success, and success incentives (Madsen, 1974, p. 271). The motive to succeed is subsequently defined as "a relatively general and stable characteristic of the person which is present in any behavior situation" (Madsen, 1974, p. 271).

This definition is appropriate for the study to the extent that it describes the motivation of the target population to pursue and persist in university degree studies.

In this study the term academic motivation does not limit its scope to achievement motivation alone since several other motivational factors such as power, affiliation and fear of failure have been identified in previous studies (see Figure 2-1).

STUDIED BY: MOTIVATION FACTOR STUDIED:	Prestige, Status	Professional qualification	Better employment opportunities	Intrinsic interest	Material Value	Preference for town life	Obtain a degree	Build social and professional networks	Build close personal friendships	Discover career interests	Achieve success	Power	Approval	Achievement	National development objectives	Better way of life	Affiliation	Need to avoid failure	Conformity	Positive orientation to school-related learning
Psacharopoulos and Sanyal, 1980		X	X	X	X	X														
Overall, 1982					X		X	X	X	X										
Schell in Quintanar, 1974										X				X		X				
Mehta, 1969												X	X	X			X			
Irvine in Andor, 1983			X	X																
Hicks in Andor, 1983	X																			
Adam in Andor, 1983	X																			
Becher in Andor, 1983	X																			
deCharms and Muir, 1978				X								X		X						
Meredith, 1968					X		X													
Biggs, 1982				X												X				
Bardouille, 1981		X	X	X	X							X		X	X					
Reitzes and Mutran, 1980														X		X				
Encvc. of Ed. Evaluation, 1975		X			X													X	X	X

Figure 2-1. Factors of Student Motivation Found in Motivation Research: Twenty motivational factors examined in fourteen previous motivational studies.

STUDIED BY:	MOTIVATION INFLUENCED BY:							
	Major social trends	Parents	Self-conception	Authority	Penalty avoidance	Friends	Fear of failure	Teachers
Cromer, 1976	X	X						
Hicks in Andor, 1983		X						
Hooper, 1983		X		X	X			
Bigsten, 1984		X						
Gatheru, 1965			X					
Carpenter and Western, 1982		X				X		X

Figure 2-2. Influences on Student Motivation: Eight types of motivational influences examined in six previous motivation works.

STUDIED BY:	AREAS OF FOCUS								
	Sex	Region	Father's income	Father's occupation	Ethnic background	Scarcity of food	Religion	Parents' education	Location of schools
Psacharopoulos and Sanyal, 1980	X	X	X	X					
Amalaha, 1974						X	X	X	X
Mueller, 1980							X		
Cromer, 1976					X				
Bigsten, 1984								X	X

Figure 2-3. Areas of Disaggregation: Nine demographic foci examined in five previous motivation studies.

For the purpose of the research, the concepts of achievement motivation as studied by Atkinson and Birch have been integrated with those of academic motivation presented in the studies of Moen and Doyle (1977) and Doyle and Moen (1978).

Motivational Factors and Influences

Motivation specialists not only differ in their interpretations of motivation, they also differ in their identification of motivation factors and influences. An examination of 14 studies shows 20 motivational factors ranging from personal prestige and power to concern for national development (see Figure 2-1).

The question of who and what influences students' motives for an education has been addressed to some extent by educational observers. Six writers who comment on educational influences believe that parents have the greatest influence (see Figure 2-2). Bardouille, however, believes that parental influence is not as great as is that of the educational system itself (1981, p. 43). It is generally agreed that motivation cannot be measured directly (Schroth, 1974). One exception to this theory comes from recent findings in a study of power motivation by McClelland, Maddocks, and McAdams (1985). A positive correlation was discovered between individuals with strong motives for power (as determined by their performance on the Thematic Apperception and other motivation perception tests) and high levels of MHPG (3-methoxy-4-hydroxyphenylglycol, an index of brain norepinephrine turnover) in their urine. Individuals with high motivation for power show higher brain NE turnover when subjected to power motivation stimuli than individuals with average or low power motivation who are

presented the same motivational stimuli. This discovery appears to provide the first physiological test to measure both the presence and intensity of motivation. The researchers emphasize, however, that this test is applicable only for the empirical measurement of power motivation. It does not apply for the measurement of achievement, affiliation, intimacy, or the several other known forms of motivation (1985, p.8).

While the McClelland, Maddocks, and Adams discovery provides encouraging news about the ability to measure power motivation directly, the majority of research on academic and other motivational factors continues to rely on measures requiring inference oriented interpretations.

Most motivation studies follow a survey approach to identify factors that influence motivation toward particular behaviors. At least 35 instruments, mostly in the form of questionnaires and interviews, are used to examine motivation. One well known test, the Thematic Apperception Test (TAT), takes a less conspicuous form of inquiry by asking subjects to create stories about various pictures. A content analysis of the fantasized stories offers insight into individuals' patterns of hunger, sex, aggression, fear, affiliation, power, achievement, and other motivations (Madsen, 1974, p. 88). Winter, McClelland and Steward (1981) have used the TAT to study achievement motivation of college students and their maturity in adaptation to college life.

Differing conceptions of motivation lead researchers to adopt, adapt, or otherwise devise their own research instruments. Figure 2-1 lists the educational motivational factors studied in 14 research

programs. While the several motivational factor categories identified in Figure 2-1 closely resemble one another ("better employment opportunities" and "professional qualifications"), shades of gray lead researchers to keep the distinctions.

Summary

The study of what motivates individuals to seek university education in Kenya is based on the observations and research of both African and Western educators. African novels as well as articles in the press and news magazines give further insight into current knowledge of the subject from the perspective of the Kenyan general public. It is generally believed that African university students study for a degree in order to achieve higher income, social status, and vocational prestige. The question of whether or not these assumptions are appropriate in the case of Kenyan university students is the focus of this study.

Chapter Three describes the research design and methodology of the study focusing on academic motivation from the perspectives of current Kenyan university students.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

The study investigates the motivational factors and influences reported by university level students as their reasons to pursue arts and social science degree programs in Kenya. Three research questions inquire about the academic motivation of students from both public and private university level institutions, students from public universities only, and students of private university level institutions only. Six related sub-questions inquire about the perspectives of students according to specific characteristics within the group covered by each research question.

Research Questions

The following research questions and their sub-questions guide the **investigation**:

Research Question One: What academic motivational factors and influences are claimed by public and private university students in Kenya as their reasons for studying for a degree?

The six related questions to explore the academic motivation reported by specific subgroups of the university students follow:

I-A. Is there a difference between the claims of beginning and intermediate students regarding their academic motivation?

I-B. Is there a difference between the claims of male and female students regarding their academic motivation?

I-C. Is there a difference between students who began their university program within two years of completing secondary school and students who began their programs after an absence of more than two years since completing secondary school regarding their academic motivation?

I-D. Can a difference in the academic motivation claimed by students be related to their fathers' previous education?

I-E. Can a difference in the academic motivation claimed by students be related to their mothers' previous education?

I-F. Is there a difference between the claims of Kenyan and non-Kenyan students about their academic motivation?

Research Question Two: What academic motivational factors and influences are claimed by public university students in Kenya as their reasons for studying for a degree?

Six related questions to explore the academic motivation reported by specific subgroups of the public university students follow:

II-A. Is there a difference between the claims of beginning and intermediate public university students regarding their academic motivation?

II-B. Is there a difference between the claims of male and female public university students regarding their academic motivation?

II-C. Is there a difference between public university students who began their university program within two years of completing secondary school and public university students who began their programs after an absence of more than two years since completing secondary school regarding their academic motivation?

II-D. Can a difference in the academic motivation claimed by public university students be related to their fathers' previous education?

II-E. Can a difference in the academic motivation claimed by public university students be related to their mothers' previous education?

II-F. Is there a difference between the claims of Kenyan and non-Kenyan public university students about their academic motivation?

Research Question Three: What academic motivational factors and influences are claimed by private university level students in Kenya as their reasons for studying for a degree?

Six related questions to explore the academic motivation reported by specific subgroups of the private university level students follow:

III-A. Is there a difference between the claims of beginning and intermediate private university level students regarding their academic motivation?

III-B. Is there a difference between the claims of male and female private university level students regarding their academic motivation?

III-C. Is there a difference between private university students who began their university program within two years of completing secondary school and private university students who began their programs after an absence of more than two years since completing secondary school regarding their academic motivation?

III-D. Can a difference in the academic motivation claimed by private university level students be related to their fathers' previous education?

III-E. Can a difference in the academic motivation claimed by private university level students be related to their mothers' previous education?

III-F. Is there a difference between the claims of Kenyan and non-Kenyan private university level students about their academic motivation?

The following sections on the research population and sample describe the specific parameters of the study.

Population

The population for the study consists of full-time students who are beginning or midway through a degree program in the arts or social science fields at university level institutions in Kenya. Of the fourteen institutions offering arts and social science degrees in Kenya, two are public, non-sectarian government universities, eleven are private universities, university colleges, or colleges associated with Catholic or Protestant organizations, and one is a private, non-sectarian university. All twelve non-governmental institutions are now accredited or in the process of becoming accredited by expatriate university level organizations in Europe, Canada, or the United

States. Each is additionally seeking accreditation from the Kenyan government as required by a 1986 directive from President Daniel Arap Moi.

Because Kenyan concepts of "university," "college," and "university college" differ somewhat from Western understandings of the terms, each is described below.

A university is an educational institution accredited by either the Kenyan government or an external university accrediting association (e.g. North Central Accreditating Association). Entrance standards may vary between institutions, but the minimal requirement for the purposes of this study is that students have earned a School Certificate or General Certificate of Education from Form Four of a Kenyan secondary school or its equivalent. In this study, the term "university" is also used in a generic sense to refer to university level degree granting educational institutions.

In Kenya, a college may refer to a branch of a Kenyan university or a degree granting university or college in the West that has a branch located in Kenya. It is this sense of the term that is used in this study. It should be noted, however, that the term "college" may also refer to a post secondary school offering primarily vocational training or lower division liberal arts studies. In this study, the participating colleges are branches of either Kenyan or Western university level degree granting institutions. Two exceptions are the Apostles of Jesus and Hekima colleges, currently in the process of seeking external as well as Kenyan accreditation for their educational programs.

A university college is the term given a three or four year

degree granting institution that is a branch of a university offering first level (bachelor) degrees.

Each of the fourteen institutions was included in the target population. One private religious university proved inaccessible, however, due to persistent difficulties with mail and long-distance telephone communication. The remaining thirteen institutions agreed to participate in the study.

The single non-religiously affiliated private university was chosen for the pilot study. The remaining ten institutions were affiliated with Catholic, Protestant, or nondenominational Christian organizations. At the last moment, a student strike at one school prevented it from participating in the study, reducing to nine the number of private religious institutions represented in the final study. Students who participated in the preliminary study or as members of the instrument validation panel were not included in the final study.

A description of the government and private liberal arts degree granting institutions that participated in the research follows.

Public Government Universities:

1. Kenyatta University. Formerly a college of the University of Nairobi in Kahawa, Kenyatta University is responsible for secondary and university teacher education as well as the majority of research on education in Kenya. The university offers separate undergraduate Bachelor of Education degrees in arts, science, and home economics faculties in addition to its Master of Education and Doctor of Philosophy degrees. In 1986, Kenyatta University had 2,341 undergraduate students of whom 386 students in Faculty of Arts studies

received Bachelor of Education degrees in geography, music, languages and linguistics, literature, fine arts, philosophy and religious studies, business education, and history.

2. University of Nairobi. After being a college of the University of East Africa since 1963, the University of Nairobi was established as a full university in 1970. The University of Nairobi has six colleges located on five campuses in and near the city of Nairobi. Its Faculty of Arts in the College of Humanities and Social Sciences is the largest faculty of the university with departments of economics, geography, government, history, linguistics and African languages, literature, philosophy, religious studies, and sociology. In 1986, the Faculty of Arts had 570 beginning, 465 intermediate, and 348 final year students in its three year program.

Private Religious Universities:

1. Apostles of Jesus Major Seminary. First established in Uganda in 1968, the Apostles of Jesus came to the Nairobi suburb of Langata in 1976 for the purpose of recruiting and educating Africans to become Catholic missionary priests or religious brothers. The seminary is currently seeking university accreditation for its two year novitiate and four year theology degree programs. Approximately 120 students are enrolled in the novitiate and theology programs.

2. Consolata Philosophicum. Also located in Langata, Consolata is a Catholic seminary offering bachelor of philosophy degrees through Urbana Seminary in Italy. Graduates from Consolata Seminary proceed to the Theological Centre for Religious and then the Catholic Higher Institute for East Africa for their final six years of graduate

priesthood studies. An estimated 80 students are currently enrolled in their three year program.

3. Daystar University College. A non-denominational Christian liberal arts college located in Nairobi, Daystar offers a B.A. degree accredited through Messiah College in Grantham, Pennsylvania, and a M.A. degree accredited through Wheaton College in Wheaton, Illinois. Its four year undergraduate program which began in 1984 currently accommodates 136 students majoring in communication arts and business administration and management programs.

4. East Africa School of Theology (EAST). An Assemblies of God college located in Nairobi since 1979, EAST offers two year diploma and four year degree programs in Bible and theology. The degree program is an affiliate of the International Correspondence Institute of Brussels, Belgium. An estimated 73 EAST students are currently enrolled in the degree program.

5. Hekima College. A Jesuit school of theology that opened in 1984 in the Nairobi suburb of Langata, Hekima is currently seeking affiliation with St. Thomas Aquinas College in Nairobi for its degree program. Hekima College has approximately 45 students in its three year program.

6. Pan African Christian College (PACC). Located twelve kilometers from Nairobi in Ruaraka, PACC is a college of the Assemblies of God and the Canadian Assemblies of God denominations. Its Bachelor of Theology Program, accredited through the International Correspondence Institute of Brussels, has an enrollment of 64 students in its four year program.

7. St. Paul's United Theological College. Located in Limuru thirty

kilometers north of Nairobi, St Paul's College prepares Anglican, Presbyterian, Reformed, and Methodist students for the pastorate and other church related careers. St. Paul's is perhaps the oldest continuing college in Kenya having been founded in 1903. The college is affiliated with the Accrediting Council for Theological Education in Africa and has 37 students in its three year Bachelor of Divinity studies program.

8. St. Thomas Aquinas Seminary. A near neighbor to the other Catholic seminaries in Langata, St. Thomas Aquinas is affiliated with Urbana University in Rome. The seminary offers both diploma and Bachelor of Theology degree programs for a combined total of 250 students studying for the priesthood.

9. Scott Theological College. Located sixty-five kilometers south-east of Nairobi, Scott College prepares men and women of the African Inland Church for pastoral, teaching, evangelism and mission professions. The college was begun in 1962 and has earned accreditation from both the Accrediting Council for Theological Education in Africa and the Ontario Bible College of Canada. A total of 25 students are enrolled in the four year Bachelor of Theology program.

10. United States International University (USIU). A pilot study of the instrument and interview protocol was conducted at the USIU, an institution that met all the criteria for participation in the final research, but differed from the remaining private universities for its non-sectarian philosophy. Located in suburban Nairobi, the USIU is a branch of the United States International University based in San Diego, California. Its 253 students study for degrees in psychology, sociology, anthropology, international relations, business, manage-

ment, and organizational development. A total of 11 students took part in the preliminary open-ended questionnaire and interviews, and an additional 48 students participated in the pilot study.

Sample

University students from thirteen arts and social science degree granting institutions in Kenya participated in preliminary, pilot, and the final questionnaire exercises. Participants in the study were enrolled in a university-level degree program as full-time beginning or intermediate students in arts or social science programs. The specific characteristics of the research sample are described below.

Degree Students. The term is restricted to students who are enrolled in a three or four year course of studies in a university level program. The degrees sought by students in this study are Bachelor of Arts, Divinity, Education (in arts or social science subjects), Philosophy, or Theology. The term "degree" is distinguished from the term "diploma" in Kenya for being the goal earned after completing a three or four year academic program of university level courses and experiences leading to a bachelor degree. It is awarded through either a Kenyan university or an external university offering a residential degree program in Kenya. A "diploma" in Kenya is the reward offered for a much more limited, often a two year, course of post-secondary vocational training or liberal arts studies. Several institutions participating in the study offer both diploma and undergraduate degree programs.

Arts and Social Science Degree Students. Participants in the study are enrolled in academic programs that lead to an undergraduate

degree in one of the following fields: economics, geography, government, history, linguistics, languages, literature, philosophy, religious studies, sociology (the ten departments of the University of Nairobi Faculty of Arts), communications, theology, divinity, or music (additional departments of the Faculty of Arts of Kenyatta University and the private religious institutions).

Full-Time Beginning and Intermediate Students. Participants in the study are registered as full-time students according to the definition of "full-time students" at their university. Beginning students are in their first or second term of degree studies. Intermediate students are in their middle two terms of degree studies. The amount of their previous and remaining studies may vary among intermediate students from three year and intermediate students from four year institutions (see Limitations Section).

Student Participant Demographic Information. A total of 1,022 students participated in the final study. The questionnaires from 222 students were omitted from the final study for failing to meet the prerequisite criteria of being either beginning or intermediate arts or social science degree students in full-time degree studies. The analysis of the data from the final questionnaire was therefore based on the findings of 800 students.

Of those students, 36 beginning and 40 intermediate students from two public and six private institutions participated in small group follow-up interviews.

By necessity, it was left to the discretion of the administrators of each institution to determine the size of the sample they wished to include in the research. In most cases, the decision was to include

as many students as possible given the normal restrictions of active university schedules. Information about the number of full-time students enrolled in arts and social science degree programs was not available from all institutions. Correspondingly, information about the numbers of total beginning and intermediate students enrolled in these programs was not available at all institutions, making it difficult to report the percentage of the population participating in the study. The specific sample from each institution participating in the final study is presented in Table 3-1.

Table 3-1. Student Sample. Participating students from two public and nine private universities in Kenya.

Institution:	Total [a] Population	Yrs of Program	Bgn. Students	Intmed. Students	Unspecified Students [b]	TOTAL STUDENTS
Kenyatta U.	2,341 [c]	3	145	53	9	207
University of Nairobi	5,667 [d]	3	161	123	3	287
Apostles of Jesus	92 est.	4	3	2	9	14
Consolata	80 est.	3	28	42	0	70
Daystar	130	4	8	12	12	32
EAST	70 est.	4	18	30	9	57
Hekima	45 est.	3	1	9	2	12
PACC	64	4	17	38	0	55
St. Paul's	37 est.	3	15	12	0	27
St. Thomas Aquinas	250	4	0	18	3	21
Scott	40 est.	4	7	10	1	18

[a] Population of total student body

[b] Respondents who failed to indicate their year of studies

[c] Source: 1986 Commencement Bulletin. Of that number, 386 received arts and social science degrees.

[d] 1981 figure. Source: University of Nairobi Calendar, 1984-85

The final nine items of the questionnaire asked for two categories of demographic information. Items from the first category verified that respondents met the criteria of being full-time students, either beginning or midway through their degree studies, and registered in arts or social science programs. The second category of questions gathered information necessary to report on the six perspectives of the sub-questions for each research question.

Of the 800 students meeting the criteria for participating in the study, 494 were enrolled in public universities and 306 were enrolled in private institutions. The numbers of beginning and intermediate students at each type of institution are presented in Table 3-2.

Table 3-2: Beginning and Intermediate Students in Public and Private Universities

	BEG. STDNTS.	INTERMED. STDNTS.	TOTAL
PUBLIC UNIVERSITIES	306 (63%)	176 (37%)	482
PRIVATE UNIVERSITIES	97 (36%)	173 (64%)	270
BOTH	403 (54%)	349 (46%)	752
		No Response	48
		Total	800

The total sample of students was nearly one half beginning and one half intermediate students. In the public institutions, 26% more beginning than intermediate public university students participated in the study, and 28% more intermediate than beginning private university students participated in the research.

In Table 3-3, the numbers of male and female students from public and private institutions are listed.

Table 3-3: Male and Female Students in Public and Private Universities

	MALE	FEMALE	TOTAL
PUBLIC UNIVERSITIES	291 (60%)	192 (40%)	483
PRIVATE UNIVERSITIES	268 (90%)	27 (10%)	295
BOTH	559 (72%)	221 (28%)	780
		No Response	22
		Total	800

Nearly three fourths of the participating students were males. The small percentage of females (10%) in the private universities is largely due to the fact that the only degrees offered by the private institutions are primarily intended for men preparing for priesthood or the pastorate. In the public universities, where more degree options are available, female students tend to gravitate toward the arts and social science fields. The proportionally large number of participating female students (40%) in the public university sample reflects this trend.

The study compared the responses of students who began their degree studies within two years of completing their secondary education (continuous students) with the responses of students who began their studies after more than two years had elapsed since completing their secondary education (non-continuous students). Table 3-4 presents the numbers of each type of student.

Table 3-4: Continuous and Non-Continuous Students in Public and Private Universities

	CON'T STDNTS.	NON-CON'T. STDNTS.	TOTAL
PUBLIC UNIVERSITIES	445 (92%)	38 (8%)	483
PRIVATE UNIVERSITIES	162 (57%)	123 (43%)	285
BOTH	607 (79%)	161 (21%)	768
		No Response	32
		Total	800

In the public universities, 92% of the students began their degree studies within two years of completing their secondary studies while only 57% of the private university students began their studies within that time period. In Kenya, students rarely have an opportunity to attend public universities if they are not invited to do so within the first two years of finishing their secondary studies. Private religious degree institutions, however, tend to accept and often prefer admitting individuals who have already gained experience as lay leaders and pastors in their home churches.

The study examined the data from the perspective of the amount of formal education completed by the students' parents. Table 3-5 lists the numbers of fathers who completed primary, secondary, college diploma, and university degree education.

Table 3-5: Previous Education Completed by Fathers of Students in Public and Private Universities

	PRIMARY	SECOND.	COLLEGE DIPLOMA	UNIV. DEGREE	TOTAL
PUBLIC UNIVERSITIES	198 (45%)	148 (33%)	64 (14%)	34 (8%)	444
PRIVATE UNIVERSITIES	123 (52%)	64 (27%)	39 (17%)	10 (4%)	236
BOTH	321 (47%)	212 (31%)	103 (15%)	44 (6%)	680
				No Response	120
				Total	800

More than three fourths of the fathers of both public and private school students completed less education than their children had obtained. The fathers of public university students generally obtained more schooling than the fathers of private university students. The large "no response" number (119) was because the questionnaire failed to provide a "no education completed" option for fathers who either did not attend school or did not complete primary education studies. Several students indicated their fathers did not complete primary school.

Information about the amount of formal education completed by mothers of the students is listed in Table 3-6.

Table 3-6: Previous Education Completed by Mothers of Students in Public and Private Universities

	PRIMARY	SECOND.	COLLEGE DIPLOMA	UNIV. DEGREE	TOTAL
PUBLIC UNIVERSITIES	297 (70%)	83 (20%)	36 (8%)	9 (2%)	425
PRIVATE UNIVERSITIES	163 (77%)	28 (13%)	18 (9%)	3 (1%)	212
BOTH	460 (72%)	111 (18%)	54 (8%)	12 (2%)	637
	No Response				163
	Total				800

Ninety percent of the mothers of both public and private school students completed less education than their children had already obtained. Among the remaining 10% of the mothers, most received a college diploma rather than a university degree. The large "no response" figure (163) was due to the fact that several mothers had not completed primary education and no provision had been made to allow for that on the questionnaire.

The final criterion for data analysis centered on the students' country of citizenship. In Table 3-7, the numbers of Kenyan and non-Kenyan African students participating in the study are listed. Non-African students were not included in the study.

Table 3-7: Citizenship of Students in Public and Private Universities

	KENYAN	OTHER AFRICAN	TOTAL
PUBLIC UNIVERSITIES	436 (98%)	7 (2%)	443
PRIVATE UNIVERSITIES	186 (63%)	109 (37%)	295
BOTH	622 (84%)	116 (26%)	738
		No Response	62
		Total	800

Most student participants were Kenyan, especially in the public universities. Approximately one student in four of the private universities came from another African country.

Overview of Instrument Design

Questionnaires developed in Kenya were administered to beginning and intermediate level students in the above mentioned public universities and private colleges and universities offering liberal arts degrees. The data were supplemented by small group interviews of 76 students (36 beginning and 40 intermediate students) at eight institutions. The intent of the research was to provide information about Kenyan student academic motivation for seeking and persisting in university degree studies from the perspectives of students themselves.

To help guarantee that the study be acceptable and relevant in a Kenyan context, African education researchers, university administrators, faculty, and government officials were consulted. The research proposal was presented at a seminar of the Kenya Bureau of Educational Research (BER), as well as to graduate research classes at Kenyatta

University and Daystar University College. The libraries, researchers, educators, and administrators of the Kenya Institute of Development Studies, Kenyatta University, the University of Nairobi, and the Institute of African Studies were also consulted (see Appendix A). A proposal evaluation form to solicit critical review of the literature review and research design offered guidelines for feedback from the consultants (see Appendix B).

Instrumentation

Important criteria of the research were that the study be both representative of Kenyan students and useful for educational planning purposes. Western developed academic motivation research instruments were therefore inappropriate for Kenyan contexts where the meaning, process, and applications of university education differ greatly from those of Western cultures (Sifuna, 1980). To that end, the instrument was developed in Kenya using only motivational factors and influences identified by students themselves in preliminary open-ended questionnaires and interviews.

The questionnaire and interview format were developed in consultation with Kenyan university researchers, educators, and students of Kenyatta University, the Kenya Bureau of Educational Research, the University of Nairobi, and Daystar University College. The instrument design described below included administration of an open-ended questionnaire, validation of the instrument design, consultation from an instrument validation panel, construction of the final instrument and interview protocol, and a pilot study. Each phase of the instrument design procedure is described in the following sections.

Open-ended Questionnaire Development

An open-ended questionnaire asked students to share their observations about the factors and influences they believe motivate fellow students to seek and persist in university degree studies (see Appendix C). The questionnaire was worded in the third person to encourage participants to share their motives freely without fear of being judged for frank responses. Twenty eight students from two public and two private degree granting institutions completed the questionnaire. From this group, nine students were interviewed to probe for additional information and clarification of their responses.

A total of 187 motivational factors (including close repetitions) and 15 influences were identified by the students (see Appendix D). The motivational factors, categorized according to similarity of response, revealed eleven types of motivational considerations. In sequence of greatest to least number of similar responses, the eleven groupings of motivational considerations identified were:

- a. to assure prestige, respect, and social status
- b. to secure employment
- c. to assure upward professional mobility
- d. to develop self-confidence and sense personal achievement
- e. to assure good paying jobs
- f. to satisfy academic curiosity
- g. to have a "comfortable life"
- h. to prepare for future graduate studies
- i. to serve others
- j. to gain professional knowledge and skills
- k. to develop general life skills

When the influence factors were grouped according to similar responses, two categories of people-oriented and other than people-oriented influences were identified. The people-oriented influences were grouped into three sets:

- a. family - parents, brothers, other relatives, one's own self

- b. educators - lecturers, former teachers and tutors
- c. others - fellow students, friends, people with a degree, employed people, older people, members of the community or society at large

The other than people-oriented influences focused on personal observations about the lifestyles of people who either had or did not have degrees, and concern for the needs of one's family, community, and nation (see Appendix D, numbers 4 and 5).

Having assembled a list of the motivational factors and influences identified by students, the next stage of the instrumentation process was to design the questionnaire and interview protocol.

Questionnaire Design

One condition for receiving permission to conduct research in the universities was that the process be as brief as possible to minimize the interruption to students and professors. It was determined that the use of Likert scales on the questionnaire could help meet that criterion. Because Likert scales are not common in Kenyan educational research, a preliminary study was designed to test the applicability of Likert scales for the questionnaire. Ten university students were asked to rate the degree of their agreement or disagreement on a Likert scale format to statements taken from the results of the above mentioned open-ended questionnaire. This preliminary questionnaire additionally included open-ended questions to solicit other motivational and influence factors which may not have been identified on the previous open-ended questionnaire (see Appendix E). Following administration of the questionnaire, the students were interviewed as a group about their academic motivational factors and influences as well as their evaluation of the questionnaire format.

Although the Likert scale items were not familiar to those

students, the preliminary study confirmed that they could be used if the subjects were allowed to check a box rather than be asked to circle the number of their response to each item. Combining Likert scale items with open-ended questions, however, caused time and concentration losses in completing the questionnaire. For that reason, open-ended questions on the final questionnaire were limited to three items to verify that participants were arts and social science students and to identify further influence factors. Questions soliciting further information were covered in the group interviews conducted after completing the questionnaire.

The interview session of this preliminary study revealed that asking respondents to evaluate the academic motives of other students on the questionnaire did not necessarily guarantee they would speak more candidly about their own motives. Some respondents shared that, because they were studying for a religious profession, they considered public university students quite different from themselves. While they enjoyed talking about their own reasons for pursuing degree studies, they found it difficult to try to speak for public university students as well. For that reason, it was decided that the final questionnaire would ask students to write in the first person only.

Validation of the Academic Motivation Scale

The procedure for identifying the academic motivational scales for use in the final instrument was developed in consultation with members of the Kenya Bureau of Educational Research. A validation panel was consulted to determine whether or not the eleven groupings made from the motivational factors identified in the open-ended questionnaire would be appropriate for use as motivational scales.

The panel consisted of six university education research professors, a class of sixteen educational psychology graduate students, and ten arts and social science undergraduate students. Members of the panel were requested to participate in an academic motivation questionnaire exercise (see Appendix F). Their first task was to examine each grouping of motivational factors and then describe the theme or themes they contained. Members were then asked to delete individual items not conforming to the theme(s) they identified in a grouping. Their further comments about why an item was inappropriate for a given set were solicited to help eliminate ambiguous items and also learn about potentially more appropriate category divisions. Having completed the above tasks, they were asked to write a title for each grouping of motivational factors. The purpose of this final task was to provide members an opportunity to review their assessment of each grouping and, in the process, authenticate or not each for use as an integrally related scale in the final questionnaire.

The three diverse groups of people (professors, graduate students, and undergraduate students) were selected to assure a thorough examination of the potential scales from three representative perspectives of Kenyan education. It was decided that the validity of a scale would be rejected if two or more distinct themes were identified for a given set of items or if the title assigned differed among three or more of the 32 panel members. A total of three items from each scale would be used in the final questionnaire.

The members of the validation panel were asked to work in pairs in order to encourage discussion among themselves about the merits of the various classification sets. With an incentive offered of a ball

point pen and fifteen shillings (enough for a cup of tea and a small lunch), the undergraduate student respondents completed the task within 1 1/4 hours in one evening.

The incentive for the graduate educational psychology students to participate was in the form of a class assignment which stipulated the students work in pairs to complete the exercise and return it the following class session. Approximately half of the groups exceeded the minimal assignment writing extensively in the comments section.

Incentive for the university education researchers was offered in the form of a 200 shilling gratuity (the hourly rate paid consultants for the University of Nairobi). Mention of the gratuity was not made until after an individual had the opportunity to accept or reject participation in the exercise. Although asked to work in pairs, scheduling difficulties necessitated that the researchers complete the exercise independently within a period of three to six days.

Results of the work by the three groups on the Questionnaire Formation Exercise are summarized in Figure 3-1. The first column lists the most representative title given each grouping (taken from the third question of the exercise). The next column lists the themes assigned each set in response to the second question. Columns three, four, and five indicate which respondents identified the themes indicated.

A total of 28 of the 187 items were deleted from the pool for incompatibility with the other items. While the members acknowledged the remaining items as being grouped into appropriate sets, they did not always agree with the items themselves. Comments such as "not a real reason" indicated a tendency for panel members to share their own

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Figure 3-1. Academic Motivational Factor Scales.

Instrument validation panel results from the academic motivation questionnaire exercise.

TENTATIVE CATEGORIES	RESPONSE FACETS	UNDERGRADUATE STUDENTS (in pairs)								GRADUATE STUDENTS (in pairs)								FACULTY (individually)					
		1	2	3	4	5	1	2	3	4	5	6	7	8	1	2	3	4	5	6			

SET SEVEN																							
Professional Preparation	Professional training	x	x	x	x										x		x	x	x	x			
	Increase Knowledge & skills						x																
	Professional Specialization	x	x	x																			

SET EIGHT																							
Eligibility for Further Ed.	Preparation for futher Ed.	x	x	x	x		x	x							x	x	x	x	x	x			

SET NINE																							
Personal Interest in Knowledge	Knowledge for its own sake	x	x	x	x																		
	Academic curiosity	x				x																	
	Study for leisure	x																					
	Power of Knowledge		x			x														x			

SET TEN																							
Self Development	Self-confidence, esteem	x	x	x	x	x																	
	Sense of personal achievement																						

SET ELEVEN																							
Life Skills Development	Broaden world views	x	x	x	x		x	x	x														
	Develop general life skills	x	x																				

Figure 3-1. Academic Motivational Factor Scales. (Cont.)

Instrument validation panel results from the academic motivation questionnaire exercise.

opinions about the students' responses to the open-ended questionnaire. Because the final questionnaire was to be based on what students themselves identify as academic motives, such comments from the panel were not accepted as valid reasons for deleting an item or a set of items. Interestingly, the majority of disagreement came from the graduate students, followed by the researchers, with undergraduate students offering little opposition to their fellow undergraduate students' responses.

On the basis of the exercise results in which the panel identified the same themes and assigned nearly identical titles, each of the eleven groupings of items was accepted as a scale for the final questionnaire. The scales and their assigned titles are listed below:

- Scale One: Employability
- Scale Two: Better Pay
- Scale Three: Professional Mobility
- Scale Four: Standard of Living
- Scale Five: Service-to-others
- Scale Six: Social Service
- Scale Seven: Professional Preparation
- Scale Eight: Eligibility for Further Education
- Scale Nine: Personal Knowledge Pursuits
- Scale Ten: Self-Development
- Scale Eleven: Life Skills Development

All fifteen influences identified in the open-ended questionnaire were included in the final instrument. The influences are listed below:

People Influences:

1. Parents
2. Brothers or sisters
3. Other relatives
4. Friends
5. Teachers or headmasters
6. Religious leaders
7. Community leaders
8. Professional people
9. Myself

Other Than People Influences

1. Seeing how people with degrees live
2. Seeing how people without degrees live
3. What I know about the value of the degree
4. The needs of my family
5. The needs of my community
6. The needs of my country

The next section describes the measure used to determine the statistical reliability of the motivational factor scales developed for the study.

Reliability of the Motivational Factors Scales

The Cronbach's Alpha test of reliability, using the standardized item alpha, was used to determine the accuracy of the estimate of the true score of the 11 academic factor motivational scales developed for the study. This test was chosen for its maximum likelihood reliability coefficient that is equivalent to the Kuder-Richardson-20 reliability coefficient and also generated under other theoretical assumptions (Hull and Nie, 1981, p. 256).

A minimum level of .6 was established for accepting the academic motivational scales as reliable. The results of the Cronbach's Alpha test are summarized in Table 3-8.

12

13

14

15

Table 3-8: Cronbach's Alpha Test of Reliability for the Motivational Factor Scales

Scale One: Employability

Scale Mean: 10.7106
 Variance: 9.9012
 Std. Deviation: 3.1466
 Variables: 3

	Mean	Variance
Inter-item covariances	.9129	.0060
Inter-item correlations	.6215	.0024

Number of cases: 736
 Standardized item alpha: .8299, Scale accepted

Scale Two: Better Pay

Scale Mean: 9.3777
 Variance: 10.3578
 Std. Deviation: 3.2184
 Variables: 3

	Mean	Variance
Inter-item covariances	.9622	.0090
Inter-item correlations	.6307	.0023

Number of cases: 736
 Standardized item alpha: .8367, Scale accepted

Scale Three: Professional Mobility

Scale Mean: 9.1802
 Variance: 8.2131
 Std. Deviation: 2.8659
 Variables: 3

	Mean	Variance
Inter-item covariances	.6782	.0144
Inter-item correlations	.4899	.0036

Number of cases: 738
 Standardized item alpha: .7424, Scale accepted

Scale Four: Standard of Living

Scale Mean: 9.1177
 Variance: 9.3523
 Std. Deviation: 3.0582
 Variables: 3

	Mean	Variance
Inter-item covariances	.7514	.0038
Inter-item correlations	.4669	.0010

Number of cases: 722
 Standardized item alpha: .7244, Scale accepted

Continued....

Table 3-8 (continued)

Scale Five: Service-to-others

Scale Mean: 11.2153
 Variance: 6.8813
 Std. Deviation: 2.6232
 Variables: 3

	Mean	Variance
Inter-item covariances	.4370	.0018
Inter-item correlations	.3457	.0124

Number of cases: 734

Standardized item alpha: .6132, Scale accepted

Scale Six: Social Status

Scale Mean: 8.688
 Variance: 9.4639
 Std. Deviation: 3.0764
 Variables: 3

	Mean	Variance
Inter-item covariances	.7659	.0187
Inter-item correlations	.4717	.0031

Number of cases: 707

Standardized item alpha: .7281, Scale accepted

Scale Seven: Professional Preparation

Scale Mean: 12.1473
 Variance: 5.0739
 Std. Deviation: 2.2525
 Variables: 3

	Mean	Variance
Inter-item covariances	.3719	.0012
Inter-item correlations	.3969	.0008

Number of cases: 733

Standardized item alpha: .6638, Scale accepted

Scale Eight: Eligibility For Further Education

Scale Mean: 11.2734
 Variance: 5.8665
 Std. Deviation: 2.4221
 Variables: 3

	Mean	Variance
Inter-item covariances	.4635	.0012
Inter-item correlations	.4554	.0016

Number of cases: 717

Standardized item alpha: .7150, Scale accepted

Continued....

Table 3-8 (continued)

Scale Nine: Personal Knowledge

Scale Mean:	10.3620		
Variance:	4.8035		
Std. Deviation:	2.1917		
Variables:	3		
		<u>Mean</u>	<u>Variance</u>
Inter-item covariances		.1965	.0018
Inter-item correlations		.1697	.0002
Number of cases:	721		
Standardized item alpha:	.38014	Scale rejected	

Scale Ten: Self-Development

Scale Mean:	10.9729		
Variance:	5.9150		
Std. Deviation:	2.4321		
Variables:	3		
		<u>Mean</u>	<u>Variance</u>
Inter-item covariances		.3682	.0018
Inter-item correlations		.3066	.0038
Number of cases:	737		
Standardized item alpha:	.5702,	Scale rejected	

Scale Eleven: Life Skills - Development

Scale Mean:	11.5840		
Variance:	5.3605		
Std. Deviation:	2.3153		
Variables:	3		
		<u>Mean</u>	<u>Variance</u>
Inter-item covariances		.3259	.0005
Inter-item correlations		.2908	.0008
Number of cases:	726		
Standardized item alpha:	.5515,	Scale rejected	

The standardized alpha level for Scales Nine, Ten, and Eleven failed to meet the minimum acceptance level of .6. They were rejected as reliable scales of academic motivational factors and not included in the final data analysis. The research questions are therefore addressed in Chapter Four with reference to data collected for Scales One through Eight only.

Construction of the Final Instrument

Many students, especially at private institutions, had never participated in a research study and were therefore somewhat reserved about the project. Administrators and faculty members had varying

degrees of previous research experience themselves. Several officials expressed apprehension about how the results would be reported and distributed, the amount of time the questionnaire would take, and concern about possible student unwillingness to participate in the study. For that reason, it was important to design an instrument that was culturally appropriate, concise, easily responded to, and satisfying to complete. The research itself had to be perceived as a personal benefit to both the participating institutions and the students for its perceived rewards to outweigh the apprehension and effort expended.

The first criterion of cultural appropriateness was addressed by means of frequent consultation with Kenyan researchers and students throughout the instrumentation process. The original wording of the students was retained as much as possible on the final questionnaire. The remaining criteria were met by limiting the questionnaire to one double-sided page with 56 items presented in a Likert-type format and three open-ended questions (see Appendix J). The questionnaire was designed to take between fifteen and twenty minutes to complete. The first 33 items were taken from the 11 motivational factor scales identified by the validation panel. The criteria used for choosing the three items from the pool of items for each scale were criteria of directness, simplicity, clarity, and singularity of expression. These items were then combined and randomly presented in the questionnaire.

Items 34 - 50 addressed the 15 motivational influences identified in the results to the preliminary questionnaire. Two open-ended items allowed respondents to volunteer additional academic motivational influence factors. Items 51 - 59 asked for demographic information.

Because the description of what constitutes an arts or social science student was necessarily precise for the study (see pp. 46-47), respondents were asked to write their area of specialization on an open-ended item in the demographic section. The questionnaires of individuals not meeting one of the prescribed specializations could then be excluded from the analysis.

Some confusion arose about item #56 which asked students to indicate the type of secondary school they had attended. The response options were not clear to all students, especially in terms of the distinctions between religious private and harambee (self-help community) schools initiated by religious groups. In addition, some schools have recently been changed in their government or government-assisted status, causing students confusion about whether to answer according to the current or previous status. For these reasons, an analysis from the perspective of the type of secondary education completed was eliminated from the final data analysis. The report of the findings presented in Chapter Four is based on all data from the remaining 58 items.

Student Interviews

Small group interviews to supplement data gathered from the questionnaires were designed to allow students to clarify and further explore their personal sense of academic motivational factors and influences. It was determined that group interviews of five or six cohort students would be the most culturally appropriate method to further investigate student academic motivation (Gatheru, 1965, Dresang, 1974).

The interviews had two goals: the first was to allow students

the opportunity to personally discuss their academic degree aspirations and expectations. For many, it was the first time they had been encouraged to do so. The second goal was to discover which academic motivational factors students emphasized in their replies and how they related their current studies to future career opportunities.

The interview process began with students first recalling the main themes of the questionnaire and describing how well the individual items spoke to their own experience. The intent was to learn which motivational factors were foremost in the minds of the students for later speculation about the students' own academic motivation priorities. One question explored the relationship between their studies and perceived employment opportunities. The final questions asked for comments on the meaning of degrees in terms of future job opportunities, prestige and status concerns, professional and personal knowledge bases, ambition to be of service to others, and self-confidence and other personal development interests. The interview questions are presented in Appendix K.

The interviews were intended to supplement the questionnaires only without placing undue emphasis on them in the final data analysis. Given the time limitations of the government research permit, it was not possible to either schedule a sufficiently representative cross-section of students for the interviews, nor to train research assistants to the extent of being reasonably assured that cultural differences in conducting and recording the interviews could be overcome.

Pilot Study

To help minimize error and bias, the final questionnaire and interview procedures were pilot tested on 48 students from a private liberal arts undergraduate university. While the university met every criterion for participation in the final study, it differed from the other nine participating private liberal arts institutions for its non-sectarian philosophy. Its participation in the pilot study not only permitted a trial run of the research, but also, its exclusion from the remaining nine religiously oriented schools, allowed for possible later speculation on the effect of religious orientation on private school student academic motivational factors and influences.

The pilot study confirmed that the instrument was easily understood and could be completed within 15 to 20 minutes after the instructions were simplified. It also demonstrated that students were not as resistant to the research as had been anticipated by some faculty. It was especially helpful to explain that Kenyan students and researchers had participated in the design of the research from its inception and that students could read for themselves copies of the final report on their own campus. A suggestion from the registrar to meet classes at different times of the day and evening was carried into the final study to assure maximum representation from a total cross-section of the student population.

Data Collection Procedures

Arts and social science degree students from two public and ten private university level institutions participated in the study. The following sections describe the procedures for presenting the research to the institutions and students, administering the instrument, and conducting the student group interviews.

Presenting the Study to the Universities and Students

A copy of the full research proposal was either mailed or delivered in person to thirteen Bachelor of Arts degree institutions in Kenya. A cover letter outlined incentives for institutional participation in the study which included a confidential report of the findings for each institution, the opportunity for the administration to append one or two related items to the questionnaires used on their own campus, a summary report of the findings for all institutions, and additional reports of the overall findings for students in public and private schools (see Appendix G).

Preliminary discussions with university administrators determined the best procedure for approaching the faculty and students to request their participation in the study, whether or not the institution wanted to append related questions to the instrument for their own research purposes, and the logistics for data collection. By necessity, it was left to the discretion of the administrators of each institution to determine the size of the student body they wished to include in the research. In most cases, the decision was to include as many students as possible given the normal restrictions of full university schedules. At the large universities, once permission to conduct the research had been obtained from the university administra-

tion officials, the deans or directors of individual departments determined the procedure to approach the faculty and, through them, the students were contacted regarding participation in the study. In most cases, it was a matter of meeting individual faculty members, requesting the opportunity to present the research to their students during a class session and either administer the questionnaire at that time or return to do so at the next class session. The small group interviews were conducted immediately after class during the students' free time.

The above procedure was also used at the smaller institutions. In some cases, the size of the school made it possible to meet with the entire student body at one time during a school chapel, lunch hour, or other institutional meeting time.

When presenting the research to the students, it was emphasized that the study speaks to Kenyan university student interests and perspectives and that it was Kenyan university students themselves who participated in the questionnaire design, administration, and analysis of the initial data. The prospective participants were informed that their university officials, by agreeing to participate in the study, were expressing interest in what the students said about their personal goals and aspirations for a degree. A cover letter was attached to each questionnaire that repeated what the researcher explained about the purposes of the study, guarantees of complete anonymity in the students' replies, and where they could find for themselves, on their own campus, a final report of the study. (see Appendix I). By speaking Swahili to introduce the study, the researcher indicated a willingness to work at establishing trust and initial

rapport with the students. Even the non-Swahili speaking Kenyan students were quite satisfied to hear an expatriate speak Swahili, their official if not national language.

The procedure for selecting the students to be interviewed at an institution was to place a blue dot on the front of five questionnaires and a yellow dot on the front of five other questionnaires. Prior to distribution, the marked questionnaires were randomly disbursed throughout the pile of questionnaires. The researcher asked those students who had received questionnaires with blue dots to stand. In front of their peers, they were then invited to stay after class to participate in a group interview that would last approximately twenty minutes. When fewer than five students indicated they could remain, the procedure was repeated with the students holding questionnaires with yellow dots. In two cases, where the five students with blue dots were all male, female volunteers from among the students holding questionnaires with yellow dots were invited to the interview also to assure female representation. At one institution, three students who had earlier declined to be interviewed apparently reconsidered the request and joined the interview already in progress. At that point, it was considered more appropriate to welcome their participation than insist on rigorous but culturally insensitive methodology standards. In all, 36 beginning and 40 intermediate students from two public and six private institutions participated in the group interviews.

The above paragraphs describe the predetermined procedures which were observed almost without exception. At one institution, however, while being shown the questionnaires in preparation for meeting the

faculty and students, the dean noticed students passing his office. Calling to them, he thrust a handful of questionnaires through the window with instructions to take and complete them before their afternoon classes. It was later possible to personally explain the research to the students during lunch and emphasize that student participation in the study was voluntary and anonymous, and that no member of the faculty or administration would see the individual questionnaires.

A Kenyan research assistant (from the Research Unit of Daystar University College) worked with the researcher in making initial contacts at the Catholic institutions with which he was familiar. He also assisted in collecting data at three institutions. Interviews were not held at those institutions.

SUMMARY

The study examined academic motivational factors and influences from the perspectives of Kenyan university students themselves. Accordingly, an open-ended questionnaire was developed in Kenya to solicit from the students the academic motivational factors and influences they identify as their motivation for seeking university degree studies. Students' own statements of their motivational factors and influences were taken from their answers to the open-ended questionnaire. A validation panel consisting of Kenyan university researchers, graduate educational psychology students, and first degree arts and social science students participated in the development of the final questionnaire. Eleven categories of motivational factors were accepted by the panel as appropriate scales for the final

study. Preliminary studies were conducted at two universities.

The final questionnaire included three statements from each of the eleven motivational factor scales and the fifteen motivational influences identified from the open-ended questionnaire results. The questionnaire had 59 items to which students in eleven Kenyan university level institutions indicated their agreement or disagreement on a Likert-type scale. Follow-up interviews were held at eight of the institutions.

The findings of the study are reported and analyzed in Chapter Four. The analysis is presented first in terms of students at both public and private institutions, then in terms of students at public universities only, and finally in terms of students at private universities only. The analysis of the data is restricted to the eight motivational scales which received a score of .6 or higher on the Cronbach's Alpha test of reliability using the standardized item alpha.

CHAPTER FOUR

ANALYSIS OF THE FINDINGS

Chapter Four reports the findings from data related to the motivational factors and influences identified by students in Kenyan universities. A total of 1,022 students studying arts and social sciences in the two public and nine private universities participated in the final study. The analysis is presented from six perspectives: whether the students were beginning or midway through their degree programs, males or females, whether their previous studies had been interrupted by a period of two or more years prior to entering their university degree program, the amount of formal education completed by the students' fathers, the amount of formal education completed by their mothers, and whether the students were Kenyan or citizens of another African country.

In this chapter, the data related to each of the three research questions are presented as they relate to the motivational factors and influences for all students, students in public universities, and students in private universities. For each research question, the presentation of the questionnaire data is supplemented by summary reports of the follow-up small group student interviews.

Research Question One

The first research question inquired into the academic motivational findings from both public and private university students.

Research Question One: What academic motivational factors and influences are claimed by university students in Kenya as their reasons for studying for a degree?¹

This question is answered in part by reference to the academic motivational factors and influences identified in the open-ended questionnaire and the preliminary studies described in Chapter Three. Answers are also drawn from the final questionnaire in terms of the rank of the motivational factor scale averages and median influence scores.

Motivational Factors: Findings From Preliminary Studies

The open-ended questionnaire (described in Chapter Three and found in Appendix C) addressed the question of academic motivational factors and influences claimed by students as their reasons for studying for a university level degree. The complete set of findings is presented in Appendix D. In Table 4-1, the 349 statements given in response to the seven questions are grouped together into like categories and presented in rank order from most to fewest responses.

Table 4-1: Types of Academic Motivational Factors Identified by Students in the Open-Ended Questionnaire²

Motivational Factors:	Number of Responses:
Employment, Salary, Standard of Living	124
Prestige, Social Status	64
Personal Development, Self-Esteem	50
Professional Dev., Knowledge, Further Ed.	41
Desire to Have Good Friends	5
Desire to Help Others, Serve God	3
Total:	<u>287</u>
Number of respondents: 28 from two public and two private institutions.	

¹ Note: The six sub-questions of Research Question One and the findings are discussed at the end of this section.

² Question III-1 of the open-ended questionnaire was designed solely to prepare students for thoughtful answers to question III-2. The responses are not included in the totals.

The purpose of the open-ended questionnaire was to learn the academic motivational factors students identified in response to general questions about university education interests. Employment and comfortable life style motivations were cited twice as often as prestige or social status concerns.

The other preliminary studies and interviews described in Chapter Three also solicited information about academic motivational factors. No additional motivational factors were identified in those studies.

Rank Order of Motivational Factors Scales For Students of Public and Private Universities

While the frequencies of the motivational factors, presented in Table 4-1, give some indication of the strength of motivational factors for the respondents, it should be noted that they are from a small sample of 28 students, 10 of whom were in fields other than the arts or social sciences. Another analysis, based on the rank order of the mean scores of the academic motivational scales in the final questionnaire, may be more reliable for having a larger sample (800) of students, all of whom were arts and social science degree students. Table 4-2 presents the rank order of the responses to the academic motivational scales on the final questionnaire.

Table 4-2: Rank Order of Responses to Motivational Scales by Combined Public and Private University Students

Rank	Scale	Mean
First	Professional Preparation (Scale 7)	12.142
Second	Service-to-others (Scale 5)	11.273
Third	Eligibility for Further Ed. (Scale 8)	11.271
Fourth	Employability (Scale 1)	10.657
Fifth	Better Pay (Scale 2)	9.337
Sixth	Professional Mobility (Scale 3)	9.176
Seventh	Standard of Living (Scale 4)	8.986
Eighth	Social Status (Scale 6)	8.645

Scores aggregated from three-item sets (presented as scales) ranging in possible scores from three to fifteen for each scale. Mean averages of 1-3 indicate "strongly disagree," 4-6 indicate "disagree," 7-9 indicate "neutral" 10-12 indicate "agree," and 13-15 indicate "strongly agree" responses to the questionnaire items.

Students were either neutral or agreed to all eight categories of motivational factors. In terms of future jobs, students indicated more interest in preparing themselves for a profession than in securing a job, obtaining better pay, job mobility, or standard of living advantages. Students agreed with the statements that to have a degree would help them be of service to others as well as to obtain future educational opportunities.

While the rank order analysis of the motivational scales of the final questionnaire may be more reliable for its larger sample of arts and social science students, the differences between the open-ended and final questionnaire findings should be noted. In the open-ended questionnaire, the students freely wrote their first thoughts; the final questionnaire presented written statements (quotes from students' responses to the open-ended questionnaire) about which respondents indicated the strength of their agreement or disagreement on a Likert-type scale. It could be that students more easily indicated agreement to statements presented them about academic motivational

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factors than they would think of writing in response to an open-ended question. Further consideration of this possibility is discussed in Chapter Five.

Thus far, Research Question One has been addressed in terms of the academic motivational factors that students identified as their own for seeking degree studies in Kenyan university institutions. The discussion of the question will now focus on the academic motivational influences also raised in Research Question One.

Motivational Influences: Findings From Preliminary Studies

The motivational influences identified by students in the open-ended questionnaire are listed in order of most to least frequent responses in Table 4-3.

Table 4-3. Types of Academic Motivational Influences Identified by Students in the Open-Ended Questionnaires³

<u>Influence Factors:</u>	<u>Number of Responses:</u>
Family (parents, sibs, other relatives)	19
Friends	18
Myself	7
Educators (teachers, headmasters)	5
Other People (community, religious leaders, professionals)	5
Society in general (community, country)	5
Concerns about needs of others	3
Total	<u>62</u>

Number of respondents: 28 students from 2 public and 2 private universities.

*Note: The responses to question III-1, designed solely to prepare students for thoughtful answers to question III-2, are not included in the totals.

The students cited influences of family and friends more than twice as often as all other influences on this final questionnaire. The other preliminary studies and interviews also solicited "in-

³ Question III-1 of the open-ended questionnaire was designed solely to prepare students for thoughtful answers to question III-2. The responses are not included in the totals.

fluence" items. Three additional types of influence identified by students in the preliminary studies were of a general nature:

1. Seeing how people with a degree live
2. Seeing how people without a degree live
3. Personal knowledge of the value of a degree

All the influences identified in the preliminary studies were included as items for the final questionnaire. A rank order presentation of the "influence" findings from the final questionnaire follows.

Rank Order of Motivational Influences From Final Questionnaire For Students of Public and Private Universities

A rank order of the median scores of the responses to the influence items on the final questionnaire (except numbers 43 and 50) provides a non-parametric measure of the 15 influence categories. The median analysis was chosen because the response options of 1. "no influence," 2. "little influence," 3. "some influence," 4. "much influence," and 5. "great influence" do not present equal intervals on a continuous scale, a necessary condition for descriptive analyses. Table 4-4 presents the "influence" findings for students in public and private institutions.

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Table 4-4: Academic Motivational Influences. Ratings assigned by Combined Public and Private University Students

	Degree of Influence:					Median Score:
	None 1	Little 2	Some 3	Much 4	Great 5	
I. People as Influence	(expressed in percents)					
Myself	2.8	1.9	4.1	12.0	79.3	5
Professional People	5.6	11.3	18.8	22.7	31.7	4
Parents	13.3%	10.8%	21.7%	16.8%	37.3%	4
Teachers/Headmasters	13.2	10.5	22.8	28.2	25.3	4
Brothers or Sisters	18.4	12.9	22.9	21.8	24.0	3
Friends	11.5	22.2	30.6	22.3	13.4	3
Religious Leaders	32.2	19.5	19.2	15.2	14.0	2
Other Relatives	24.5	26.5	27.4	13.4	8.3	2
Community Leaders	39.1	24.1	19.5	10.6	6.6	2
II. Other Influences						
What I Know About The						
Value of a Degree	9.3	11.0	23.7	30.1	25.9	4
Needs of My Country	11.6	11.7	23.9	22.8	29.9	4
Needs of My Family	15.7	12.0	22.5	21.3	28.6	3
Needs of My Community	13.4	14.5	22.6	25.2	24.4	3
Seeing How People With						
Degrees Live	18.9	19.2	27.3	17.2	17.4	3
Seeing How People Without						
Degrees Live	30.0	21.7	23.9	10.9	13.5	2

Students counted themselves as the strongest influence in their decision to study for a university level degree. Other people whom most students claimed had much to great influence on their decisions to study for the degree were professional people (54.4%), parents (54.1%), and former teachers and headmasters (53.5%).

Other non-people influences which students claimed had much to great influence on their decisions to study for a degree were students' personal knowledge about the value of a degree (56%), and concern about the needs of their country (52.7%).

The open-ended items (#43 and #50) invited students to write additional influences that other people, factors, or events in life have had on the students' decision to study for a degree. Most of the 231 written responses to the items reflected not only influences but

also factors that were already included in the instrument. Appendix L lists these responses.

To this point, Research Question One has reported the academic motivational factors and influences identified by 912 students in Kenyan public and private universities. Of that number, 112 were students that participated in the questionnaire development phase of the research and 800 were students that participated in the final study. The focus of the examination of Research Question One now moves to a discussion of the six sub-questions. To do so, the analysis of data shifts to the findings of the 800 students participating in the final questionnaire.

Findings From Sub-Questions of Research Question One

The six sub-questions of Research Question One asked how students of specific demographic characteristics responded to the academic motivational factor scales. The responses to each scale were analyzed using a one-way Analysis of Variance test to examine the differences between the mean scores for the groups considered in each sub-question. Because the number of cases was not always equal in each cell, a regression approach to the Analysis of Variance test was used in order to standardize the results for each group. This was particularly the case when comparing the amount of education earned by students' parents since few parents had received a university degree. It was also true for comparing the results according to citizenship because few non-Kenyans attend public Kenyan universities.

Three assumptions of the Analysis of Variance are that there is homogeneity of variance, a normal distribution of the test results, and homogeneity of cell frequencies. These assumptions are met in the

study because the variance between scores is not large, the Central Limit Theorem which says that the sample means turn out to be normally distributed if there is a large number of cases (in this study there are 800 cases), and the use of a regression approach to the Analysis of Variance test adjusts the cells to have equal weights. The findings are reported in terms of 0.05 and 0.01 levels of significance.

Tables 4-5 through 4-10 present the results of the Analysis of Variance tests for the sub-questions of Research Question One for students from both public and private universities. The mean scores are based on a scale of 1 to 15 since each motivational factor scale was composed of three items, each having five Likert-type response options. For each of the Analysis of Variance tables presented in Chapter Four, mean scores of 1-3 indicate strongly disagree, 4-6 indicate disagree, 7-9 indicate neutral, 10-12 indicate agree, and 13-15 indicate strongly agree responses for each academic motivational scale.

Sub-Question One: Responses of Beginning and Intermediate Students of Public and Private Universities. The first sub-question of Research Question One asked the following:

Is there a difference between the claims of beginning and intermediate public and private university students regarding their academic motivation?

In Table 4-5 the responses to the motivational factor scales were analyzed according to whether students were beginning or intermediate students of public and private universities.

Table 4-5. Academic Motivational Factors and Level of Public and Private University Students. One-Way Analysis of Variance Examination to Determine the Relationship Between the Two Groups.

Scale	Level	Mean	Std. Err.	F-Value	Observed Significance
Scale #1 Employa- bility	Beginning	11.1751	.1485	19.094	.0000*
	Intermediate	10.1681	.1787		
Scale #2 Better Pay	Beginning	9.7023	.1580	8.950	.0029*
	Intermediate	8.9834	.1827		
Scale #3 Professn'l Mobility	Beginning	9.4023	.1459	4.542	.0334*
	Intermediate	8.9428	.1589		
Scale #4 Standard of Living	Beginning	9.4452	.1532	18.137	.0000*
	Intermediate	8.4781	.1682		
Scale #5 Service to Others	Beginning	11.2412	.1343	.006	.9394
	Intermediate	11.2558	.1373		
Scale #6 Social Status	Beginning	8.8919	.1545	4.905	.0271*
	Intermediate	8.3809	.1722		
Scale #7 Professn'l Prep.	Beginning	12.1587	.1126	.011	.9813
	Intermediate	12.1418	.1196		
Scale #8 Eligib'lty Further Ed	Beginning	11.4327	.1211	3.804	.0515
	Intermediate	11.0763	.1378		

* = significant at 0.05

The mean scores of 10.0 to 12.0 indicate that both groups agreed that factors of professional preparation, service to others, eligibility for further education and employment influenced their decision to pursue degree studies. Beginning students cited significantly more motivation by factors of employment, social status, standard of living, professional mobility and better pay than intermediate students.

Sub-Question Two: Responses of Male and Female Students of Public and Private Universities. The second sub-question of Research Question One asked:

Is there a difference between the claims of male and female public and private university students regarding their academic motivation?

In Table 4-6 the responses to the motivational factor scales were analyzed according to public and private university male and female student responses.

Table 4-6. Academic Motivational Factors and Gender of Public and Private University Students. One-Way Analysis of Variance to Determine Relationships Between The Two Groups.

Scale	Gender	Mean	Std. Err.	F-Value	Obs. Sig. Level
Scale #1	Male	10.3352	.1401	19.597	.0000*
Employa- bility	Female	11.4493	.1888		
Scale #2	Male	9.0348	.1416	17.195	.0000*
Better Pay	Female	10.1019	.2041		
Scale #3	Male	9.0151	.1284	5.687	.0173*
Professn'l Mobility	Female	9.5668	.1797		
Scale #4	Male	8.7233	.1313	14.918	.0001*
Standard of Living	Female	9.6705	.2058		
Scale #5	Male	11.4863	.1105	13.596	.0002*
Service to Others	Female	10.7215	.1767		
Scale #6	Male	8.4843	.1353	5.561	.0177*
Social Status	Female	9.0764	.2007		
Scale #7	Male	12.1305	.0956	.017	.8972
Professn'l Prep.	Female	12.1537	.1525		
Scale #8	Male	11.3516	.1045	2.251	.1340
Eligib'lty Further Ed	Female	11.0556	.1707		

* = significant at 0.05

The mean scores of 10.0 to 12.0 indicate that males and females of public and private universities both agreed that they were motivated to study for a degree by concerns for employability, service to others, professional preparation, and eligibility for further education. Female students expressed significantly more agreement to factors of employability, better pay, professional mobility, standard of living, and social status than did their male counterparts. Males agreed significantly more than females that concern for service to others was a factor in their motivation to pursue university studies.

Sub-Question Three: Responses of Continuous and Non-Continuous Students of Public and Private Universities. The third sub-question of Research Question One asked the following:

Is there a difference between students who began their university program within two years of completing secondary school and students who began their programs after an absence of more than two years since completing secondary school regarding their academic motivation?

In Table 4-7 the responses of continuous students, individuals who began their degree studies within two years of completing their secondary education, were compared with the responses of non-continuous students who had a break of more than two years after completing their secondary education. The data came from continuous and non-continuous students of both public and private Kenyan universities.

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Table 4-7. Academic Motivational Factors and Continuity of Public and Private University Students. One-Way analysis of Variance Examination to Determine the Relationship Between the Groups.

Scale	Level	Mean	Std. Err.	F-Value	Obs. Sig. Level
Scale #1 Employ- ability	Cont.	11.1751	.1485	19.094	.0000*
	Non-Cont.	10.1681	.1787		
Scale #2 Better Pay	Cont.	9.7023	.1580	8.950	.0029*
	Non-Cont.	8.9834	.1827		
Scale #3 Professn'l Mobility	Cont.	9.4023	.1459	4.542	.0334*
	Non-Cont.	8.9428	.1588		
Scale #4 Standard of Living	Cont.	9.4452	.1532	18.137	.0000*
	Non-Cont.	8.4781	.1682		
Scale #5 Service to Others	Cont.	11.0418	.1084	22.633	.0000*
	Non-Cont.	12.1424	.1851		
Scale #6 Social Status	Cont.	8.8919	.1545	4.905	.0271
	Non-Cont.	8.3809	.1722		
Scale #7 Professn'l Prep.	Cont.	12.1587	.1126	.011	.9183
	Non-Cont.	12.1418	.1196		
Scale #8 Eligib'lty Further Ed	Cont.	11.4327	.1211	3.804	.0515
	Non-Cont.	11.0763	.1378		

* = observed significance at 0.05

There were significant differences between the responses of continuous and non-continuous students on six of the eight scales. The mean scores indicate that both continuous and non-continuous students in public and private universities agreed that factors of employability, service-to-others, professional preparation, and eligibility for further education were factors that motivated them to pursue degree studies. Continuous students expressed significantly stronger agreement to employability, better pay, professional mobility, standard of living, and social status factors while non-continuous students expressed significantly stronger agreement to service for others factors.

Sub-Question Four: Public and Private University Student

Responses According to Fathers' Previous Education. The fourth sub-question of Research Question One asked the following:

Can a difference in the academic motivation claimed by students in public and private universities be related to their fathers' previous education?

In Table 4-8 the motivational scales were analyzed according to the responses of public and private university students whose fathers completed varying amounts of formal education.

Table 4-8. Academic Motivational Factors and Level of Fathers' Formal Education. One-way Analysis of Variance Examination to Determine the Relationship Between the Amount of Fathers' Previous Education at Public and Private Schools.

Scale	Level	Mean	Std. Err.	F-Value Level	Observed Significance
Scale #1 Employ- ability	Primary	10.6453	.1825	1.402	.2410
	Secondy.	10.7010	.2230		
	Diploma	11.0707	.2943		
	Degree	11.5581	.3431		
Scale #2 Better Pay	Primary	9.2680	.1803	.705	.5494
	Secondy.	9.4976	.2341		
	Diploma	9.5960	.3303		
	Degree	9.9186	.4163		
Scale #3 Professn'l Mobility	Primary	9.2132	.1596	1.006	.3898
	Secondy.	9.1779	.2013		
	Diploma	9.1010	.2986		
	Degree	9.9643	.4161		
Scale #4 Standard of Living	Primary	8.9594	.1715	1.184	.3150
	Secondy.	9.4469	.2180		
	Diploma	8.9949	.3385		
	Degree	9.3721	.4377		
Scale #5 Service to Others	Primary	11.3261	.1489	2.315	.0747
	Secondy.	11.1014	.1727		
	Diploma	11.3100	.2593		
	Degree	10.2381	.4143		
Scale #6 Social Status	Primary	8.5962	.1653	.726	.5369
	Secondy.	8.6893	.2325		
	Diploma	9.0303	.3012		
	Degree	9.1071	.4981		
Scale #7 Professn'l Prep.	Primary	12.1900	.1221	.467	.7056
	Secondy.	12.1723	.1558		
	Diploma	12.3300	.1894		
	Degree	11.8636	.3803		
Scale #8 Eligib'lty Further Ed	Primary	11.1211	.1408	2.273	.0789
	Secondy.	11.1875	.1766		
	Diploma	11.8333	.2400		
	Degree	11.5000	.3231		

There were no significant differences in response to the scales among the public and private university students whose fathers had varying levels of formal education. All four categories of students whose fathers' formal education ranged from primary school to university degree achievements agreed that factors of professional preparation, service-to-others, eligibility for further education, and employability influenced their educational decisions.

Sub-Question Five: Public and Private University Student Responses According to Mothers' Previous Education. The fifth sub-question of Research Question One asked the following:

Can a difference in the academic motivation claimed by public and private university students be related to their mothers' previous education?

In Table 4-9, the motivational factor scales were analyzed according to the responses of public and private university students whose mothers completed varying amounts of formal education.

Table 4-9. Academic Motivational Factors and Level of Mothers' Formal Education. One-Way Analysis of Variance Examination to Determine the Relationship Between the Amount of Mothers' Previous Education at Public and Private Schools.

Scale	Level	Mean	Std. Err.	F-Value Level	Obs. Sig.
Scale #1 Employ- ability	Primary	10.9163	.1485	.744	.5264
	Secondy.	11.0880	.2718		
	Diploma	10.7407	.3759		
	Degree	9.7500	1.1750		
Scale #2 Better Pay	Primary	9.5690	.1528	.786	.5017
	Secondy.	9.4818	.3182		
	Diploma	9.5926	.4081		
	Degree	8.1250	1.0733		
Scale #3 Professn'l Mobility	Primary	9.2572	.1853	2.375	.0691
	Secondy.	9.2736	.2724		
	Diploma	10.0278	.3953		
	Degree	7.7500	.9465		
Scale #4 Standard of Living	Primary	9.2119	.1421	.993	.3954
	Secondy.	9.2909	.3256		
	Diploma	8.9907	.3944		
	Degree	7.7500	1.0351		
Scale #5 Service to Others	Primary	11.2732	.1230	2.128	.0955
	Secondy.	10.8889	.2409		
	Diploma	10.7963	.3389		
	Degree	9.7917	.8992		
Scale #6 Social Status	Primary	8.9639	.1454	.120	.9484
	Secondy.	8.8486	.3115		
	Diploma	8.9352	.4074		
	Degree	8.4169	1.0259		
Scale #7 Professn'l Prep.	Primary	12.2494	.1041	3.833	.0097*
	Secondy.	12.1182	.2053		
	Diploma	12.2963	.2280		
	Degree	10.0833	1.1379		
Scale #8 Eligib'lty Further Ed	Primary	11.3311	.1188	4.815	.0025*
	Secondy.	10.9630	.1609		
	Diploma	12.3611	.1558		
	Degree	10.2083	.6727		

* = observed significance at 0.05

The mean scores from all four categories of students whose mothers' formal education ranged from primary school to university degree achievements indicate the students agreed that factors of professional education and eligibility for further education influenced their educational decisions. There were two significant differences among the reports of public and private university students whose mothers completed varying levels of formal education. Students whose mothers completed university degrees agreed less with statements that professional preparation and eligibility for further education were factors in their decisions to pursue university studies than students whose mothers had completed less formal education.

Sub-Question Six: Public and Private University Student

Responses According to Kenyan and Non-Kenyan Students. The sixth sub-question of Research Question One asked the following:

Is there a difference between the claims of Kenyan and non-Kenyan students in public and private universities about their academic motivation?

In Table 4-10 the responses to the motivational factor scales were analyzed according to the whether students of both public and private universities were Kenyan or non-Kenyan African students.

Table 4-10. Academic Motivational Factors and Citizenship of Public and Private University Students. One-Way analysis of Variance Examination to Determine the Relationship Between the Groups.

Scale	Level	Mean	Std. Err.	F-Value	Obs.Sig. Level
Scale #1 Employ- ability	Kenyan	10.8509	.1276	26.300	.0000*
	Non-Kenyan	9.1802	.3059		
Scale #2 Better Pay	Kenyan	9.4891	.1311	12.439	.0004*
	Non-Kenyan	8.3056	.3117		
Scale #3 Professn'l Mobility	Kenyan	9.2483	.1166	3.448	.0638
	Non-Kenyan	8.6898	.2901		
Scale #4 Standard of Living	Kenyan	9.1112	.1275	12.351	.0005*
	Non-Kenyan	8.0000	.2530		
Scale #5 Service to Others	Kenyan	11.1338	.1057	28.030	.0000*
	Non-Kenyan	12.5357	.2214		
Scale #6 Social Status	Kenyan	8.7103	.1256	3.555	.0598
	Non-Kenyan	8.1106	.2298		
Scale #7 Professn'l Prep.	Kenyan	12.1433	.0907	1.290	.2564
	Non-Kenyan	12.4045	.1967		
Scale #8 Eligib'lty Further Ed	Kenyan	11.1899	.1014	4.613	.0321*
	Non-Kenyan	11.7318	.1995		

* = observed significance at 0.05

The mean scores indicate that both Kenyan and non-Kenyan students in public and private universities agreed that professional preparation, service-to-others, and eligibility for further education factors had motivated them to seek university degree studies. There was significantly greater agreement among Kenyan than among non-Kenyan students of both public and private universities that employability,

better pay, and standard of living factors motivated them to study for a university degree. Non-Kenyans in both types of universities had significantly greater agreement responses to the factors of service-to-others and eligibility for further education.

Report From Student Interviews

Small group interviews of 76 students were held at two public and six private institutions following administration of the questionnaires. The purpose of the interviews was to allow students the opportunity to personally discuss their motivation to study for a degree and clarify any questions or bring out points they wished to emphasize. The interviews were perceived as supplementary to the questionnaire rather than integral to the core of the study. The intent was to give a picture of the students' comments and observations having just completed the questionnaire.

In general, the responses of the students interviewed reflect the findings of the questionnaire. Motivational factors of service-to-others and professional preparation were emphasized while pay and standard of living concerns were seldom mentioned. Students admitted that social status in terms of prestige, influence, and respect were appreciated benefits of the degree, but often emphasized that service to others and personal and professional development mattered the most. Students spoke of interest in the content of their courses and the desire to continue expanding their knowledge of life as reasons to persist in their degree studies. Individual discussions of public and private university student responses are presented in the sections on Research Questions Two and Three.

Research Question Two

The second research question asked about the academic motivation of students in Kenyan public universities.

Research Question Two: What academic motivational factors and influences are claimed by public university students in Kenya as their reasons for studying for a degree?

A total of 494 public university students in the two Kenyan public universities offering arts and social science degrees participated in the final research study. Their responses to the academic motivational factor scales and influence items of the final questionnaire is discussed below⁴.

Rank Order of Motivational Factor Scales for Students of Public Universities

The rank order of the mean scores to the eight academic motivational factor scales presented in Table 4-11 gives an overview of the public university student responses to the motivational factors.

Table 4-11. Rank Order of Responses to Motivational Scales by Public University Students

Rank	Scale	Mean	Std. Dev.
First	Professional Preparation (Scale 7)	12.0061	2.247
Second	Employability (Scale 1)	11.6626	2.620
Third	Eligibility for Further Ed. (Scale 8)	11.1636	2.473
Fourth	Service-to-others (Scale 5)	10.5164	2.448
Fifth	Better Pay (Scale 2)	10.0112	3.059
Sixth	Standard of Living (Scale 4)	9.7397	2.999
Seventh	Professional Mobility (Scale 3)	9.5794	2.766
Eighth	Social Status (Scale 6)	9.1855	3.092

Scores aggregated from three-item sets (presented as scales) ranging in possible scores from three to fifteen for each scale. Mean averages of 1-3 indicate "strongly disagree," 4-6 indicate "disagree," 7-9 indicate "neutral" 10-12 indicate "agree," and 13-15 indicate "strongly agree" responses to the questionnaire items.

⁴The six sub-questions of Research Question Two and their findings are discussed at the end of this section.

Students in public universities were either neutral or agreed to all eight categories of motivational factors. In terms of future jobs, students indicated a stronger sense of motivation to prepare themselves for a profession than to secure a job, secure better pay or assure future professional mobility. Students agreed that to have a degree would help them obtain further education and be of service to others.

Rank Order of Motivational Influences for Students of Public Universities

A rank order of the public university student median responses to the motivational influence items on the final questionnaire is presented in Table 4-12.

Table 4-12: Academic Motivational Influences. Ratings assigned by Public University Students

	Degree of Influence:					Median Score:
	None 1	Little 2	Some 3	Much 4	Great 5	
I. People as Influence	(expressed in percents)					
Myself	1.7%	1.2%	3.5%	10.6%	83.0%	5
Parents	8.2	7.2	19.2	19.4	46.0	4
Teachers/Headmasters	10.5	10.1	23.4	29.9	26.1	4
Professional People	14.6	12.8	20.4	21.5	30.7	4
Brothers or Sisters	15.9	10.5	23.7	23.1	26.8	3
Friends	10.6	24.2	32.6	20.9	11.7	3
Other Relatives	22.3	27.1	28.6	13.2	8.8	3
Religious Leaders	45.2	22.3	19.2	9.1	4.1	2
Community Leaders	45.9	24.1	18.2	8.7	3.2	2
II. Other Influences						
What I Know About The						
Value of a Degree	7.5	6.4	24.2	30.6	27.5	4
Needs of My Family	10.0	10.0	22.4	23.2	34.3	4
Needs of My Country	15.7	15.0	29.0	17.6	22.7	3
Seeing How People With						
Degrees Live	15.5	15.5	28.8	19.2	20.9	3
Needs of My Community	18.1	20.2	26.0	21.2	14.4	3
Seeing How People						
Without Degrees Live	25.6	20.4	25.8	11.2	17.0	3

Public university students indicated that they count themselves as their strongest influence to study for a university degree. Other people whom most students claimed have had much to great influence on their decisions to study for the degree were parents (65.4%), teachers and headmasters (56.0%), and professional people (52.2%).

Other, non-people influences which public university students claimed have had much to great influence on their decisions to study for a degree were students' personal knowledge about the value of a degree (58.1%), and concern about the needs of their family (57.5%).

Two influences identified by public university students in the open-ended items #43 and #50 of the final questionnaire were the desire to be able to dominate other people (3 responses) and the desire to seek revenge on enemies (3 responses).

To this point, Research Question Two has discussed the overall academic motivational factors and influences identified by public university students in general. The six sub-questions of Research Question Two focused on the responses of specific groups within the public university population. The analysis of data will now shift to a discussion of the findings for these six sub-questions.

Findings From The Sub-Questions of Research Question Two

The six sub-questions of Research Question Two asked how public university students of specific demographic characteristics responded to the academic motivational factor scales. The mean responses reported in Tables 4-13 through 4-18 were based on the Likert Scale scores of 1 - 5 for the three items in each scale. Scale scores of 1-3 represent "strongly disagree," 4-5 represent "disagree," 7-9 represent "neutral," 10-12 represent "agree," and 13-15 represent

"strongly agree." Each scale was analyzed using a One-Way Analysis of Variance test to examine the differences between the mean scores for the groups considered in each sub-question.

Sub-Question One: Responses of Beginning and Intermediate Students of Public Universities. The first sub-question of Research Question Two asked the following:

Is there a difference between the claims of beginning and intermediate public university students regarding their academic motivation?

In Table 4-13, the motivational factor scales were analyzed according to the responses of beginning and intermediate students of public universities.

Table 4-13. Academic Motivational Factors and Level of Public University Students. One-Way Analysis of Variance Examination to Determine the Relationship Between the Two Groups.

Scale	Level	Mean	Std. Err.	F-Value	Obs. Sig. Level
Scale #1 Employa- bility	Beginning	11.7171	.1521	.188	.6645
	Intermediate	11.6092	.1934		
Scale #2 Better Pay	Beginning	10.0510	.1750	.038	.8449
	Intermediate	9.9943	.2312		
Scale #3 Professn'l Mobility	Beginning	9.6667	.1607	.573	.4495
	Intermediate	9.4688	.2021		
Scale #4 Standard of Living	Beginning	9.8030	.1727	.418	.5183
	Intermediate	9.6193	.2251		
Scale #5 Service to Others	Beginning	10.7772	.1474	8.915	.0030*
	Intermediate	10.0881	.1651		
Scale #6 Social Status	Beginning	9.1013	.1766	.826	.3639
	Intermediate	9.3692	.2362		
Scale #7 Professn'l Prep.	Beginning	12.0262	.1306	.005	.9439
	Intermediate	12.0119	.1618		
Scale #8 Eligib'lty Further Ed	Beginning	11.3350	.1367	3.351	.0678
	Intermediate	10.9086	.1378		

* = significant at 0.05

The mean scores of 10.0 to 12.0 indicate that both beginning and intermediate students in public universities agreed that factors of professional preparation, employment, eligibility for further education, and service-to-others influenced their decision to pursue degree studies. Beginning public university students cited significantly more agreement than intermediate public university students that wanting to be of service to others was a factor in their motivation to seek university studies.

Sub-Question Two: Responses of Male and Female Students of Public Universities. The second sub-question of Research Question Two asked the following:

Is there a difference between the claims of male and female public university students regarding their academic motivation?

In Table 4-14, the motivational factor scales were analyzed according to the responses of public university male and female students.

Table 4-14. Academic Motivational Factors and Gender of Public University Students. One-Way Analysis of Variance to Determine Relationships Between The Two Groups.

Scale	Level	Mean	Std. Err.	F-Value	Obs. Sig. Level*
Scale #1 Employa- bility	Male	11.6176	.1561	.179	.6723
	Female	11.7264	.1871		
Scale #2 Better Pay	Male	9.8672	.1796	2.238	.1353
	Female	10.2876	.2140		
Scale #3 Professn'l Mobility	Male	9.5619	.1664	.198	.6568
	Female	9.6753	.1877		
Scale #4 Standard of Living	Male	9.6886	.1724	.436	.5568
	Female	9.8516	.2198		
Scale #5 Service to Others	Male	10.5052	.1411	.003	.9547
	Female	10.5181	.1821		
Scale #6 Social Status	Male	9.2096	.1850	.000	.9902
	Female	9.2132	.2176		
Scale #7 Professn'l Prep.	Male	11.8621	.1332	2.411	.1212
	Female	12.1856	.1589		
Scale #8 Eligib'lty Further Ed	Male	11.2835	.1440	1.687	.1946
	Female	10.9870	.1773		

*No observed significance

The mean scores of public university male and female students ranging from 10.0 to 12.0 indicate that both groups were motivated to study for a degree by concerns for professional preparation, employability, eligibility for further education, and service to others. While females were slightly more inclined to agree that better pay influenced their decision, the difference between them and male students on that scale was not significant. Both males and females expressed neutrality toward professional mobility, standard of living, and social status concerns.

Sub-Question Three: Responses of Continuous and Non-Continuous Students of Public Universities. The third sub-question of Research Question Two asked the following:

Is there a difference between public university students who began their university program within two years of completing secondary school and students who began their programs after an absence of more than two years since completing secondary school regarding their academic motivation?

In Table 4-15, the responses of continuous students, individuals who began their degree studies within two years of completing their secondary education, were compared with the responses of non-continuous students, individuals who had a break of more than two years after completing their secondary education. The data came from continuous and non-continuous students from public Kenyan universities.

Table 4-15. Academic Motivational Factors and Continuity of Public University Students. One-Way analysis of Variance Examination to Determine the Relationship Between the Groups.

Scale	Level	Mean	Std. Err.	F-Value	Obs. Sig. Level
Scale #1 Employ- ability	Cont.	11.6780	.1238	.000	.9888
	Non-Cont.	11.6842	.4496		
Scale #2 Better Pay	Cont.	9.9944	.1461	.960	.3276
	Non-Cont.	10.5000	.4475		
Scale #3 Professn'l Mobility	Cont.	9.5461	.1337	1.954	.1628
	Non-Cont.	10.1974	.2943		
Scale #4 Standard of Living	Cont.	9.7229	.1438	.292	.5892
	Non-Cont.	10.000	.4367		
Scale #5 Service to Others	Cont.	10.5385	.1192	.048	.8266
	Non-Cont.	10.4474	.2938		
Scale #6 Social Status	Cont.	9.1971	.1494	.300	.5843
	Non-Cont.	9.4737	.4161		
Scale #7 Professn'l Prep.	Cont.	11.9764	.1067	2.038	.1540
	Non-Cont.	12.5132	.3090		
Scale #8 Eligib'lty Further Ed	Cont.	11.2173	.1159	2.363	.1249
	Non-Cont.	10.5789	.4278		

There were no significant differences in the responses of continuous and non-continuous public university students. The mean scores indicate that both groups agreed that factors of professional preparation, employability, and eligibility for further education motivated them to pursue degree studies. Non-continuous students expressed agreement to better pay and professional mobility, while their continuous student counterparts expressed neutrality toward those items.

Sub-Question Four: Public University Student Responses According to Fathers' Previous Education. The fourth sub-question of Research Question Two asked the following:

Can a difference in the academic motivation claimed by public university students be related to their fathers' previous education?

In Table 4-16, the motivational factor scales were analyzed according to the responses of public university students whose fathers completed varying amounts of formal education.

Table 4-16. Academic Motivational Factors and Level of Fathers' Formal Education. One-Way analysis of Variance Examination to Determine the Relationship Between the Amount of Fathers' Previous Education at Public Schools.

Scale	Level	Mean	Std. Err.	F-Value Level	Obs. Sig.
Scale #1 Employ- ability	Primary	11.6862	.1977	.287	.8348
	Secondy.	11.4966	.2289		
	Diploma	11.7969	.2871		
	Degree	11.8235	.3692		
Scale #2 Better Pay	Primary	9.9619	.2220	.149	.9305
	Secondy.	10.1497	.2637		
	Diploma	10.1328	.3667		
	Degree	10.2206	.4631		
Scale #3 Professn'l Mobility	Primary	9.5429	.1938	.976	.4040
	Secondy.	9.5405	.2364		
	Diploma	9.4688	.3355		
	Degree	10.3676	.4384		
Scale #4 Standard of Living	Primary	9.7321	.2123	.608	.6101
	Secondy.	10.0272	.2513		
	Diploma	9.5238	.4153		
	Degree	9.4706	.4910		
Scale #5 Service to Others	Primary	10.6168	.1759	2.201	.0872
	Secondy.	10.5377	.1947		
	Diploma	10.6875	.3127		
	Degree	9.5000	.4142		
Scale #6 Social Status	Primary	9.1582	.2060	.276	.8426
	Secondy.	9.0925	.2876		
	Diploma	9.4922	.3471		
	Degree	9.3235	.5640		
Scale #7 Professn'l Prep.	Primary	12.0406	.1540	1.179	.3172
	Secondy.	12.0068	.1784		
	Diploma	12.4063	.2271		
	Degree	11.5588	.4672		
Scale #8 Eligib'lty Further Ed	Primary	10.9066	.1834	2.024	.1098
	Secondy.	11.2313	.2050		
	Diploma	11.7578	.2759		
	Degree	11.3235	.3892		

* = observed significance at 0.05

There were no significant differences in the public university student responses to the motivational factor scales according to the level of formal education achieved by their fathers. The mean scores of 10.0 to 12.0 indicate that public university students whose fathers' formal educational achievements ranged from completing primary school to university degree studies together agreed that factors of professional preparation, employability, and eligibility for further education influenced their educational decisions.

Sub-Question Five: Public University Student Responses According to Mothers' Previous Education. The fifth sub-question of Research Question Two asked the following question:

Can a difference in the academic motivation claimed by public university students be related to their mothers' previous education?

In Table 4-17, the motivational factor scales were analyzed according to the responses of public university students whose mothers completed varying amounts of formal education, ranging from primary to university degrees.

Table 4-17. Academic Motivational Factors and Level of Mothers' Formal Education. One-Way analysis of Variance Examination to Determine the Relationship Between the Amount of Mothers' Previous Education at Public Schools.

Scale	Level	Mean	Std. Err.	F-Value Level	Obs. Sig.
Scale #1 Employ- ability	Primary	11.7576	.1572	.358	.7834
	Secondy.	11.6111	.2654		
	Diploma	11.5000	.3684		
	Degree	11.0000	1.2802		
Scale #2 Better Pay	Primary	10.1678	.1780	.656	.5793
	Secondy.	9.8193	.3552		
	Diploma	10.2778	.4652		
	Degree	9.0556	1.2485		
Scale #3 Professn'l Mobility	Primary	9.5808	.1608	2.813	.0391*
	Secondy.	9.4759	.2983		
	Diploma	10.7639	.4143		
	Degree	8.3333	1.2019		
Scale #4 Standard of Living	Primary	9.8925	.1715	.901	.4404
	Secondy.	9.5120	.3715		
	Diploma	9.5556	.4533		
	Degree	8.5556	1.2373		
Scale #5 Service to Others	Primary	10.5561	.1445	1.657	.1757
	Secondy.	10.6627	.2347		
	Diploma	9.9722	.4033		
	Degree	9.1667	1.0000		
Scale #6 Social Status	Primary	9.2492	.1788	.222	.8809
	Secondy.	9.0123	.3748		
	Diploma	9.5000	.4880		
	Degree	9.2222	1.2669		
Scale #7 Professn'l Prep.	Primary	12.0591	.1319	1.757	.1547
	Secondy.	12.0181	.2260		
	Diploma	12.1389	.3160		
	Degree	10.3333	1.3123		
Scale #8 Eligib'lty Further Ed	Primary	11.2205	.1409	3.650	.0127*
	Secondy.	10.8171	.2906		
	Diploma	12.2361	.3372		
	Degree	9.944	.8668		

* = observed significance at 0.05

There were two significant differences among the reports of students whose mothers completed varying levels of formal education. While the mean scores of 10.0 to 12.0 indicate agreement, students whose mothers completed university degrees agreed less with statements that professional mobility and eligibility for further education were factors in their decisions to pursue university studies. On the whole, agreement was expressed to the statements that professional preparation and employability concerns influenced the students' decisions to pursue degree studies, regardless of the amount of formal education their mothers had completed.

Sub-Question Six: Public University Student Responses According to Kenyan and Non-Kenyan Students. The sixth sub-question of Research Question Two asked the following:

Is there a difference between the claims of Kenyan and non-Kenyan public university students about their academic motivation?

In Table 4-18, the findings of the motivational factor scales were analyzed according to the responses of Kenyan and non-Kenyan African public university students.

Table 4-18. Academic Motivational Factors and Citizenship of Public University Students. One-Way analysis of Variance Examination to Determine the Relationship Between the Groups.

Scale	Level	Mean	Std. Err.	F-Value	Obs. Sig. Level
Scale #1 Employ- ability	Kenyan	11.7060	.1267	5.797	.0165*
	Non-Kenyan	9.2857	1.1279		
Scale #2 Better Pay	Kenyan	10.0680	.1459	1.372	.2421
	Non-Kenyan	8.7143	.9932		
Scale #3 Professn'l Mobility	Kenyan	9.6239	.1308	.024	.8769
	Non-Kenyan	9.7857	1.2903		
Scale #4 Standard of Living	Kenyan	9.7604	.1448	.528	.4678
	Non-Kenyan	8.9286	.9663		
Scale #5 Service to Others	Kenyan	10.5628	.1196	1.138	.2866
	Non-Kenyan	11.5714	.7190		
Scale #6 Social Status	Kenyan	9.2396	.1489	1.383	.2403
	Non-Kenyan	7.8571	.9110		
Scale #7 Professn'l Prep.	Kenyan	12.0759	.1067	1.833	.1765
	Non-Kenyan	10.9286	.8196		
Scale #8 Eligib'lty Further Ed	Kenyan	11.1552	.1174	.086	.7694
	Non-Kenyan	11.4286	.8411		

* = observed significance at 0.05

The mean scores of 10.0 to 12.0 indicate that there was significantly greater agreement among Kenyan than among non-Kenyan public university students that employability factors motivated them to study for a university degree. Both types of students agreed that factors of professional preparation, eligibility for further education, and service-to-others were motivating factors in their desire to seek degree studies.

Report From Public University Student Interviews

Public university students commented on professional preparation and interest in learning about life most of all. Comments such as "the degree helps me get to know people and different ideas," "it broadens one's views, the world is more than black and white," and "it can help us break the chains from the West" were typical in the interviews. While the public university students spoke of their appreciation of the prestige and social status opportunities a degree would bring, their references to motivational concerns for service to Kenya, their individual communities, family, and God were second only to the professional preparation and interest in learning motives mentioned above.

Beginning public university students expressed concerns for service to others and employability more than intermediate students. Two intermediate students volunteered that they would rather be in law or non-teaching programs but their test scores had prevented that possibility.

The academic motivational factors and influences of private university students is addressed in the following discussion of Research Question Three.

Research Question Three

The third research question asked about the academic motivation of students in Kenyan private universities.

Research Question Three: What academic motivational factors and influences are claimed by private university students in Kenya as their reasons for studying for a degree?

A total of 306 private university students in nine Kenyan university level institutions offering arts and social science degree programs participated in the final research study. The student responses to the academic motivational factor scales and influence items of the final questionnaire are the focus of the discussion of Research Question Three.⁵

Rank-Order of Motivational Factor Scales for Students of Private Universities

The rank order of the mean scores to the eight academic motivational factor scales presented in Table 4-19 provides an overview of the private university student responses to the motivational factors.

Table 4-19. Rank Order of Responses to Motivational Scales by Private University Students

Rank	Scale	Mean
First	Service-to-others (Scale 5)	12.5203
Second	Professional Preparation (Scale 7)	12.3686
Third	Eligibility for Further Ed. (Scale 8)	11.4573
Fourth	Employability (Scale 1)	8.9776
Fifth	Professional Mobility (Scale 3)	8.4341
Sixth	Better Pay (Scale 2)	8.1332
Seventh	Social Status (Scale 6)	7.7292
Eighth	Standard of Living (Scale 4)	7.7268

Scores aggregated from three-item sets (presented as scales) ranging in possible scores from three to fifteen for each scale. Mean averages of 1-3 indicate "strongly disagree," 4-6 indicate "disagree," 7-9 indicate "neutral" 10-12 indicate "agree," and 13-15 indicate "strongly agree" responses to the questionnaire items.

⁵The six sub-questions of Research Question Three and their findings are discussed at the end of this section.

Students in private universities were either neutral or agreed to all eight categories of motivational factors. The motivational scale to which private university students most strongly agreed as an explanation of their motive to seek a university degree was that of service-to-others. In terms of future jobs, students indicated a stronger sense of motivation to prepare themselves for a profession than to secure a job, assure professional mobility, or receive better pay. The students expressed neutrality toward motivational factors of social status and standard of living concerns.

Rank Order of Motivational Influences for Students of Private Universities

A rank order of the private university student median responses to the motivational influence items on the final questionnaire is presented in Table 4-20.

Table 4-20: Academic Motivational Influences. Ratings assigned by Private University Students

	Degree of Influence:					Median Score:
	None 1	Little 2	Some 3	Much 4	Great 5	
I. People as Influence	(expressed in percents)					
Myself	4.6	3.1	5.0	14.2	73.2	5
Professional People	17.2	8.8	16.1	24.5	33.3	4
Religious Leaders	10.1	14.6	19.2	25.4	30.7	4
Teachers/Headmasters	17.9	11.1	21.8	25.4	23.9	3
Friends	12.8	18.8	27.4	24.7	16.3	3
Brothers or Sisters	23.0	17.1	21.6	19.3	19.0	3
Parents	22.1%	17.1%	26.0%	12.5%	22.4%	3
Community Leaders	27.6	24.0	21.9	14.0	12.5	2
Other Relatives	28.2	25.4	25.4	13.7	2.8	2
II. Other Influences						
Needs of My Country	4.8	6.2	15.4	31.5	42.1	4
Needs of My Community	5.6	4.9	16.7	31.7	41.1	4
What I Know About The Value of a Degree	12.5	4.6	22.8	29.2	23.1	4
Needs of My Family	25.2	15.2	22.7	18.1	18.8	3
Seeing How People With Degrees Live	24.7	25.4	24.7	13.8	11.3	2
Seeing How People Without Degrees Live	37.5	23.9	20.7	10.4	7.5	2

Private university students counted themselves as their strongest influence to study for a university degree. Other people whom most private university students claimed had much to great influence on their decisions to study for a degree were professional people (57.8%) and religious leaders (56.1%).

Other, non-people influences which private university students claimed had much to great influence on their decisions to study for a degree were students' concerns about the needs of their country (73.6%), needs of their communities (73.5%), and the students' personal knowledge about the value of a degree (52.3%) in their lives.

To this point, Research Question Three has discussed the overall academic motivational factors and influences identified by private university students in general. The six sub-questions of Research Question Three, presented below, focus on the responses of specific groups within the private university population.

Findings of the Sub-Questions of Research Question Three

The six sub-questions of Research Question Three asked how private university students of specific demographic characteristics responded to the academic motivational factor scales. The mean responses reported in Tables 4-21 through 4-26 were based on Likert type scores of 1 - 5 for the three items in each scale. Scale scores of 1-3 represent "strongly disagree," 4-6 represent "disagree," 7-9 represent "neutral," 10-12 represent "agree," and 13-15 represent "strongly agree." Each scale was analyzed using an Analysis of Variance test to examine the differences between the mean scores for the groups considered in each sub-question.

Sub-Question One: Responses of Beginning and Intermediate Students of Private Universities. The first sub-question of Research Question Three asks the following:

Is there a difference between the claims of beginning and intermediate private university students regarding their academic motivation?

In Table 4-21, the motivational factor scales were analyzed according to the responses of beginning and intermediate students of private universities.

Table 4-21. Academic Motivational Factors and Level of Private University Students. One-Way Analysis of Variance Examination to Determine the Relationship Between the Two Groups.

Scale	Level	Mean	Std. Err.	F-Value	Obs. Sig. Level
Scale #1 Employa- bility	Beginning	9.3444	.3341	2.659	.1042
	Intermediate	8.6485	.2572		
Scale #2 Better Pay	Beginning	8.4405	.3300	1.935	.1655
	Intermediate	7.8429	.2603		
Scale #3 Professn'l Mobility	Beginning	8.4277	.3214	.037	.8471
	Intermediate	8.3494	.2418		
Scale #4 Standard of Living	Beginning	8.2444	.2990	7.132	.0081*
	Intermediate	7.2681	.2149		
Scale #5 Service to Others	Beginning	12.7527	.2542	.802	.3714
	Intermediate	12.4792	.1785		
Scale #6 Social Status	Beginning	8.1552	.3068	4.189	.0417*
	Intermediate	7.3690	.2262		
Scale #7 Professn'l Prep.	Beginning	12.5978	.2157	1.227	.2690
	Intermediate	12.2801	.1769		
Scale #8 Eligib'lty Further Ed	Beginning	11.7727	.2583	2.480	.1166
	Intermediate	11.2610	.1949		

* = significant at 0.05

The mean scores of 10.0 to 12.0 indicate that both beginning and intermediate private university students agreed that factors of service-to-others, professional preparation, and eligibility for further education influenced their decision to pursue degree studies. Beginning students cited significantly more motivation by factors of social status and standard of living than cited by intermediate students.

Sub-Question Two: Responses of Male and Female Students of Private Universities. The second sub-question of Research Question Three asked the following:

Is there a difference between the claims of male and female private university students regarding their academic motivation?

In Table 4-22, the motivational factor scales were analyzed according to the responses of private university male and female students.

Table 4-22. Academic Motivational Factors and Gender of Private University Students. One-Way Analysis of Variance to Determine Relationships Between The Two Groups.

Scale	Level	Mean	Std. Err.	F-Value	Obs. Sig. Level
Scale #1 Employa- bility	Male	8.8760	.2061	.495	.4825
	Female	9.3600	.6529		
Scale #2 Better Pay	Male	8.0332	.2076	.537	.4645
	Female	8.5435	.5897		
Scale #3 Professn'l Mobility	Male	8.3521	.1917	.216	.6423
	Female	8.6522	.5851		
Scale #4 Standard of Living	Male	7.6294	.1778	1.214	.2714
	Female	8.2800	.5148		
Scale #5 Service to Others	Male	12.5811	.1455	.510	.4758
	Female	12.2308	.5472		
Scale #6 Social Status	Male	7.6468	.1852	.521	.4711
	Female	8.0769	.4663		
Scale #7 Professn'l Prep.	Male	12.4322	.1351	1.298	.2555
	Female	11.8958	.5247		
Scale #8 Eligib'lty Further Ed	Male	11.4315	.1521	.141	.7081
	Female	11.6304	.5950		

The mean scores of 10.0 to 12.0 indicate that private university male and female students agreed that they were motivated to study for a degree by concerns for service-to-others, professional preparation, and eligibility for further education. While female scores were higher than male scores on all but one scale, there were no significant differences between the responses of male and female private university students.

Sub-Question Three: Responses of Continuous and Non-Continuous Students of Private Universities. The third sub-question of Research Question Three asked the following:

Is there a difference between private university students who began their university program within two years of completing secondary school and students who began their programs after an absence of more than two years since completing secondary school regarding their academic motivation?

In Table 4-23, the responses of continuous students, individuals who began their degree studies within two years of completing their secondary education, were compared with the responses of non-continuous students, individuals who had a break of more than two years after completing their secondary education. The data were from continuous and non-continuous students from private Kenyan universities.

Table 4-23. Academic Motivational Factors and Continuity of Private University Students. One-Way analysis of Variance Examination to Determine the Relationship Between the Groups.

Scale	Level	Mean	Std. Err.	F-Value	Obs. Sig. Level
Scale #1 Employ- ability	Cont.	9.1633	.2724	2.415	.1213
	Non-Cont.	8.5372	.2953		
Scale #2 Better Pay	Cont.	8.6268	.2801	11.222	.0009*
	Non-Cont.	7.2982	.2723		
Scale #3 Professn'l Mobility	Cont.	8.7872	.2460	6.754	.0099*
	Non-Cont.	7.8289	.2750		
Scale #4 Standard of Living	Cont.	8.1579	.2376	10.594	.0013*
	Non-Cont.	7.0542	.2347		
Scale #5 Service to Others	Cont.	12.4619	.2029	.525	.4695
	Non-Cont.	12.6792	.2024		
Scale #6 Social Status	Cont.	7.8775	.2553	1.732	.1892
	Non-Cont.	7.4076	.2382		
Scale #7 Professn'l Prep.	Cont.	12.3994	.1739	.035	.8513
	Non-Cont.	12.3487	.2087		
Scale #8 Eligib'lty Further Ed	Cont.	11.5374	.2077	.339	.5612
	Non-Cont.	11.3596	.2205		

* = observed significance at 0.05

The mean scores of 10.0 to 12.0 indicate that both continuous and non-continuous private university students agreed that factors of service-to-others, professional preparation, and eligibility for further education motivated them to pursue degree studies. While the scores of both groups fell in the neutral range for the remaining scales, continuous students expressed significantly stronger agreement to better pay, standard of living, and professional mobility factors than did their non-continuous counterparts.

Sub-Question Four: Private University Student Responses According to Fathers' Previous Education. The fourth sub-question of Research Question Three asked the following:

Can a difference in the academic motivation claimed by private university students be related to their fathers' previous education?

In Table 4-24, the motivational factor scales were analyzed according to the responses of private university students whose fathers completed varying amounts of formal education.

Table 4-24. Academic Motivational Factors and Level of Fathers' Formal Education. One-Way analysis of Variance Examination to Determine the Relationship Between the Amount of Fathers' Previous Education at Private Schools.

Scale	Level	Mean	Std. Err.	F-Value Level	Obs. Sig.
Scale #1 Employ- ability	Primary	8.5079	.2903	3.197	.0240*
	Secondy.	8.7091	.4462		
	Diploma	8.2381	.7000		
	Degree	9.9403	.4023		
Scale #2 Better Pay	Primary	7.7920	.3045	.819	.4844
	Secondy.	8.0943	.4245		
	Diploma	7.8864	.6546		
	Degree	8.5597	.4101		
Scale #3 Professn'l Mobility	Primary	8.0446	.2862	1.248	.2928
	Secondy.	8.4444	.3986		
	Diploma	8.2727	.6519		
	Degree	8.9318	.3564		
Scale #4 Standard of Living	Primary	7.3611	.2471	1.005	.3909
	Secondy.	7.7222	.3761		
	Diploma	8.1136	.5866		
	Degree	7.9928	.3472		
Scale #5 Service to Others	Primary	12.4440	.2330	.374	.7720
	Secondy.	12.4750	.2900		
	Diploma	12.4167	.4006		
	Degree	13.3750	.3239		
Scale #6 Social Status	Primary	7.6860	.2562	.340	.7961
	Secondy.	7.7083	.3566		
	Diploma	8.1857	.5470		
	Degree	8.1875	1.0519		
Scale #7 Professn'l Prep.	Primary	12.4274	.1991	.389	.7608
	Secondy.	12.5948	.3105		
	Diploma	12.1944	.3406		
	Degree	12.9000	.4069		
Scale #8 Eligib'lty Further Ed	Primary	11.4637	.2165	1.158	.3267
	Secondy.	11.0820	.3468		
	Diploma	11.9714	.4592		
	Degree	12.1000	.5044		

* = observed significance at 0.05

The mean scores of private university students whose fathers' formal educational achievements ranged from completing primary school to university degree studies indicate that all agreed that factors of service-to-others, professional preparation, and eligibility for further education motivated them to seek university degree studies. While all four groups of students' scores remained in the neutral zone, there was a significant difference on their assessment of the first scale, employability. Students whose fathers had completed a university degree were significantly less neutral than the other students about employability being a factor in their motivation to study for the degree.

Sub-Question Five: Private University Student Responses According to Mothers' Previous Education. The fifth sub-question of Research Question Three asked the following question:

Can a difference in the academic motivation claimed by private university students be related to their mothers' previous education?

In Table 4-25, the motivational factor scales were analyzed according to the responses of private university students whose mothers completed varying amounts of formal education, ranging from primary to university degrees.

Table 4-25. Academic Motivational Factors and Level of Mothers' Formal Education. One-Way analysis of Variance Examination to Determine the Relationship Between the Amount of Mothers' Previous Education at Private Schools.

Scale	Level	Mean	Std. Err.	F-Value Level	Obs. Sig.
Scale #1 Employ- ability	Primary	9.2941	.2672	1.036	.3778
	Secondy.	9.5185	.6632		
	Diploma	9.2222	.7478		
	Degree	6.0000	1.1547		
Scale #2 Better Pay	Primary	8.4221	.2637	.892	.4463
	Secondy.	8.4444	.6716		
	Diploma	8.2222	.7074		
	Degree	5.3333	1.2019		
Scale #3 Professn'l Mobility	Primary	8.5250	.2396	.778	.5075
	Secondy.	8.4074	.6138		
	Diploma	8.5556	.7507		
	Degree	6.0000	.5774		
Scale #4 Standard of Living	Primary	7.9085	.2168	1.370	.2532
	Secondy.	8.6111	.6700		
	Diploma	7.8611	.7046		
	Degree	5.3333	1.2019		
Scale #5 Service to Others	Primary	12.6076	.1857	1.227	.3011
	Secondy.	11.6400	.6798		
	Diploma	12.4444	.4060		
	Degree	11.6667	1.8559		
Scale #6 Social Status	Primary	7.8344	.2326	.724	.5387
	Secondy.	8.3750	.5435		
	Diploma	7.8056	.6778		
	Degree	6.0000	.0000		
Scale #7 Professn'l Prep.	Primary	12.6083	.1654	2.412	.0680
	Secondy.	12.4259	.4689		
	Diploma	12.6111	.2574		
	Degree	9.3333	2.7285		
Scale #8 Eligib'lty Further Ed	Primary	11.5377	.1984	1.118	.3427
	Secondy.	11.4231	.5796		
	Diploma	12.6111	.3717		
	Degree	11.0000	1.1547		

There were no significant differences in the replies of private university students according to the level of formal education completed by their mothers. They agreed that factors of service-to-others and eligibility for further education were factors in their decision to pursue university studies.

Sub-Question Six: Private University Student Responses According to Kenyan and Non-Kenyan Students. The sixth sub-question of Research Question Three asked the following:

Is there a difference between the claims of Kenyan and non-Kenyan private university students about their academic motivation?

In Table 4-26, the findings of the motivational factor scales were analyzed according to the responses of Kenyan and non-Kenyan African private university students.

Table 4-26. Academic Motivational Factors and Citizenship of Private University Students. One-Way analysis of Variance Examination to Determine the Relationship Between the Groups.

Scale	Level	Mean	Std. Err.	F-Value	Obs. Sig. Level
Scale #1 Employ- ability	Kenyan	8.7400	.2501	1.132	.2882
	Non-Kenyan	9.1731	.3188		
Scale #2 Better Pay	Kenyan	7.9479	.2451	.665	.4157
	Non-Kenyan	8.2772	.3270		
Scale #3 Professn'l Mobility	Kenyan	8.2377	.2302	1.010	.3158
	Non-Kenyan	8.6139	.2974		
Scale #4 Standard of Living	Kenyan	7.5086	.2179	1.533	.2157
	Non-Kenyan	7.9381	.2620		
Scale #5 Service to Others	Kenyan	12.5083	.1791	.098	.7548
	Non-Kenyan	12.6000	.2306		
Scale #6 Social Status	Kenyan	7.3803	.2016	4.390	.0371*
	Non-Kenyan	8.1274	.3147		
Scale #7 Professn'l Prep.	Kenyan	12.3073	.1721	.524	.4696
	Non-Kenyan	12.5049	.1998		
Scale #8 Eligib'lty Further Ed	Kenyan	11.2798	.2006	2.434	.1199
	Non-Kenyan	11.7524	.2063		

* = observed significance at 0.05

The mean scores of 10.0 to 12.0 for both Kenyan and non-Kenyan private university students indicate their agreement that service-to-others, professional preparation, and eligibility for further education factors motivated them to seek university degree studies. While the scores of both groups indicated neutrality on the social status scale, non-Kenyan private university students were significantly less neutral about social status as a motivating factor than were their Kenyan counterparts.

Report From Student Interviews

Private university students spoke of their academic motives primarily in terms of their concern to be better prepared for service to others. Specifically, they wanted to serve God, his church, their nation, and individual communities. They conversed about their desire to use their learning to earn the opportunity to be heard by the growing numbers of well-educated Kenyans in urban areas, many of whom see religion as insignificant for their lives. As for the students in public institutions, personal interest in learning motives were closely tied to their motives for professional preparation. Specific enthusiasm was expressed at one institution for the sociology and anthropology studies to supplement theology in preparation for their careers as pastors and priests.

While the above mentioned motives of service and professional knowledge were the most often cited, social status type motives, specifically for prestige, respect, and influence in the community, were a strong contender for second place. Much honesty was expressed in such comments as the following:

The aim of a man at home is to go and dig. My aim is to go to the States to study. Someday I will replace the bishop.

Specialization brings monotony. It makes you answer questions where specialization is not needed. An old man could solve the problem in a day. Using your specialization, it takes a month.

A seminary degree brings grief. It is not respected in the secular community and many church leaders do not like us to have a degree. It isolates people.

Where employability, pay and professional mobility were mentioned by the private university beginning students, intermediate university students emphasized pursuing knowledge and personal development interests.

Summary

Chapter Four has presented the findings from both the preliminary and final studies. The preliminary studies identified academic motivational factors and influences cited by students in public and private universities in Kenya as the motivating forces for their desire to pursue degree studies. The findings from these studies led to the development of the academic motivational scales and influences used in the final study itself. In Chapter Five, conclusions based on the findings of the study are presented along with a discussion of recommendations for future research.

CHAPTER FIVE

CONCLUSIONS

The purpose for this study of academic motivational factors and influences was to provide a data base about the academic motivation of students in Kenyan universities. Contradictory assumptions about the purpose and intent of these students have hindered efforts to provide meaningful curricular programs. For example, some assumptions have been that students are motivated by primarily selfish, social status-oriented intentions (INADES, 1984, p. 59; Mutua, 1975, pp. 126-27). Others are that people assume (and expect) students' motives to include a sense of national conscience and desire to help the less fortunate in society (Keller, 1980, p.62). Other assumptions are that students are motivated to study for a first degree primarily because they consider it an intermediary step toward their goal of a masters or doctorate degree. Bardouille (1981) discovered this to be the case in Zambia. Most assumptions, however, are that student motivation focuses primarily on the students' own future in terms of preparing for a profession, finding employment, good pay, advancement opportunities, and a comfortable standard of living.

Review of the Study

This study has addressed the question of what motivates

students in Kenya to seek first degree studies. Specifically, it has described the academic motivational factors and influences that beginning and intermediate students in Kenyan university arts and social science degree programs identified as their reasons for seeking degree studies. An academic motivational factor and influence research instrument was developed in Kenya with the participation of Kenyan professors, university education researchers, and graduate and undergraduate students to assure the study would reflect Kenyan perspectives of academic motivation.

Over 1,000 students in public and private Kenyan university level institutions participated in the instrument development and final research study. The findings of the final questionnaire are based on data from 800 student respondents from two public and nine private degree granting institutions.

The analysis of data focused on the responses of students in both public and private university institutions according to six demographic characteristics of the participants:

1. Students who were at beginning and intermediate stages of their degree programs;
2. Male and female students;
3. Students who entered their degree programs within two years of completing their secondary studies (continuous students), and students who entered their degree programs after two or more years of completing their secondary studies (non-continuous students);
4. Students whose fathers had completed primary, secondary, post-secondary vocational diploma, or university degree studies;
5. Students whose mothers had completed primary, secondary,

post-secondary vocational diploma, or university degree studies; and

6. Kenyan and non-Kenyan African students.

In the past, educational planners have had little research data available about university students' motivation to seek university studies in Kenya, especially data concerning students' own reports of their motivational concerns. Where assumptions of student motives have been based on aspirations for students (as in the Ominde Report and Kenya Development Plans), or desperation about students (such as during student strikes), this study offers an opportunity to examine the subject from an informed base of student academic motivation research data. The data provide educational planners an informed perspective for curricular policy and program evaluation decisions.

The research provides insight into a rapidly growing educational sector, that of private religious universities. While the public universities are closely linked to government control (Court, 1980), private schools have always had greater autonomy from Kenyan government supervision. Sifuna (1976, p. 16) notes that independence in 1963 did not radically alter that arrangement. The 1986 directive from President Moi for all private university institutions to seek government accreditation reflects growing interest in Kenyan private education students and their programs.

Summary

The summary of the data is presented in Chapter Five in a parallel rather than a comparative and contrastive form of the reports

from students from public and students from private universities. While this study notes differences between the public and private university student findings, it does so on the basis of student and not institutional data. Conclusions about the data are best drawn about the nature of student rather than institutional characteristics for each type of university. Differences in the findings of the two types of students may be caused by a number of non-institutional factors such as the socio-economic and educational background of students, the urban or rural setting of an institution, scholarship availability, or student attraction to curricular or non-academic features of a program. The focus of this study is instead on the reports from students of six particular demographic characteristics (beginning/intermediate, male/female, continuous/non-continuous, fathers' formal education, mothers' formal education, and Kenyan/non-Kenyan citizenship) from public and private universities about their reasons for seeking degree studies.

Chapter Five is divided into five sections. In the first section, the academic motivational factor and influence findings are discussed for both public and private universities. In the second section, the findings of the public university students are discussed with reference to the six demographic analyses of the data. A parallel examination of the findings of private university students is presented in the third section, followed by recommendations for further studies offered in the fourth section. The fifth section offers concluding comments.

Combined Public and Private University Student Findings

Findings from the preliminary studies of students in public and private universities in Kenya revealed eleven categories of academic motivational factors which were accepted as scales for the final study, and fifteen types of motivational influences. Students were asked to indicate their agreement or disagreement to 33 motivational factor items (three items per scale) and the 15 influence items identified in the preliminary studies on a Likert-type questionnaire. The Cronbach Alpha Standardized Item test was used to examine the reliability of the scale data. The conclusions drawn from the study are based on an analysis of the eight motivational factor scales that met the minimum criteria of .06 reliability, and from the fifteen influence items.

A Comparison of Employment-Related, Life Style, and Service-to-Others Factors. The employability, better pay, professional mobility, standard of living, and professional preparation scales all relate to the students' perceptions of the type of work and life style they believe their future employment will afford (the original pool of items for each of these scales is found in Appendix D). Although closely related, the panel of judges interpreted each group of items from these scales as separate entities. The fact that five of the original eleven scales relate to profession and life style matters is itself a strong statement of motivational concern for these matters.

When the scales are examined as individual entities, however, (see Table 4-2) another picture emerges. Professional preparation ranks first, but service-to-others is ranked second. This discovery contradicts long standing assumptions that students are primarily

interested in themselves. It could be argued that students gave service-to-others factors such high ratings because they felt obligated to report their motivation from an altruistic stance even when their operational motives were self-serving motives. While that could in fact be an appropriate explanation for it, there is also the possibility that the students' reports of motivation for service-to-others were for the most part genuine, certainly from the perspective of perceived intentions. Students who feel assured about their ability to find satisfactory employment opportunities have the luxury of contemplating altruistic goals of service-to-others. A university degree in Kenya today still offers reasonable assurance of professional employment in spite of fewer opportunities for securing first choice positions.

This interpretation clarifies the disparity of findings between the open-ended preliminary questionnaire (Table 4-1) and the final questionnaire findings (Table 4-2). As mentioned in Chapter Three, the open-ended questionnaire solicited students' first thoughts about what they believed motivated their fellow students to seek degree studies. The motivational factors most frequently cited on the open-ended questionnaire were employment, salary, and standard of living concerns. While the professional preparation scale received the highest mean score of all the final questionnaire responses, the related scales of better pay, professional mobility, and standard of living received mean scores within the neutral response category, well below the mean scores for the service-to-others and eligibility for further education motivational scales.

As mentioned in Chapter Four, the difference in findings between the preliminary and the final questionnaires could be due to the difference in population samples (28 students for the preliminary study and 800 students for the final study), or to the fact that when students were asked to write of their interests they wrote the items that first came to mind (employment and prestige items) more readily than of their interests in serving others. The final questionnaire did not require students to report their motives, it rather asked them to indicate how much they agreed or disagreed to motivational items already identified for them. It appears that students more readily agreed to items concerning service-to-others motivational factors than they thought of writing such items in response to an open-ended question.

The reason that service-to-others factors received such high scores is not fully understood. The religious orientation of the private university students certainly influenced the findings, but that alone could not explain the phenomenon since public university students comprised 62% of the total sample of the population. The fact that both public and private university students agreed more strongly with service-to-others than employability, better pay, professional mobility, and standard of living motivational factors cannot be overlooked. In addition, both public and private university students gave twice or more than twice as many service-to-others responses to the open-ended items of the final questionnaire as for any of the other motivational factors or influences (see Appendix L).

Service-to-Others Factor. The mean scores of combined public and

private university students for the service-to-others scale show significant differences between male and female, continuous and non-continuous, and Kenyan and non-Kenyan students. When public and private university student mean scores for the service-to-others scales are examined separately, however, another picture emerges. Only one significant difference is found among public university students, and that is a difference between beginning and intermediate students, and no significant differences are found between private university students. The data suggest that, while both public and private university students identify service-to-others concerns as motivational factors for them, the patterns of doing so vary between public and private university students. A comparison of the mean scores for the six demographic characteristics of public and private university students shows an average score of 10.4 for public university students and 12.4 for private university students where the range of possible "agree" scores extends from 10.0 to 12.9. In effect, the differences in the findings for the service-to-others motivational scale in terms of the mean scores of the combined student data and those of the public and private university students examined separately demonstrate three findings. Each is described below.

First, private university students indicated considerably stronger agreement to service-to-others concerns than did public university students. This fact caused significant differences to appear for the male and female, continuous and non-continuous, and Kenyan and Non-Kenyan combined student analyses of the service-to-others scale. These differences disappeared in the individual

analyses of the data for public and private university students.

Secondly, one significant difference between public university students did not appear on an analysis of the combined institutional data. Among public university students, beginning students agreed more than intermediate students to the service-to others motivational factor scale items.

Thirdly, among private university students there was a uniformly strong sense of service-to-others motivation for each of the six demographic factors studied.

While the above observations help explain the differences between the findings for the service-to-others motivational scale, there remains one anomaly that remains a mystery. A comparison of the demographic data for the service-to-others scale and the data for the other seven motivational factors scales reveals a number of deviations from set response patterns. In general, one group of students tends to score higher than the other along most of the motivational scales. The set pattern is often reversed, however, for the service-to-others scale. This anomaly occurs for the public and private university student data of beginning and intermediate, male and female, continuous and non-continuous, and Kenyan and non-Kenyan students. It also occurs in the data for public university students among the continuous and non-continuous students, and in the data among private university students among male and female, and continuous and non-continuous students. No explanation adequately explains the mystery. While students indicated agreement with the items of the scale ("serve my country," "serve my people," and "serve God"), they did so in ways

that often deviated from fairly set response patterns they had established for the other motivational scales. When reexamined for possible reporting error, the data simply confirmed the existence of the anomaly.

Social Status Factor. The assumptions that students adhere to primarily elitist motives were not confirmed by student reports of their motivational factors. Social status scores were consistently low by public and private students in each of the six demographic categories examined. At issue is whether or not the findings are due to student reluctance to admit elitist motivation, the students' personal sense of security about their social status, and whether or not there is a current change of attitudes among students about the social status implications of a university degree with the increasingly larger numbers of degree holders in society.

The students assigned social status concerns the lowest scores of the eight motivational scales. Were students reluctant to admit social status motivation? It would appear so, especially when social status concerns ranked second on the open-ended questionnaire. It is also possible that students ranked social status low on the final questionnaire, not so much because they wanted to avoid admitting such motivation, but because they already felt socially secure in their status as university students. The candid tone of the responses to the open-ended items of the final questionnaire suggest that students were not reluctant to talk freely about their personal reasons for seeking a degree. For example:

I once quarreled with a man and promised to beat him academically.

I'd rather be in law but I am forced to be here.

Such frankness was also observed in the student interviews. For example, when asked about the advantages and disadvantages of degree studies, student comments included:

Family expectations are very heavy. They want your money, status, and power.
 Before, I was walking six feet tall and now I am walking ten feet tall. After the degree I will be walking twelve feet tall.
 Sometimes I have a superiority feeling over those who are not so educated.

The greatest contrast between what non-students speculate about university student motivation and what university students report about their own motivation is seen in this social status scale. Because data reporting Kenyan university students' own assessments of their personal motivational factors has not been previously available, the assumptions that students are primarily oriented to personal prestige and social status concerns are seldom examined. A question to consider at this point is the source of the assumptions. At least one source of contention that students are primarily motivated by social status concerns comes from the press. A faculty member at the University of Nairobi suggested that a reporting bias against university students may come from the fact that most Kenyan newspaper reporters have not themselves had the opportunity for university degree studies.

Further Education Factor. Eligibility for further education factors received the third highest scores, confirming findings by Bardouille in Zambia (1981) that students view university education as a stepping stone to advanced degree studies.

Public and Private University Student Sub-Question Findings. The sub-questions for each of the three research questions inquired into the nature of student responses from the perspectives of the six demographic characteristics mentioned above. There were significant differences of student responses for beginning and intermediate students, male and female students, continuous and non-continuous students, students whose mothers had varying degrees of education, and Kenyan and non-Kenyan students.

Beginning public and private university students responded significantly more positively than their intermediate counterparts to five motivational scales: employability, better pay, professional mobility, standard of living, and social status. On the whole, beginning students were more likely to express agreement than intermediate students throughout the questionnaire. While they agreed with intermediate students that professional preparation, service-to-others, and further education were motivational factors for them, beginning students had a stronger orientation toward personal concerns for future job, status, and standard of living factors than intermediate students. The fact that intermediate students tended to be more cautious than beginning students in their assessment of the value of a degree may indicate loss of enthusiasm or lowered expectations for intermediate students.

Male and female students from public and private universities showed significantly different responses to six of the eight motivational factor scales. As for the beginning students, female students had a stronger orientation toward personal concerns for future job,

status, and standard of living matters than male students who themselves were significantly more inclined to cite service-to-others factors as their motivational concerns. The findings suggest that male students have a more conservative if not altruistic assessment of the value of degree studies. The data from female students, who are only recently and selectively gaining access to equal educational opportunities, reflect minority student motivation for personal success.

Continuous and non-continuous students from public and private universities responded in significantly different ways to five of the eight motivational scales. Continuous students who began their university studies within two years of completing their secondary education expressed much greater agreement to employability, better pay, professional mobility, and standard of living motivational factors. Non-continuous students who began their university studies more than two years after secondary school indicated significantly greater motivational agreement to service-to-others factors. Of the 738 students who responded to the continuous/non-continuous item of the questionnaire, 84% were continuous students and 16% were non-continuous students, most of whom came from the private schools. The religious orientation of the private non-continuous university students is a likely explanation for the difference on the service-to-others scale. The fact that both continuous and non-continuous students agreed to employment, service-to-others, professional preparation and eligibility for further education factors should not be overlooked in an analysis of the differences between continuous and

non-continuous students. On the whole, the continuous students who are generally younger than the non-continuous students showed greater interest in job-oriented motivational factors while the older, non-continuous students expressed greater motivation for altruistic concerns.

An analysis of the data from the perspective of parents' formal education revealed no significant differences in the responses according to the fathers' previous education. Significant differences were recorded on the professional preparation and eligibility for further education scales among the mean scores of students whose mothers' education ranged from primary to degree studies.

The above observations are notable but not altogether helpful in understanding the impact of parental education on student motivation. The fact that close to one-half (47%) of the fathers and three-fourths (72%) of the mothers were educated only through primary school (or less) is especially interesting in view of the fact that 54.1% of public and private students credited their parents with much to great influence on their university degree decisions.

The responses of Kenyan and non-Kenyan but also African students in public and private universities differed significantly on five of the motivational scales. While both groups agreed that professional preparation, service-to-others, and eligibility for further education were motivational factors for them, Kenyan students responded significantly more positively to employability, better pay and standard of living scales than did non-Kenyan students. At the same time, Non-Kenyan students showed greater concern for service-to-others and

eligibility for further education factors than their Kenyan counterparts. Because more than one third (37%) of the private university but less than three percent of the public university student participants were non-Kenyan Africans, it is more likely that the majority of the non-Kenyan participants in the study were older, non-continuous students, and more closely oriented toward altruistic goals in their religious affiliations.

Public and Private University Student Motivational Influences.

Of the fifteen motivational influences, public and private students rank self-motivation as their greatest influence (Table 4-4).

Students cited professional people, parents, and former teachers and headmasters as having great influence on their lives as well. Of note is the fact that students rated community leaders as having "little influence" on their decision to pursue university studies. Political leaders often campaign on educational issues and participate in "harambee" and other educational fund raising activities, apparently with little effect on students' assessment of their influence on them.

An unexpected outcome of the final questionnaire was that the students used the two open-ended items, apparently not so much to explain "other influences," but rather to emphasize previously noted motivational factors and influences. The fact that students took time to respond to open-ended questions suggests they attached special significance to their responses. Interestingly, service-to-others items ranked first with 108 of the 248 total responses, once again emphasizing altruistic concerns that differ from assumptions among the general public that students are primarily self-centered individuals.

Summary of Public and Private University Student Findings. This section has discussed the overall motivational factor and influence findings for students from both public and private universities. Notable findings are that, when grouped together, the job and standard of living motivational concerns add up to five motivational factor scales. When considered individually, however, professional preparation is the only motivational factor scale to which students expressed stronger agreement than the service-to-others motivational factor scale. Also notable is the fact that students rated social status factors as the least important of the eight motivational scales. The following section comments on findings of public university student motivational factors and influences in terms of the six demographic approaches to the analyses of the data.

Public University Student Findings

Three of the five scales to which the 494 student participants from public universities indicated agreement were related to job concerns. They were professional preparation, employability, and better pay; ranking first, second, and fifth respectively in their mean scores. The concerns for eligibility for further education ranked third and service-to-others ranked fourth among public university students. Public university students indicated that, after professional security motivation, their ambition for further education, and service-to-others motivation mattered more than their interest in good pay, standard of living concerns, or professional mobility opportunities.

Public University Student Sub-Question Findings. The sub-ques-

tions for the second research question inquired into the nature of student responses from the perspectives of six demographic characteristics. Each is discussed below.

With one exception, beginning and intermediate university students responded in similar patterns to the motivational factor scales for public and private university students. The one significant difference between the two groups was that beginning public university students agreed more strongly than did their intermediate counterparts to statements about service-to-others motivational factors. The intermediate students' mean scores for this scale was 10.1 (compared with 10.8 for beginning students), a fairly weak show of agreement on a scale where 10.0 was the lowest end of the range for agreement to the scale. While these intermediate public university students agreed to altruistic motivational concerns, they lacked strong commitment to those concerns. Implications that intermediate public students may have lost initial enthusiasm for service-to-others concerns would need to be substantiated by a longitudinal study of student academic motivational factors.

There were no significant differences between the responses of male and female public university students to any of the eight motivational scales. They expressed generally equal agreement to professional preparation, employability, eligibility for further education, and service-to-others motivational items.

The findings for continuous and non-continuous public university students also showed no significant differences between the two groups. The fact that agreed with the same motivational items as male

and female university students indicates general consistency of the findings.

Public university students whose parents' previous formal education ranged from primary to university studies showed significant differences only in the responses to the professional mobility and eligibility for further education scales on the part of students whose mothers had completed diploma and degree studies. As mentioned in the discussion of the overall student findings, it is difficult to interpret the significance of these findings at this time.

While the responses of non-Kenyan African public university students indicated neutrality toward employability factors, the responses of Kenyan public university students were in the middle of the agreement range of scores toward employability factors. It should be noted, however, that the non-Kenyan sample of students in the public university sample consisted of only 7 individuals. For that reason, little credence is given to this finding since it may reflect a unique set of students atypical of non-Kenyan African public university students in general.

Public University Student Motivational Influences. Of the fifteen motivational influences, public university students ranked themselves as their greatest influence. The public university students cited their parents as their second greatest influence, followed by teachers, headmasters, and professional people whom students indicated had much influence on their decisions to seek university studies. The findings of public university student motivational influences closely parallels those for the combined

public and private university students.

Private University Student Findings

The private university students expressed agreement with the service-to-others, professional preparation, and eligibility for further education items as being motivational factors for their degree studies. These findings present an even sharper contrast to general public assumptions about student academic motivation than the findings for combined public and private university students showed. The fact that private university students expressed low to middle range neutrality toward the job-oriented motivational factor scales of employability, better pay, and professional mobility items may not indicate actual neutrality as much as hesitancy to admit motivational pulls by these factors.

Private University Student Sub-Question Findings. Differences were found among private university students in terms of beginning and intermediate, continuous and non-continuous, and Kenyan and non-Kenyan students. Each is discussed below.

Beginning private university students answered social status and standard of living items more positively than intermediate private university students. While both sets of responses were within the neutral range of scores, the differences between the two groups were significant. The .0081 level of significance indicates that beginning students are especially "less neutral" about standard of living concerns than intermediate students. As was noted about beginning and intermediate university students in general, the differences may indicate that intermediate private university students tended to be

more cautious in their assessment of the value of a university degree for their future life or perhaps a sense of lowered expectations since having begun their degree studies.

There were no significant differences in the responses of male and female private university students. Both groups indicated fairly strong agreement to the service-to-others and professional preparation scales with mean scores at the upper end of the agreement range for those scales.

Continuous private university students expressed more positive responses to the better pay, professional mobility, and standard of living concerns than did their non-continuous counterparts. As was true for the beginning and intermediate private university students, the differences are found among neutral responses to the items of these scales. It may be that religiously-oriented private university students were less inclined to indicate agreement to materially-oriented motivation factors than they would be to educational and altruistic factors. The more positive response of the continuous students to these factors may be a reflection on the age differences between the two groups. Continuous students entered their degree studies within two years of completing secondary school and non-continuous students began their degree studies after more than two years since completing their secondary studies. At the private schools, non-continuous students often reported having spent five to ten years after secondary school working in church and para-church organizations before entering their degree studies.

Kenyan private university students showed significantly more

neutrality toward social status motivational items than did non-Kenyan private university students.

In summary, private university students scored consistently highly on both service-to-others and professional preparation factors, indicating concern to be well prepared to enter professions of service to other people. Differences between private university students were seen in factors related to job, style of living, and social status concerns where beginning, continuous, and non-Kenyan students gave significantly higher (less "neutral") scores to job, style of living, and social status concerns than their counterparts.

Private University Student Motivational Influences. As for the other university students in Kenya, private university students rated themselves as their greatest influence to pursue degree studies. The ratings of their parental influence is considerably lower, however, coming in seventh place after professional and religious leaders, teachers, friends and sibs. The fact that most of the students attended religious schools, often away from their homes since early childhood, may explain this phenomenon. Their primary contacts since childhood were with people in religious professions.

The discussion to this point has focused on an interpretation of the research findings. The next section offers recommendations for future research of student academic motivation. It then suggests implications the findings may have for curricular planning and evaluation purposes.

Recommendations for Future Research

This study provides a foundational overview of student reports

about their academic motivational factors and influences. Future studies are needed to further examine the nature of the factors and influences in terms of their interrelationships with one another. The following section suggests six areas for further study.

Motivational Factor Scales. The findings of the preliminary studies and panel of experts identified eleven scales of motivational factors. Further study is needed of these scales, especially about the degree to which the motivational factors influence students' overall academic behavior. A study to examine honesty in student responses could address the degree to which students report their actual motives rather than offer statements they believe might be expected from them.

Service-to-others Motivation. The findings of the study indicate that students are concerned about being of service to others. The service-to-others scale items received among the highest scores of agreement on the final questionnaire of all items. In contrast to what is said about students, the students consistently expressed agreement to altruistic motivational factors. Further investigation is needed to better understand what students mean when they speak of serving others. In addition, further study is recommended to explore why the service-to-others motivational scale appears to cause a change in general response patterns to the other motivational scales.

Motivation to Persist. A study of student motivation throughout the process of a degree program could offer insight into the motivation to persist through the stages of initial enthusiasm, discouragement, and final expectations of goal achievement. The data

from this study show that beginning students agree significantly more than intermediate students that personal and altruistic achievement factors motivate them in their degree studies. Do these factors diminish in importance to students over time, or is this finding unique to this study?

Motivational Influences. The study examined fifteen motivational influences. These need further definition in terms of their effect on student motivational choices. In addition, research of the linkages between the students and their home, present or known future employment, professional mentors, and friends could provide useful information for designing curriculum that relates to the students' cultural milieu.

Research is needed to give insight into the nature and degree of the impact that parents' formal education may have on student academic motivation. A longitudinal study over the next 15 years would reveal the effects of additional parental education on student academic motivational factors and influences.

Other Academic Motivation Perspectives. The study of academic motivation need not be limited to students only. It could be most helpful to examine the academic motivational perspectives of university administrators, teaching and research faculty, providers of the financial support for educational institutions, parents, and other individuals who help provide students their degree studies opportunities. Such an exercise could supplement student data and provide a more complete profile of educational expectations and aspirations held by various academic and educational support communities.

Career Follow-Through Studies. This study provides baseline data useful for follow-up studies of participants in their careers. The question to investigate is "what happens to the motivational factors and influences reported by students as their reasons for pursuing degree studies once their desired goal is attained?"

Implications of the Study

The advantage of having data about students' own reports of their academic motivation is that it provides educational planners the opportunity to design programs relevant to the needs and interests of the students while also meeting institutional needs and interests. When students sense that their educational interests are understood and taken into consideration by university program planners, they feel their concerns are not only appreciated, but also valued. That in turn helps educators feel good about the students and their academic programs. The exercise of periodic assessments of student academic motivation could help encourage open communication between university administrators, faculty, and students.

The data from this study suggest that students share the same basic concerns of educators. Students are first of all concerned that the degree equip them for their future professional careers. And, while indicating that they additionally want assurance that their degree will help them find employment, a comfortable style of living, and professional mobility, they also report being motivated by a desire to be of service to others. Curriculum that emphasizes service concerns and opportunities specific to the students' professional goals can help develop those altruistic interests especially when it

is emphasized how the daily life of lectures and course readings relate to those concerns and opportunities are provided to integrate practical and rewarding field experiences into the curricula.

The findings of this study indicate that non-continuous students are significantly less motivated by employment and standard of living concerns than their younger, continuous student counterparts, and more motivated by service-to-others concerns. If these older, returning students are encouraged to share perspectives from their vantage point of having lived outside academia, younger students stand to benefit from that experience.

Periodic assessment of students' motivational concerns as they progress through their university studies career and move into their professions could help students, educators, and sponsoring individuals and organizations make and evaluate their individual and corporate educational decisions. Periodic reviews of academic motivational factors and influences held by university personnel and those who help finance the studies could help define the perspectives of these participants in the educational process and provide useful insights into the nature of academic motivation.

Conclusion

Evidence from the data suggests that university students in arts and social science degree programs in Kenya are primarily oriented toward the jobs and style of life they expect their degree will enable them to enjoy. They are motivated to study for their degrees by a number of factors that show concerns for professional development,

future employment, comfortable life styles, and opportunities to serve others. The findings that public university students most strongly indicate professional security concerns and future educational opportunities as motivational factors confirm general assumptions that students primarily focus on their future careers. At the same time, however, the fact that students indicated greater agreement toward service to others factors than to pay, standard of living, or social status concerns strongly challenges the assumptions that students are "unashamed of their greed" as often reported in public media.

A number of people and other factors influence students in their academic decisions. Professionals, parents, and former teachers and headmasters are identified as the individuals who most influenced students' decisions to pursue university studies. The significance of their impact on the students' lives and educational decisions is reflected in the findings that professional preparation, service-to-others, and future educational opportunities matter most to students.

In conclusion, public and private university students in Kenya indicate interest in studying for their degrees in order to prepare themselves to be well-educated, productive professionals whose work will be of use to their society. Their interests reflect those of educational institutions in general. They express less motivation for personal gain and prestige than is attributed to them by the outside public and attribute most of their motivational influences to professionals, their parents, former teachers and headmasters, and concerns for the needs of their country.

APPENDICES

APPENDIX A

PROCEDURES FOR APPROVALS AND COMMUNICATIONS

APPENDIX A

In Kenya, it is necessary to obtain government approval to conduct research in Kenya. For the sake of informing future researchers about the procedures, the process used to obtain the research permit for this study is described below.

The first step was to seek affiliation with a relevant Kenyan Public Research Institution. A list of the approved research institutions is included on the "Application for Authority to Conduct Research in Kenya" form, obtainable from the Permanent Secretary, Office of the President, P.O. Box 30510, Nairobi, Kenya.

For this study, the Research Unit of Daystar University College was recognized by the Bureau of Educational Research as an appropriate affiliating institution.

The application for the permit was submitted in February, 1986. It was accompanied by letters of recommendation from the researcher's major advisor and the Director of the African Studies Center at Michigan State University, the Director of the Kenyan Bureau of Educational Research, and, from Daystar University College, letters from the Principal, Dean, and Director of Research. The final approval for the research was granted in October, 1986.

Once the government approval was obtained, it was necessary to report to the Commissioner for each district in which research was to be conducted to learn of any special district regulations or services available for the study.

Throughout the process, the directors of research at the Office

of the President, Bureau of Educational Research, and the Research Unit of Daystar University College were kept informed of the progress of the research by means of personal and written reports as well as copies of the various drafts of the proposal and research instrument.

As explained in Chapter Three, the administrators, faculty, and students of each educational institution were contacted by means of letters and personal visits to solicit their participation in the study.

At the University of Nairobi, permission to conduct the research was granted after discussions with the Principal of the College of Humanities and Social Sciences, the Dean of the Faculty of Arts, the chairpersons of the Departments of Sociology, History, Linguistics and African Languages, faculty and students in the Departments of Religious Studies, Economics, History, Sociology, and Linguistics and African Languages, and the Assistant Director and a research associate of the Institute for Development Studies.

At Kenyatta University, permission to conduct the research was granted after discussions with the Secretary of Kenyatta University, the Registrar, Dean of the Faculty of Education, Chairperson of the Department of Educational Psychology, and faculty and students of the Departments of Educational Administration, Planning, and Curriculum Development, and Educational Psychology, and Faculties of History, Fine Art, Philosophy and Religious Studies, Literature, Languages and Linguistics, Music, and Geography.

Permission to conduct the research at the private universities was granted after discussions with the administrators and students as described below:

At the Apostles of Jesus Seminary, the Vice-Rector, lecturers,

and students; at Consolata Seminary, the Dean of Studies and students; at Daystar University College, the Principal, Dean of Studies, Director of Research, Research Coordinator, research associates, teaching faculty, and students; at East African School of Theology, the Principal, faculty members, and students; at Hekima Seminary the Rector and students; at Pan African Christian College, the Principal, faculty members, and students; at St. Paul's United Theological College, the Dean, faculty members, and students; at St. Thomas Aquinas Seminary, the Rector and students; at Scott Theological College, correspondence with the Principal and personal meetings with faculty members and students; at United States International University, the Director, Admissions Officer, faculty members, and students.

APPENDIX B

I. VALUE OF THE RESEARCH

Is the value of this study clearly thought through and stated?

In what ways could the study be of greater value and interest?

Are there additional reasons for the value of the research that should be stated here?

II. BACKGROUND OF THE PROBLEM AND PREVIOUS STUDIES

Clearly written?

Appropriate documentation?

Suggestions for additional and more current sources?

III. METHODOLOGY

Appropriate for Kenya?

Research questions clearly and appropriately stated?

Suggestions for university institutions to include in the study?

Suggestions for data gathering?

Suggestions for data analysis?

Thank you for your time and effort - it is much appreciated.

APPENDIX B

RESEARCH PROPOSAL FEEDBACK FORM FOR EDUCATIONAL RESEARCHERS,
ADMINISTRATORS, FAULTY, AND GOVERNMENT OFFICIALS CONSULTED

APPENDIX C

OPEN-ENDED QUESTIONNAIRE:
UNIVERSITY EDUCATION INTERESTS

APPENDIX C

UNIVERSITY EDUCATION INTERESTS

Thank you for taking the time to answer these questions. They ask about what students are looking for when they go for university studies and what things help influence their degree decisions. Your answers will help those who make decisions about degree programmes to better understand what students want from their university education.

I. QUESTIONS ABOUT UNIVERSITY STUDENTS IN GENERAL

1. Why do think people want to study for a university degree?
2. What would you say are the three most important benefits for having a university degree?
 - 1.
 - 2.
 - 3.
3. What would you say are three disadvantages that people without a university degree face in life?
 - 1.
 - 2.
 - 3.

APPENDIX D

STUDENT RESPONSES TO UNIVERSITY EDUCATION INTERESTS QUESTIONNAIRE

II. QUESTIONS ABOUT INFLUENCES ON EDUCATIONAL DECISIONS

1. Who do you think most influences students to decide to enter a degree programme?

2. Other than people, what else influences students to want to enter a degree programme?

III. QUESTIONS ABOUT DIFFICULTIES

1. What would you say are the greatest difficulties that students face during their university studies?

2. In spite of these difficulties, what makes students keep to their goal of earning a degree during especially difficult or discouraging times?

Thank you for your help! Please tell us a bit about yourself.

1. Are you ____male or ____female?
2. Are you Kenyan? ____yes ____no
3. What is your programme (major) of studies?_____
4. Are you in the ____1st, ____2nd, ____3rd, or ____4th year of your university programme?

II. QUESTIONS ABOUT INFLUENCES ON EDUCATIONAL DECISIONS

1. Who do you think most influences students to decide to enter a degree programme?
2. Other than people, what else influences students to want to enter a degree programme?

III. QUESTIONS ABOUT DIFFICULTIES

1. What would you say are the greatest difficulties that students face during their university studies?
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3. What is your programme (major) of studies? _____
4. Are you in the ____1st, ____2nd, ____3rd, or ____4th year of your university programme?

APPENDIX D

STUDENT RESPONSES TO OPEN-ENDED QUESTIONNAIRE: UNIVERSITY EDUCATION INTERESTS

Twenty eight university students answered an open-ended questionnaire about student academic motivation. Eleven respondents were students from a Nairobi satellite campus of a U.S. university, eleven came from a Kenyan Christian liberal arts university college, and six came from two Kenyan government universities.

Code explanation:

- A private U.S. university
- B private Kenyan university college
- C government sponsored university #1
- D government sponsored university #2

- M male
- F female

1,2,3 etc. Which male (if preceded by M) or female (if preceded by F) student of a given university answered the questionnaire.

Thus, BF3 refers to a response from the third female student at the private Kenyan university college.

The responses to the following questions are grouped according to similarity of response.

1. WHY DO YOU THINK PEOPLE WANT TO STUDY FOR A UNIVERSITY DEGREE?

Employment, Salary, Standard of Living Concerns:

- AM4 to get a good job
- BM4 to get a good job
- BF2 to get a good job and therefore a comfortable standard of life
- BM3 to have many opportunities for jobs
- BF5 to know where one fits which helps the person find a job
- AM6 to have a job advantage over people without a degree

- BM1 to get a better job which means a better life and more security
- CM1 to compete favorably for gainful employment opportunities
- CF1 to stand better chances when looking for employment
- CM2 for employment purposes
- CM4 to stand a high chance of getting employed
- CM3 to stand a chance of employment in good paying companies
- AF2 it raises one's chances of getting a good job in days of unemployment and competition for scarce positions.
- AF4 to get a good job and earn good money. The more you learn and have knowledge the higher the post you get in a job
- AF5 to get a better well-paid job, thus a better standard of living
- AF3 hope for high incomes later in life
- BF1 the economy has more openings for degree holders
- BM2 to get a certificate to fetch a high price from prospective employers
- AM2 to improve one's future - a prosperous future that satisfies all the basic needs
- AM3 to better one's life style in job and standard of living and to have a higher stepping stone in numerous fields.

Prestige, Social Status Concerns:

- BM1 for prestige
- BM2 for prestige
- BM3 for prestige
- BF3 for prestige, African people feel they have arrived when they get this degree
- CM1 to hold one's head high in society because of professional status, to identify oneself with professional initials after his/her name
- BF2 society associates degree holders with success
- BF4 to have a higher status in society
- CM3 to command respect in society
- BF5 to be more professional than secondary students
- AM5 to gain concrete knowledge in one's major field
- BF6 to advance knowledge in one's area, to be specialists

- AF1 to get more knowledge, when they go out to work they are recognized to have ability to work as they have a degree
- AM1 it's a matter of career
- CM4 to gain professional skills
- BF4 to get higher academic education
- BF3 to go for MA

General Knowledge Concerns:

- AF5 some people just want to increase knowledge concerning various fields
- AF3 to gain broader insight into certain general aspects of life as well as a more intensive study of subjects of particular interest
- AF2 even if one intends to be a housewife, a degree makes one knowledgeable in an area of interest
- BM2 to gain knowledge
- CF1 to further their education. Some study for knowledge or even leisure
- CM2 to satisfy a need for higher education, general acquisition and storage of knowledge
- BF3 to study for the sake of it
- BM5 to be more conversant with and subdue the academic world

Personal Development Concerns:

- AM4 to attain one's self potential
- CM3 to achieve an ambition
- BF3 for the sake of meeting future partners who are intelligent

2. WHAT WOULD YOU SAY ARE THE THREE MOST IMPORTANT BENEFITS FOR HAVING A UNIVERSITY DEGREE?

Employment, Salary, Standard of Living Concerns:

- BF1 can get employment more easily
- AM1 employment, getting a good job is easier
- CM3 a high chance of getting employed
- AF2 it raises one's chances of employment
- CM2 it enhances your employment opportunities since you are considered to be competent
- BM1 easily found jobs
- AF1 can get a job more easily
- BF4 work opportunity
- BF5 to get a job easily
- BM3 job acquisition
- BM4 possibility of getting a good job

- BM2 to get a job faster because most employers value paper qualification
- AF3 it gives a more than 50% chance of getting a suitable job with suitable pay as compared to 'A' and 'O' level drop-outs
- AF4 increased chances of getting a good job
- CM1 enables one to be a potential competitor for professional job opportunities
- AM6 improved chances in applying for a job
- AM2 getting a better job, a good position
- BM1 better job
- BM5 prospects for the jobs are a reality
- AM4 to secure good employment, be well paid
- BF3 to get a reasonably good job and satisfactory income
- AM3 better paying jobs
- AF5 possibility for a better job which means a better pay packet
- CF1 better paying jobs
- CF2 better paying job
- BF2 monetary advantages
- CM4 having a good paying job
- BF2 monetary benefits
- AM2 a lot of benefits and more fringe benefits in jobs
- AM3 greater guarantee of white collar jobs
- AM4 to have a comfortable standard of living
- BM1 security
- AM3 mobility between different sectors of economy
- AM4 to have flexibility in job market
- BM3 promotions come due to academic success

Social Status Concerns:

- BF1 gain the respect of society
- BF3 society looks at you with respect
- BM2 a graduate is respected by those who know him
- AF3 benefits of social status and community respect
- AF4 you learn a lot about different things and you are more respectable
- CM1 for high social position
- AF5 boost for social esteem. Everyone wants to feel better educated thus able to keep social friends
- AM6 a person with a degree is more readily accepted socially, people would envy a person with a degree
- BM5 one knows what the elites are and do

CM2 it's a sign of success
 AM1 it is a matter of status
 CF2 satisfying one's age (status)
 AM2 a degree holds a lot of prestige
 BF6 a degree has greater credibility
 BM4 to earn recognition in academic circles
 AF1 in Kenya it shows one is highly educated
 AF5 it makes one's parents feel important, that they have achieved something

Professional Development Concerns:

CM3 one acquires professional skills
 CF2 know more of your area of interest (course)
 BF4 it's an opportunity for further learning
 BF2 opportunity for further training
 CM4 higher chance of furthering your education
 BF1 employers more likely to offer a degree person further training
 BF6 it's the highest recognized level of education for any occupation

General Knowledge Concerns:

AF2 education is a must for development of the mind
 BM2 one is more informed academically through interaction with lecturers and fellow students
 BM4 one is exposed and knowledgeable in several areas, one is informed
 CF1 to broaden one's outlook
 BF4 good general understanding
 CF1 knowledge
 AM6 increased knowledge of the world
 AF1 shows one has acquired knowledge
 CM2 to have a developed way of thinking, perception of the environment, thus ability to fit in society well
 AM1 a person is more informed than someone without a degree

Personal Development Concerns:

BF6 to enhance one's area of specialization for the benefit of many
 BM5 to become more efficient in one's field and service for God
 BF3 to set up a good home
 BF5 to help one's family and community in the area they study

- CM1 to be looked upon as an immediate representative of one's people, a means of identifying capable representatives of the community
- CM4 to be in a position to develop your own people and the country at large
-

Note: Question #2 originally asked "What would you say are the three most important benefits for having a university degree in Kenya?" The words "in Kenya" were omitted after administering the questionnaire at institution A. The pros and cons of earning a degree in Kenya are not the focus of this research. The following responses spoke to that concern:

- AF4 it's easier to get a degree in Kenya than overseas and you learn a lot
- AF3 the acquisition of a greater scope of knowledge making one more adaptable to the diverse cultures and customs found here
- AM5 reduction in government expenses to get degrees in Kenya
- AM5 more Africans become skilled by attending a local university, money otherwise used for overseas scholarships goes farther
- AM5 local universities lead to independence from expatriates and promotes Africanization of the country's economy
-

3. WHAT WOULD YOU SAY ARE THREE DISADVANTAGES THAT PEOPLE WITHOUT A UNIVERSITY DEGREE FACE IN LIFE?

Employment, Salary, Standard of Living Concerns:

- CM3 difficult getting employment
- BF5 hard to get a job easily
- AM2 getting jobs is difficult
- BF4 lack of employment chances
- BM1 hard to get employed
- BM2 can hardly get employed
- BF1 not able to get employment easily
- BM4 possibility of missing a job
- AM1 unemployment
- AF3 frustration from lack of good jobs if employed at all, minimal salary that can hardly cater for one's needs
- AF2 less likely to get a good job
- BF6 more competition for jobs - preferences are given to those with university degrees

- CM4 may never get employed or land very low paying jobs
- BF3 disqualified from getting employment of choice
- BM2 low posts in management or administrative hierarchy
- BM3 unable to acquire a meaningful position in any company
- BM1 insecure jobs
- CF1 jobs requiring degrees are unavailable to non-degree holders
- AF1 people with degrees get first preference in the job
- BM2 emphasis is on university degree when jobs are advertised
- AM5 unskilled labor
- AM3 low pay since many people are after some form of work and will accept any payment
- CF2 poor paying jobs (government sector and some firms)
- AM4 limited choice in jobs, jobs do not pay well
- AF1 people with a degree are paid more
- AM2 difficult to get job promotions
- BF1 fewer chances for job promotion
- BF2 chances of job promotion and thus not be able to improve social-financial status
- CM1 no access to better employment opportunities
- AM3 menial jobs with low job satisfaction
- AM2 most non-university degree holders jobs have casual jobs with less pay. Those jobs do not motivate people to work hard
- BF5 no life satisfaction economically or socially
- AF4 they have to cut down leisure time and start working hard
- AM3 little choice of where to work due to lack of qualification
- AF3 younger rise to positions of authority merely because of their university degree as opposed to years of experience at that job
- BF6 even if specialized they will not be recognized without degree
- BF6 less credibility
- CM4 they may never have a chance to utilize their talents
- AM4 lower standard of living

Professional Knowledge and Skills Concerns:

- BM5 they lack knowledge and become inefficient

- CF2 they are not confident with their knowledge. They don't study and know the subject of their interest (e.g. history, psychology, sociology)
- BM4 they are uninformed, communication becomes difficult
- BF5 not helpful in what they do because their job is not in their interest

Personal Development Concerns:

- CM3 they make some mistakes in life due to lack of knowledge or skills
- CF1 they lack a broader and mature way of looking at things e.g. political issues. Narrow mindedness
- AF2 not fully developed mentally
- BF4 they are short sighted
- CM1 lack skills necessary in day to day activities (family maintenance, business skills, medical knowledge)

Self Esteem Concerns:

- CM2 they feel inadequate, incompetent, and unknowledgeable
- CF2 ignorant to some extent, not satisfied with what they have achieved, feel inferior in the company of graduates
- BM5 become shy when faced with those who have degrees
- CM1 always conscious of being classified as academic dwarfs
- CM2 have an inferiority complex wherever a university man is around
- AM6 may think of self as a failure if one's friends have degrees and he does not
- CM4 always feel that the lack of university education is partly the reason for failures in life
- BF2 feel they have not made it in life
- AM1 some feel they are failures in life
- BF3 frustrated from people in society looking down on them
- AF2 people are less equipped to face life's hardships
- AF4 a lot of stress

- AM6 changes in work load from the life one used to have before studies
- CM3 the studies themselves
- CM4 difficult studies
- AM5 studying and writing in a foreign language (English)
- CM3 strict examination requirements
- CM4 strict examination requirements to proceed further
- AF4 students have to put in a lot of effort and do for themselves the work that is done by teachers in secondary schools
- AF5 when courses become difficult and lecturers are always pushing for better results
- CF2 some courses turning out to be what they didn't expect
- AM1 trying to maintain a high grade point average, sometimes lack of funds
- BM3 too much work reading big volumes of books
- BF6 the pressure of the work while striving for excellence
- BM4 the amount of work to be covered
- BF3 the university program is too packed
- AM2 lecturers dissatisfy students who expect more than just covering course outlines for the sake of doing so, they want something which would help them in the future
- AF3 deciding the right major
- AF2 uncertainty whether one has chosen the right major
- CF2 wrong choice of subjects/course
- AM3 knowing what field to go into, there isn't any degree that fully satisfies students' aims

Friendships Concerns:

- AM4 peer pressure and competition, no degree of flexibility in expectations to conform
- BF2 social adjustments on the campus, having to make and keep good friends
- AF1 social responsibilities
- AF5 problems with friends without opportunity for university education, the relationship becomes strained
- CF2 bad influence from friends

Other Concerns:

- BF2 Student riots
-

Prestige (Lack of Prestige) Concerns:

- BM2 usually not respected in society regardless of intelligence
- AM1 overlooked by society
- AF1 smart and clever people without a degree are not recognized as much as those with a degree
- BM4 don't command public respect, limited promotion chances
- CM3 they tend to be looked down upon by high ranking members of society
- AF5 not able to gain respect when education seems to be the most important thing in life
- CM2 cannot achieve professional status
- BM3 lack opportunities for social status
- AM6 looked upon with contempt
- BM1 considered inferior
- BF2 they never know if they can achieve society's high standards

Academic Limitations Concerns:

- BM5 they are not sure of their academic skills
- BF1 no chance or limited chance for further training
- BF3 not allowed to advance in further education
- AF4 it takes a long time to achieve a degree

Discrimination Concerns:

- AM4 more vulnerable to exploitation
- BM3 they are discriminated against
- AM5 the educated have been educated in foreign countries and may come up with policies that do not work here

4. WHO DO YOU THINK MOST INFLUENCE STUDENTS TO DECIDE TO ENTER A DEGREE PROGRAM?

Family Concerns:

- AM1 parents
- AM2 parents who can afford to pay fees
- AM3 parents if money is a factor
- AF1 mostly parents
- AF2 parents
- AF3 parents
- AF5 parents who desire to see their children get a better education than they did and the hope of a better life
- AM4 parents

BM4 parents
 BF2 parental pressure
 BF1 parents
 BM1 learned parents
 CM1 parents with ambition of being classified as
 having an educated family
 CM3 parents
 CM4 parents
 AM6 parents
 BM5 relatives (parents and brothers)
 CM2 relatives
 CM4 relatives

Educators Concerns:

AF2 high school teachers
 CM2 teachers
 BF1 teachers
 AF3 former tutors from pre-university schools
 AF5 former teachers who desire to see their stu-
 dents get more advanced as they learn more

Peers and Friends Concerns:

BM4 students already in a degree program
 AM3 peer group (don't want to be left out)
 BM5 friends
 CM1 friends/neighbors, acquaintances living a
 better life for having gone through degree
 program
 BM1 friends already with a degree
 CM2 friends
 CM4 friends
 CM2 people who have achieved university educa-
 tion
 BM4 other people with degrees
 AF1 working people
 CF2 other people
 AF4 the older, more learned people who have gone
 through it all
 BM4 those already employed in high places

Society Concerns:

BF3 society, especially competitions in high
 school
 BM3 society, it forces people to acquire stan-
 dards to be placed in higher status
 BF6 society, especially the parents
 AM1 community

CF1 the educational system - the trend of education from secondary school to the university

Self Concerns:

AM6 one's own self, the desire to achieve something in life

AM5 ambition

BM5 personal initiative

5. OTHER THAN PEOPLE, WHAT ELSE INFLUENCES STUDENTS TO WANT TO ENTER A DEGREE PROGRAM?

Employment, Salary, Standard of Living Concerns:

BM5 prospects for senior jobs

CM2 employment

CM4 need for good employment

BF3 need for a good job

AM1 getting a job which may mean a better life

BF6 uprising situations such as unemployment

AM6 desire to establish a career for oneself in the future

BM2 to be able to get a good and well paying job

BF5 the thought of not getting a job because there are many secondary graduates

AF5 chance of landing better paying job.

CF2 the kind of job they'll get (pay)

AF3 the fruits reaped - higher pay, better promotion chances

AM2 looking for a better life, poverty motivates people to seek a degree

AF4 opportunities it will give in future which will help one come up in life

AM3 the type of opportunities available and qualifications needed for them

BM3 personal drive from the dreams they have for the future

BM4 positions held and material possessions of graduates

BM1 desire to have a secure life

BF1 the economy influences students to enter degree programs

CM3 high standard of living

BF2 potential for better living and prestige

Prestige Concerns:

CM2 prestige

AM2 education has a lot of value and prestige, it helps me become something

- AF3 the desire to have a degree education to one's name, the consequential benefits (higher pay, better promotion chances)
- AM4 one's desire for a good social status
- CF2 status in society
- AF2 media - one reads articles on accomplishments of educated, admires them, wants to be famous like them
- BF6 the need for greater recognition with higher level education

Society Concerns:

- AF3 because of societal pressure, it is socially correct to do so
- AM3 society and its demands
- CM1 the trend of life like developed nations where future is for highly educated individuals
- AM5 the demand for qualified people in today's world
- AF2 society as a whole (seeing those without degrees struggling in everyday lives, one doesn't want to be like them)
- CF2 how they pass their 'A' levels

Knowledge Concerns:

- AF1 people want to learn more, acquire more knowledge, they are interested in studies
- AF5 the attraction of being able to advance knowledge in a particular field
- AF4 the knowledge a degree contains
- BF5 interest in studying one area
- BF2 challenge of learning
- CM1 personal ambition in the academic field
- CF2 what they enjoy doing or learning
- AM4 to be able to realize one's self potential

Personal Development Concerns:

- CM2 ambition, urgent need for higher education
- CM3 own ambitions
- CM4 having an ambition to fulfill
- CM2 sense of professionalism and achievement

Altruism, Service to Others Concerns:

- BF6 the desire to serve society with high credibility
- BM2 to gain knowledge to serve the nation well

BM5 desire to serve God at the highest level of skills

Other Concerns:

AM1 it's just one of the stages of life

BF4 pride

6. WHAT WOULD YOU SAY ARE THE GREATEST DIFFICULTIES THAT STUDENTS FACE DURING THEIR UNIVERSITY STUDIES?

Finances Concerns:

AM6 finance is the major difficulty

CM2 financial problems

CM4 financial constraints

BM2 lack of materials and funds

BM3 lack of funds to finish the courses

BF3 lack of financial sponsorship and pocket money

BM4 financial difficulties

BF2 financial difficulties if self-sponsored

BM1 financial needs

BF5 financial problems

BF4 raising money for tuition

BM5 payment of school fees

AF1 paying a part of fees

AF5 trying to get financial independence from parents while students are still dependents

BM5 travel problems

Family Responsibilities Concerns:

BM5 care of family

CM2 married students have to attend to both family and university obligations

BF1 need to support parents, brothers and sisters even though they have no source of income

CM3 interference from relatives and friends who expect much

BF6 problems of coping with students and married or single life

Academic Challenges Concerns:

CM1 limitations of personal academic abilities

BF5 not having had a sufficient educational background

7. IN SPITE OF THESE DIFFICULTIES, WHAT MAKES STUDENTS KEEP TO THEIR GOAL OF EARNING A DEGREE DURING ESPECIALLY DIFFICULT OR DISCOURAGING TIMES?

Employment, Salary, Standard of Living Concerns:

- BF1 they know the degree will help them secure a well paid position to be economically secure
- BM4 determination of wanting a degree, thinking of future position and job prospects
- BM1 the desire to be sure he/she will have a secure job after the studies

Promise of Good Future Concerns:

- BM2 they know that in future they will be better off than those without a degree
- BF3 the hope for a good future after gaining the degree
- BF6 the fact that they see a brighter future and its benefits
- BF2 the promises of a good life are a bigger incentive than problems
- CM2 because of the potential benefits one hopes to derive from the degree
- BM3 remembering the benefits they hope to acquire at the end
- BM5 blessings from God for serving efficiently

Self Motivation Concerns:

- BF4 high determination and goal in life
- BF5 one's own determination, other people's encouragement, prayer
- CM3 having the spirit of winning the battle
- CM4 patience

Influence from Other People Concerns:

- CM3 seeing elder brothers and friends going through
- CM3 encouragement from lecturers
- CM4 encouragement from friends, relatives and lecturers
- BF6 it depends on whether students see a future purpose for their education
- BF2 they do not want to disappoint their parents and peers

Prestige Concerns:

- BM2 they know they will have influence and respect in society
 - BM5 they hope to attain a better place in society
 - CF2 [determination] not to be a failure in life, to keep status, have a degree
 - CM1 afraid of inferior recognition if they change their goals
-

8. IN SPITE OF THESE DIFFICULTIES, WHAT MAKES STUDENTS KEEP TO THEIR GOAL OF EARNING A DEGREE DURING ESPECIALLY DIFFICULT OR DISCOURAGING TIMES?

Other Concerns:

- CM1 feeling more frustrated to change previous aims than to start at zero in a different field
-

*NOTE: For the first administration of the questionnaire, question #8 asked: "In what ways do students handle the difficulties they face?" While several answers pointed to the strength of motivation in their determination to surmount problems, many focused on problem solving rather than revealing motivational factors.

The following responses spoke to problem solving techniques:

Hard Work Concerns:

- AM1 work hard for high grades
- AF1 work harder
- AM5 work harder to achieve goals and objectives, also by consulting instructors, putting extra effort and hours into the work
- AF4 put on as much effort as one can and have help from older students who have gone through it
- AF5 believe you can do better than you have done being determined to get that degree

Find a Job Concerns:

- AM6 part-time and on-campus jobs, also find own study mates and friends in the university

AF5 look for part-time jobs (teaching or casual labor) during school holidays

Improve Study Environment Concerns:

AM2 explain to lecturers what we expect from the course

AM3 do a program that satisfies most of student's demands, or switch majors or do a double major

AF2 consult guidance counselor

AF3 see student counselor or see faculty heads

AF5 Cut off former friends, make new ones who are of the same educational level as you. The danger is that they could have a bad influence on you.

APPENDIX E

QUESTIONNAIRE FORMAT VALIDATION STUDY

APPENDIX E

Questionnaire Format Validation Study

ACADEMIC INTEREST SURVEY

Thank you for taking time to answer these questions. This is a study of what university level students themselves think about the meaning of a university education. Hopefully you will find stimulating food for thought as you answer these questions; your responses will help the people who plan university study programmes to have a better understanding of what students themselves say they are looking for from their degree studies.

Why do people want to go for a university degree these days? In an earlier study, students in three Kenyan university level institutions listed the reasons they feel people are wanting to earn a degree. Please tell us how much you agree or disagree with each of their statements below by putting a circle around the number that best represents your feeling.

1. How much do you agree or disagree with the following statements about why people want a university degree?

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1. It allows a person to command respect in society.	1	2	3	4	5
2. It helps one to be a specialist in his field.	1	2	3	4	5
3. It helps one to acquire and store knowledge.	1	2	3	4	5
4. It allows one to serve the country with high credibility.	1	2	3	4	5
5. It gives one confidence with people who have degrees.	1	2	3	4	5
6. It enables one to compete for professional job opportunities.	1	2	3	4	5
7. It helps one gain concrete knowledge about his major field.	1	2	3	4	5
8. It gives one a sense of accomplishment.	1	2	3	4	5
9. It puts one in a position to help develop his country.	1	2	3	4	5
10. It gives a person hope for the future.	1	2	3	4	5
11. It is a sign of success in life.	1	2	3	4	5
12. It is the first step toward further education.	1	2	3	4	5
13. It helps one acquire more knowledge in an area of interest.	1	2	3	4	5
14. It fulfills a desire to serve God at the highest level of skills.	1	2	3	4	5
15. It helps prepare one for the future.	1	2	3	4	5
16. It helps one stand a better chance of employment.	1	2	3	4	5
17. It helps one have influence and respect in society.	1	2	3	4	5

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
18. It prepares one for higher academic education.	1	2	3	4	5
19. It gives satisfaction in attaining one's potential.	1	2	3	4	5
20. It allows one to associate with respectable people.	1	2	3	4	5
21. It means being sure of a bright future.	1	2	3	4	5
22. It helps one acquire professional skills.	1	2	3	4	5
23. It brings opportunities for further education.	1	2	3	4	5
24. It gives a sense of achievement.	1	2	3	4	5
25. It helps one know how to face life's hardships.	1	2	3	4	5
26. It helps one get a good job.	1	2	3	4	5
27. It makes one knowledgeable in an area of interest.	1	2	3	4	5

Please list three reasons that you personally think would best explain why people want to study for a degree these days:

1. _____

2. _____

3. _____

28. Different people influence how we make decisions. Please circle the number that best describes how much the following people have influenced your own decision to study for a degree.

	no influence	little influence	some influence	much influence	a great deal of influence
1. Parents	1	2	3	4	5
2. Brothers and sisters	1	2	3	4	5
3. Other relatives	1	2	3	4	5

If you circled 03, 04, or 05 for the above item, describe how they are related to you _____

4. Classmates and friends	1	2	3	4	5
5. Former teachers	1	2	3	4	5
6. Church leaders	1	2	3	4	5

	no influence	little influence	some influence	much influence	a great deal of influence
7. Community organization leaders	1	2	3	4	5

If you circled 03, 04, or 05 for the above item, describe the organizations they come from: _____

8. My own self determination	1	2	3	4	5
9. Other people not mentioned above	1	2	3	4	5

If you circled 03, 04, or 05 for the above item, describe these people: _____

III. In addition to people, we are also influenced by various factors and events in life. Circle the number that best describes how much the following factors have influenced your own decision to study for a degree.

	no influence	little influence	some influence	much influence	a great deal of influence
1. Seeing how people with degrees live.	1	2	3	4	5
2. Seeing how people without degrees live.	1	2	3	4	5
3. Reading about the value of a degree in newspapers, magazines, and books.	1	2	3	4	5
4. Being influenced by organizations I belong to.	1	2	3	4	5

If you circled 03, 04, or 05 for the above item, describe the organizations: _____

5. Influence of organizations I want to join.	1	2	3	4	5
---	---	---	---	---	---

If you circled 03, 04, or 05 for the above item, describe the organizations you want to join: _____

Thank you for answering these questions.

Please write your comments about this survey in the space below. Did you find it easy to understand? Did it give you the opportunity to express all your thoughts about the meaning of a university degree? How do you think this questionnaire could be improved? Again, thank you for your help.

APPENDIX F

ACADEMIC MOTIVATION QUESTIONNAIRE EXERCISES

APPENDIX F

CATEGORIES OF ACADEMIC MOTIVATION

Questionnaire Formation Exercise

The statements on the following pages are Kenyan student responses to an open-ended questionnaire about the value of a university degree. The items have been loosely grouped in sets according to similar responses. Your help in marking items which do not fit with the others in a set, offering suggestions about appropriate groupings, naming the theme or themes you find in each set, and assigning a title to each set would be greatly appreciated.

The purpose of this exercise is to establish a data base of Kenyan University student statements about what students personally hope to achieve from their first degree programs. Items from each set of responses will then be used to construct a questionnaire to be administered to university students in 13 first degree granting colleges and universities in Kenya.

The student responses fall into approximately 11 categories. The number and parameters of the categories to be used for the questionnaire will depend on the outcome of this exercise.

It would be ideal if each person participating in this exercise could examine all eleven sets. Other commitments, however, may prevent one from being able to work through all sets. If possible, please work through three to six sets. You may wish to begin with one of the shorter sets (Sets Five, and Seven through Eleven). Sets One, Three and Six are the longest with approximately 30 items each.

Thank you very much for your help. Your further participation in reading and commenting on the final form of the questionnaire would also be most welcome.

CATEGORIES OF ACADEMIC MOTIVATION

Following is a list of Kenyan student responses to a questionnaire about the value of a university degree. Your help in answering the questions at the end of each set of responses would be very much appreciated.

SET ONE:

The following items are responses university students gave to the questions: 1) "Why do you think people want to study for a university degree?" and 2) "What influences students to want to enter a degree program?"

Please read the following items and respond to the three questions at the end of this set.

- BM3 to have many opportunities for jobs
- AM6 to have a job advantage over people without a degree
- BF1a can get employment more easily, the economy has more openings for degree holders
- AM1a employment, getting a good job is easier
- AF4 to get a good job
- CM3a a high chance of getting employed
- AF2 it raises chances of getting a good job in days of unemployment and competition for scarce positions.
- AM4 to secure good employment
- CM2 it enhances employment opportunities since you are considered competent
- BM1a easily found jobs
- AF1 people with degrees get first preference in the job
- BF4a work opportunity
- CM1 to compete favorably for gainful employment opportunities
- CF1 to stand better chances when looking for employment, jobs requiring degrees are unavailable to non-degree holders
- CM4a to stand a high chance of getting employed
- BF5a to know where one fits which helps find a job easily

BM2a to get a job faster because most employers value paper qualification

The following items are student responses to the question: "What would you say are three disadvantages that people without a university degree face in life."

BM2b emphasis is on university degree when jobs are advertised

BM2c can hardly get employed

CM3b difficult getting employment

BF6 more competition for jobs - preferences are given to those with university degrees

BF5b it's hard to get a job easily without a degree because there are many secondary graduates

AM2 getting jobs is difficult without a degree

BF4b lack of employment chances without a degree

BM1b hard to get employed, insecure jobs

BF1b not able to get employment easily

BM4 possibility of missing a job

AM1b unemployment

CM4b may never get employed or land very low paying jobs

AM5 unskilled labor

Your help please. . .

1. In one or more statements describe the main theme or themes of this set of items.

Main theme(s): 1. _____
 2. _____
 3. _____

2. Are there any items that do not fit with the themes you have written for this set?

Code numbers: _____

Any comments about these items? _____

3. What title generally describes this set of items?

TITLE _____

End of Set One> Please continue with the next set.

SET TWO:

The following items are the responses university students gave to the questions: 1) "Why do you think people want to study for a university degree? and 2) "What influences students to want to enter a degree program?"

Please read the following items and respond to the three questions at the end of this set.

- AF1 people with a degree are paid more
- AM3 better paying jobs. There is a low pay without a degree since many people are after some form of work and will accept any payment
- CF2 better paying job. Only poor paying jobs (government sector and some firms) available without a degree
- AM4 to be well paid, jobs do not pay well without a degree
- CM4 having a good paying job
- BM2 to get a certificate to fetch a high price from prospective employers, to get a good and well paying job.
- AF5 to have a chance of landing a better paying job
- AF3a hope for high incomes later in life. A degree gives more than 50% chance of getting a suitable job with suitable pay as compared to 'A' and 'O' level drop-outs. The fruits reaped are higher pay
- BF2 monetary advantages
- CM3 to stand a chance of employment in good paying - companies
- AF4 to earn good money
- BF3 to get satisfactory income

The following items are student responses to the question: "What would you say are three disadvantages that people without a university degree face in life."

- AM2 most non-university degree holders have casual jobs with less pay
- BF5 no life satisfaction economically without a degree

AF3b lack of degree can mean frustration from lack of good jobs if employed at all, having a minimal salary that can hardly cater for one's needs

Your help please. . .

1. In one or more statements describe the main theme or themes of the items in Set Two:

Main theme(s): 1. _____
2. _____
3. _____

2. Are there any items that do not fit with the themes you have written for this set?

Code numbers: _____

Any comments about these items?

3. What title generally describes this set of items?

TITLE _____

End of Set Two. Please continue with the next set.

SET THREE:

The following items are the responses university students gave to the questions: 1) "Why do you think people want to study for a university degree?" and 2) "What influences students to want to enter a degree program?"

Please read the following items and respond to the three questions at the end of this set.

BM5 prospects for the top jobs are a reality
 AM2a getting a better job, a good position
 BM4a positions held by graduates
 AF4 the more you learn and have knowledge the higher the post you get in a job
 AF1 when they go out to work they are recognized to have ability to work as they have a degree
 AM3a for a greater guarantee of white collar jobs
 AM3b to have a higher stepping stone in numerous fields, mobility between different sectors of economy
 CM1a it enables one to be a potential competitor for professional job opportunities
 BM3 promotions come due to academic success. One is unable to acquire a meaningful position in any company without a degree.
 AF3a the benefits of better promotion chances
 AM4a to have flexibility in job market

The following items are student responses to the question: "What would you say are three disadvantages that people without a university degree face in life?"

AM4b limited choice in jobs
 BF3 one is disqualified from getting employment of choice without a degree
 AM3c menial jobs with low job satisfaction, little choice of where to work due to lack of qualification
 AF2 less likely to get a good job without a degree
 CM4 people need good employment, they may never have a chance to utilize their talents without a degree

BM2 low posts in management or administrative hierarchy without a degree
 CM1b no access to better employment opportunities
 AM2b difficult to get job promotions
 BF1 fewer chances for job promotion
 BF2 chances of job promotion are lower
 BM4b limited promotion chances
 AF5 difficult to get a job promotion and thus not be able to improve social-financial status
 AF3b younger rise to positions of authority merely because of their university degree, as opposed to years of experience at that job

You help please. . .

1. In one or more statements describe the main theme or themes of the items in Set Three.

Main theme(s): 1. _____
 2. _____
 3. _____

2. Are there any items that do not fit with the themes you have written for this set?

Code numbers: _____

Any comments about these items? _____

3. What title generally describes Set Three?

TITLE _____

End of Set Three. Please continue with the next set.

SET FOUR:

The following items are the responses university students gave to the questions: 1) "Why do you think people want to study for a university degree?" and 2) "What influences students to want to enter a degree program?"

Please read the following items and respond to the three questions at the end of this set.

- AF5 a better standard of living
- BF2 to get a comfortable standard of life
- AM4a to have a comfortable standard of living
- AM3 to better one's life style in job and standard of living
- AM1 a better life
- CM3 high standard of living influences one to study for a degree
- AM2a people with university degrees get a lot of benefits in their jobs, i.e. more fringe benefits.
- AM2b looking for a better life, poverty motivates people to seek a degree
- BM4 material possessions of graduates
- BM1 to get a better and more secure life

The following items are student responses to the question: "What would you say are three disadvantages that people without a university degree face in life?"

- AM4b people without a degree have a lower standard of living
- AF4 people without a degree have to cut down leisure time and start working hard.

Your help please. . .

1. In one or more statements describe the main theme or themes of this set of items.

Main theme(s): 1. _____

2. _____

3. _____

2. Are there any items that do not fit with the themes you have written for this set?

Code numbers: _____

Any comments about these items? _____

3. What title generally describes this set of items?

TITLE _____

End of Set Four. Please continue with the next set.

SET FIVE:

The following items are the responses university students gave to the questions: 1) "Why do you think people want to study for a university degree?" and 2) "What influences students to want to enter a degree program?"

Please read the following items and respond to the three questions at the end of this set.

- BF6a to enhance one's area of specialization for the benefit of many
- BF6b the desire to serve society with high credibility
- BM2 to gain knowledge to serve the nation well
- BM5a desire to serve God at the highest level of skills
- BM5b to become more efficient in one's field and service for God
- BF3 to set up a good home
- BF5c to help one's family and community in the area they study
- CM1 to be looked upon as an immediate representative of one's people, a means of identifying capable representatives of the community
- CM4 to be in a position to develop your own people and the country at large.

Your help please. . .

1. In one or more statements describe the main theme or themes of this set of items.

Main theme(s): 1. _____

2. _____

3. _____

2. Are there any items that do not fit with the themes you have written for this set?

Code numbers: _____

Any comments about these items? _____

3. What title generally describes this set of items?

TITLE _____

End of Set Five. Please continue with the next set.

SET SIX:

The following items are the responses university students gave to the questions: 1) "Why do you think people want to study for a university degree?" and 2) "What influences students to want to enter a degree program?"

Please read the following items and respond to the three questions at the end of this set.

- AM4 one's desire for a good social status
- CF2 status in society, satisfies one's age (status)
- BM4a to have a higher status in society
- AM1a it is a matter of status
- AF3 benefits of social status and community respect,
- to have a degree education to one's name
- CM1c because of professional status, to identify one-
- self with professional initials after his/her
- name
- BM1a for prestige
- BM2a for prestige, a graduate is respected by those
- who know him
- BM3a for prestige
- CM2a prestige, it's a sign of success
- BF3a for prestige, African people feel they have
- arrived when they get this degree
- AM2 a degree holds a lot of prestige, education has
- a lot of value and prestige, it helps me become
- something
- AF4 you are more respectable
- BF1 to gain the respect in society
- BF3b society looks at you with respect
- CM1a for high social position
- AM6a a person with a degree is more readily accepted
- socially, people would envy a person with a
- degree
- CM1b to hold one's head high in society
- BF6a the need for greater recognition with higher
- level education
- BM4b to earn recognition in academic circles
- AF2 one reads articles on accomplishments of edu-
- cated, admires them, wants to be famous like
- them

- BF2a society associates degree holders with success
- BF5a to be more professional than secondary students
- AF5a boost for social esteem, everyone wants to feel better educated thus able to keep social friends
- AF5b it makes one's parents feel important, that they have achieved something
- BM5 one knows what the elites are and do
- BF6b a degree has greater credibility
- BF6c even if specialized, one will not be recognized without a degree
- AF1a in Kenya it shows one is highly educated

The following items are responses to the question:
 "What would you say are three disadvantages that people without a university degree face in life?"

- BM2b usually not respected in society regardless of intelligence
- AF5c not able to gain respect when education seems to be the most important thing in life
- AF1b smart and clever people without a degree are not recognized as much as those with a degree
- BM4 don't command public respect
- CM3b they tend to be looked down upon by high ranking members of society
- BF5b no life satisfaction socially without a degree
- CM2b cannot achieve professional status
- BM3b lack opportunities for social status
- AM6b looked upon with contempt
- BM1b considered inferior
- AM1b overlooked by society
- BF2b they never know if they can achieve society's high standards

Your help please. . .

1. In one or more statements describe the main theme or themes of this set of items.

Main theme(s): 1. _____
 2. _____
 3. _____

2. Are there any items that do not fit with the themes you have written for this set?

Code numbers: _____

Any comments about these items? _____

3. What title generally describes this set of items?

TITLE _____

End of Set Six. Please continue with the next set.

SET SEVEN:

The following items are the responses university students gave to the questions: 1) "Why do you think people want to study for a university degree?" and 2) "What influences students to want to enter a degree program?"

Please read the following items and respond to the three questions at the end of this set.

AM5	to gain concrete knowledge in one's major field
BF6	to advance knowledge in one's area, to be specialists, it's the highest recognized level of education for any occupation
AM1	it's a matter of career
CM4	to gain professional skills
CM3	one acquires professional skills
AF5	the attraction of being able to advance knowledge in a particular field

Your help please. . .

1. In one or more statements describe the main theme or themes of this set of items.

Main theme(s): 1. _____

2. _____

3. _____

2. Are there any items that do not fit with the themes you have written for this set?

Code numbers: _____

Any comments about these items? _____

3. What title generally describes this set of items?

TITLE _____

End of Set Seven. Please continue with the next set.

SET EIGHT:

The following items are the responses university students gave to the questions: 1) "Why do you think people want to study for a university degree?" and 2) "What influences students to want to enter a degree program?"

Please read the following items and respond to the three questions at the end of this set.

- BF5 interest in studying one area, to get satisfaction because of working according to one's interests
- AF3 a more intensive study of subjects of particular interest
- CF2 know more of your area of interest (course)
- BF4 to get higher academic education, it's an opportunity for further learning
- CF1 to further one's education
- BF2 opportunity for further training
- CM4 higher chance of furthering your education
- BM3 more opportunities for further education
- BF1 employers more likely to offer a degree person further training
- BF3 to go for MA

Your help please. . .

1. In one or more statements describe the main theme or themes of this set of items.

Main theme(s): 1. _____
 2. _____
 3. _____

2. Are there any items that do not fit with the themes you have written for this set?

Code numbers: _____

Any comments about these items? _____

3. What title generally describes this set of items?

TITLE _____

End of Set Eight. Please continue with the next set.

SET NINE:

The following items are the responses university students gave to the questions: 1) "Why do you think people want to study for a university degree?" and 2) "What influences students to want to enter a degree program?"

Please read the following items and respond to the three questions at the end of this set.

- CF1 some study for knowledge or even leisure
- AF1 people want to learn more, acquire more knowledge, they are interested in studies
- BM2 to gain knowledge
- AF4 the knowledge a degree contains, you learn a lot about different things
- AF5 some people just want to increase knowledge concerning various fields
- AF3 to gain broader insight into certain general aspects of life
- AF2 even if one intends to be a housewife, a degree makes one knowledgeable in an area of interest
- CM2 to satisfy a need for higher education, general acquisition and storage of knowledge
- BF3 to study for the sake of it
- BM5a to be more conversant with and subdue the academic world
- BM5b without a degree, one lacks knowledge and becomes inefficient
- BF2 challenges of learning
- CM1 personal ambition in the academic field
- CF2 what they enjoy doing or learning. People without a degree may not be confident with their knowledge. They don't study and know the subject of their interest (e.g. history, psychology, sociology)
- BM4 people without a degree are uninformed, communication becomes difficult

Your help please. . .

1. In one or more statements describe the main theme or themes of this set of items.

Main theme(s): 1. _____
2. _____
3. _____

2. Are there any items that do not fit with the themes you have written for this set?

Code numbers: _____

Any comments about these items? _____

3. What title generally describes this set of items?

TITLE _____

End of Set Nine. Please continue with the next set.

SET TEN:

The following items are the responses university students gave to the questions: 1) "Why do you think people want to study for a university degree?" and 2) "What influences students to want to enter a degree program?"

Please read the following items and respond to the three questions at the end of this set.

- AM4 to attain one's self potential
- CM3 to achieve an ambition
- BF3a for the sake of meeting future partners who are intelligent
- CM2a sense of professionalism and achievement
- AF2 it gives one a sense of accomplishment/sense of security
- BF2a it gives confidence of face life

The following items are responses to the question: "What would you say are three disadvantages that people without a university degree face in life?"

- CM2b they feel inadequate, incompetent, and unknowledgeable
- CM2c have an inferiority complex wherever a university man is around
- CF2 ignorant to some extent, not satisfied with what they have achieved, feel inferior in the company of graduates
- BM5 become shy when faced with those who have degrees
- CM1 always conscious of being classified as academic dwarfs
- AM6 may think of self as a failure if one's friends have degrees and he does not
- CM4 always feel that the lack of university education is partly the reason for failures in life
- BF2b feel they have not made it in life
- AM1 some feel they are failures in life
- BF3b frustrated from people in society looking down on them
- AF4 a lot of stress

Your help please. . .

1. In one or more statements describe the main theme or themes of this set of items.

Main theme(s): 1. _____
2. _____
3. _____

2. Are there any items that do not fit with the themes you have written for this set?

Code numbers: _____

Any comments about these items? _____

3. What title generally describes this set of items?

TITLE _____

End of Set Ten. Please continue with the next set.

SET ELEVEN:

The following items are the responses university students gave to the questions: 1) "Why do you think people want to study for a university degree?" and 2) "What influences students to want to enter a degree program?"

Please read the following items and respond to the three questions at the end of this set.

- CF1 non-degree holders lack a broader and mature way of looking at things e.g. political issues.
Narrow mindedness
- AF2a people without a degree are not fully developed mentally
- BF4 people without a degree are short sighted, they lack general understanding of world views
- CM1 they lack skills necessary in day to day activities (family maintenance, business skills, medical knowledge)
- CM3 they make some mistakes in life due to lack of knowledge or skills
- AF2b they are less equipped to face life's handicaps

Your help please. . .

1. In one or more statements describe the main theme or themes of this set of items.

Main theme(s): 1. _____
 2. _____
 3. _____

2. Are there any items that do not fit with the themes you have written for this set?

Code numbers: _____

Any comments about these items? _____

3. What title generally describes this set of items?

TITLE _____

Thank you for your help!

APPENDIX G

SAMPLE COVER LETTER TO INSTITUTIONS

APPENDIX G

23 June, 1986

Rev. O. E. Joseph
Kenya Highlands Bible College
Box 123
Kericho

Dear Reverend Joseph,

Ken Shingledecker has kindly written on my behalf to introduce me and the study I am conducting on student academic expectations and aspirations in Kenyan university level institutions.

I would appreciate the opportunity to share with you about the study and its relevance to Kenya Highlands Bible College. The intent of the work is to help learn more about how students describe their personal educational aspirations and expectations. Such information can be helpful for designing and assessing curriculum and career guidance programme planning.

The study does not require extensive time or energy commitments on the part of Kenya Highlands Bible College. In fact, its student questionnaires and the 10 student interviews can be all conducted in one day.

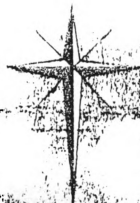
If your college would like to explore other areas related to the study, you may wish to have someone work with me to incorporate related questions into the questionnaire. That questionnaire would then be used solely at KHBC. In addition to receiving a copy of the final overall report, your college will also receive a summary of the findings from its own campus.

The data from each institution will be kept in total confidence. The names of the participating institutions will be mentioned in the final report, but all data will be reported only in terms of Kenya-wide findings for all public and all private institutions.

DAYSTAR
UNIVERSITY COLLEGE

P. O. Box 44400
NAIROBI, KENYA

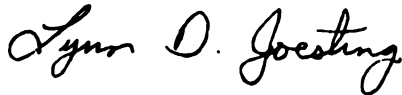
Phone - 723002/3/4
Telex - 22615 WORCON



I am sending a copy of the complete research proposal for you or someone you might wish to designate to review and make appropriate recommendations for KHBC involvement in the study.

I look forward to hearing from you. Meanwhile, thank you sincerely for considering your participation in the study.

Sincerely,

A handwritten signature in cursive script that reads "Lynn D. Joesting".

Lynn D. Joesting
Research Fellow / Lecturer

APPENDIX H

OVERVIEW OF RESEARCH PROJECT

APPENDIX H

An Overview of the Research Project: "Academic Motivation of Kenyan First Degree Students."

The purpose of the Study is to identify academic motivation reported by students in Kenyan public and private university level institutions. (Proposal, p.1).

The Value of the Study is that it provides data about Kenyan student academic motivation factors not currently available to educational planners. The majority of academic motivation research has been conducted in the U.S. and Europe. It is based on Western educational assumptions and theoretical models. These Western-based assumptions about student academic motivation may or may not be appropriate for Kenyan educational contexts.

Academic motivation research is especially important at the university level in Kenya where adult students make adult decisions about personal goals while still under the the guidance and financial sponsorship of university institutions. An understanding of factors affecting student motivation can help educators plan and evaluate their educational programs. (Proposal, pp.1 - 4).

The Research Question asks what factors and influences motivate Kenyan university level students to pursue degree studies.

The Population consists of beginning and intermediate students of all public and private university level institutions in Kenya offering arts and social science degrees. (Proposal, pp. 14 - 16).

The Methodology is to administer a questionnaire to beginning and intermediate students followed by student interviews at each institution.

The questionnaire examined educational motivation and influence categories Kenyan students themselves identified as significant for their Kenyan context. A panel of Kenyan research experts reviewed the proposal, procedures, and research instrument for cultural and academic appropriateness. (Proposal, pp. 17 -19).

The Final Report is presented in terms of overall findings for all public and all private degree granting educational institutions. Each institution will receive a copy of the final report and also a summary of the data collected at its own campus. All data from individual institutions will be kept in absolute confidence. (Proposal, pp. 19 - 20).

APPENDIX I

ACADEMIC INTEREST SURVEY STUDENT COVER LETTER

APPENDIX I

ACADEMIC INTEREST SURVEY

Greetings. I would like to be sure that you understand the purpose of this study, its procedures, and the amount of time it will require if you choose to participate. Please note the following:

1. The study is authorized by the Kenyan Government and has the approval of this institution.
2. The purpose of this research is to allow university students to report their personal reasons for wanting a degree education. It will help faculty and educational planners to better understand what students say is important to them about their degree studies.
3. The study is to help fulfill requirements for the Ph.D. dissertation of Ms. Lynn Joesting at Michigan State University, East Lansing, Michigan.
4. Your decision to participate in the study is entirely voluntary and will in no way affect your grades. You are free to decline to participate or discontinue participation at any time, without penalty.
5. The questionnaire will take approximately 15-20 minutes to complete.
6. Your answers will be kept confidential and you will remain anonymous. Do not put your name on the questionnaire. At no time will another student, faculty member, or administrator have access to read your completed questionnaire.
7. A report of the responses from this institution as well as a summary report of all institutions included in the research will be available for you to read through the dean's office. Copies of the final dissertation will also be given to the Institute of Development Studies, University of Nairobi, and the Bureau of Educational Research, Kenyatta University for your reading interest.

Your return of the completed instrument constitutes your informed consent to voluntarily participate in this study. Thank you for your participation. Because this study will be used when making university curriculum and educational resource decision, your participation will help students who follow you in future years.

APPENDIX J

FINAL QUESTIONNAIRE: ACADEMIC INTEREST SURVEY

ACADEMIC INTEREST SURVEY

Thank you for taking time to complete this questionnaire. This study seeks to find out what university students say about various aspects of their education. Your responses will help educators better understand what students hope to obtain from their degree programmes.

Directions: For each of the following statements place a tick (✓) in the box that best describes how strongly you agree or disagree with the reason given for obtaining a degree. Please be sure to respond to every statement.

	strongly disagree	disagree	neutral	agree	strongly agree
..... <u>Example: I enjoy eating nyama choma.</u>	☐	☐	☐	☐	☐
.....					
	strongly disagree	disagree	neutral	agree	strongly agree
In my opinion, <u>to have a degree will...</u>					
1. Develop skills for daily life.	☐	☐	☐	☐	☐
2. Increase my professional abilities.	☐	☐	☐	☐	☐
3. Satisfy my desire for knowledge in general.	☐	☐	☐	☐	☐
4. Help me serve my country.	☐	☐	☐	☐	☐
5. Prepare me for graduate studies.	☐	☐	☐	☐	☐
6. Assure prestige.	☐	☐	☐	☐	☐
7. Develop abilities to serve my people.	☐	☐	☐	☐	☐
8. Increase my status in society.	☐	☐	☐	☐	☐
9. Increase opportunities for employment.	☐	☐	☐	☐	☐
10. Provide professional specialization.	☐	☐	☐	☐	☐
11. Help secure a good paying job.	☐	☐	☐	☐	☐
12. Assure a comfortable standard of living.	☐	☐	☐	☐	☐
13. Provide opportunities for further education.	☐	☐	☐	☐	☐
14. Allow me to learn for the joy of it.	☐	☐	☐	☐	☐
15. Give personal satisfaction.	☐	☐	☐	☐	☐
16. Provide an escape from poverty.	☐	☐	☐	☐	☐
17. Lead to M.A. or Ph.D. studies.	☐	☐	☐	☐	☐
18. Assist in competing for employment.	☐	☐	☐	☐	☐
19. Lead to monetary advantages.	☐	☐	☐	☐	☐
20. Enhance my probability of employment.	☐	☐	☐	☐	☐
21. Assure me respect in society.	☐	☐	☐	☐	☐
22. Help me serve God.	☐	☐	☐	☐	☐
23. Provide concrete knowledge in my field.	☐	☐	☐	☐	☐
24. Give me confidence to face life.	☐	☐	☐	☐	☐
25. Help me earn good money.	☐	☐	☐	☐	☐
26. Help me achieve a higher post in my profession.	☐	☐	☐	☐	☐
27. Help assure the life-style I desire.	☐	☐	☐	☐	☐
28. Expand my academic development.	☐	☐	☐	☐	☐
29. Help secure management positions.	☐	☐	☐	☐	☐
30. Expand my world view.	☐	☐	☐	☐	☐
31. Equip me for facing life difficulties.	☐	☐	☐	☐	☐
32. Give me a sense of accomplishment.	☐	☐	☐	☐	☐
33. Offer stepping stones to job promotions.	☐	☐	☐	☐	☐

Different people influence how we make decisions. Please tick (✓) the ☐ which best describes how strongly the following people have influenced your decision to study for a degree.

	no influence	little influence	some influence	much influence	great influence
34. Parents	☐	☐	☐	☐	☐
35. Brothers or sisters	☐	☐	☐	☐	☐
36. Other relatives	☐	☐	☐	☐	☐
37. Friends	☐	☐	☐	☐	☐
38. Teachers or headmasters	☐	☐	☐	☐	☐
39. Religious leaders	☐	☐	☐	☐	☐
40. Community leaders	☐	☐	☐	☐	☐
41. Professional people	☐	☐	☐	☐	☐
42. Myself	☐	☐	☐	☐	☐
43. Others (please describe) _____					

In addition to people, we are also influenced by various factors and events in life. Please tick (✓) the ☐ that best describes how much the following factors have influenced your own decision to study for a degree.

	no influence	little influence	some influence	much influence	great influence
44. Seeing how people with degrees live.	☐	☐	☐	☐	☐
45. Seeing how people without degrees live.	☐	☐	☐	☐	☐
46. What I know about the value of a degree.	☐	☐	☐	☐	☐
47. The needs of my family.	☐	☐	☐	☐	☐
48. The needs of my community.	☐	☐	☐	☐	☐
49. The needs of my country.	☐	☐	☐	☐	☐
50. Other (please describe) _____					

Thank you for sharing your views. In this last section please tell us a bit about yourself.

51. Are you male or female? (1) ☐ male (2) ☐ female
52. Are you a full-time or part-time student? (1) ☐ full-time (2) ☐ part-time
53. What is the area of your specialization? _____
54. What year student are you? (1) ☐ 1st (2) ☐ 2nd (3) ☐ 3rd (4) ☐ 4th (5) Other: _____
55. Between the time you began primary school and when you started your degree studies, how many years did you not attend school?
- (1) ☐ zero, missed no years (2) ☐ missed less than 2 years (3) ☐ missed 2 or more years
56. What type of secondary school did you attend?
- (1) ☐ Government (2) ☐ Government assisted (3) ☐ Harambee (4) ☐ Private
57. How much education did your father complete?
- (1) ☐ Primary school (2) ☐ Secondary school (3) ☐ College Diploma (4) ☐ University degree
58. How much education did your mother complete?
- (1) ☐ Primary school (2) ☐ Secondary school (3) ☐ College Diploma (4) ☐ University degree
59. Are you a Kenyan citizen? (1) ☐ yes (2) ☐ no

APPENDIX K

STUDENT INTERVIEW PROTOCOL

APPENDIX K

Seven small groups of 36 beginning students and eight small groups of 40 intermediate students were conducted upon completion of the questionnaires at eight of the participating institutions. The interviews were designed to take approximately twenty minutes but often lasted thirty minutes or longer due to student interest in expressing their observations. Five questions guided the interview process:

1. You may have noticed in the questionnaire a number of basic reasons for wanting a degree given by the students who helped to write it. What themes can you recall from those statements?
2. When responding to the questionnaire, did you have a chance to express your own interests and reasons for pursuing a degree? What else might you add to it?
3. Please share what it is you believe you will gain from having a degree.
4. Once you complete your degree, how closely related do you believe your future employment will be to your field of studies?
5. [time permitting] How important do you believe the following reasons are for most students wanting to earn a degree?
 - a: future job opportunities,
 - b: prestige and social status concerns,
 - c: professional and personal knowledge bases,
 - d: desire to be of service to others,
 - e: self-confidence and other personal development interests.

APPENDIX L

OTHER INFLUENCES: RESPONSES TO ITEMS 43 AND 50
OF THE FINAL QUESTIONNAIRE

APPENDIX L

"OTHER INFLUENCES." RESPONSES TO OPEN-ENDED QUESTIONS #43 AND #50 ON THE FINAL QUESTIONNAIRE.

There were 248 responses to the open-ended questions, #43 and #50 of the final questionnaire. The types of responses are listed below, grouped according to similarity of response.

Service to Others (108 responses): Desire to help family, friends, community, country, Africa, world, the poor, the church, God. Breakdown of responses: 30 public university students, 78 private university students.

Personal Needs (59 responses): The fairly ambiguous term "personal needs" was used by 20 public university and 5 private university students. It has been interpreted to indicate a desire to meet personal goals. This group also includes responses of personal ambition, desire to be happy, ego concerns, personal development, self-esteem, self-actualization,, be a better communicator. Breakdown of responses: 49 public university students, 10 private university students.

Better Life (31 responses): Desire to have a comfortable standard of living, increased job opportunities, wealth, an escape from poverty; concern about a rapidly changing world. Breakdown of responses: 26 public university students, 5 private university students.

Personal Satisfaction (30 responses): Desire to increase one's knowledge, to have answer to one's questions, need to explore life, taking advantage of an educational opportunity. Breakdown of responses: 17 public university students, 13 private university students.

Personal Power (20 responses): Desire for influence over others, prestige, status, revenge on others, edge on competition with others, domination over others. Breakdown of responses: 13 public university students, 7 private university students.

The rank orders for the responses of public and private students are indicated below:

Rank:	Public Univ. Students	Private Univ. Students
First	Personal Needs	Service to Others
Second	Service to Others	Personal Satisfaction
Third	Better Life	Personal Needs
Fourth	Personal Satisfaction	Personal Power
Fifth	Personal Power	Better Life

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