INTERACTION OF RANKING, SELF-ESTEEM AND CAREER MATURITY AMONG KENYAN SECONDARY SCHOOL STUDENTS IN KIMILILI SUB-COUNTY.

BY

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DECLARATION

DECLARATION BY THE CANDIDATE

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DEDICATION

This work is dedicated to my father and mother Mr. Joseph Carlos Boy and Mrs. Josephine Ayuma Boy, for their endless support and encouragement to strive towards my goals. I would like to also thank God for my siblings, Julians Boy, Jude Boy, Jean Boy, and Janeann Boy, for their encouragement and support, in their different ways in this tedious journey. Lastly, my dearest husband Brian Sifuna, for his love and encouragement in my education and life goals.

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ABSTRACT

Studies have shown that students have difficulty in linking their vocational path to their professional and educational future. The concept of 'rank' is broad, in Kenya it involves practices where schools are ranked; school type (National, extra-county, county and sub-county schools) and gender rank. Moreover students are ranked according to grades after every examination. This study looks at rank in terms of students being placed in different school types (extra-county and county schools), and student's rank ordered grades, and the attitude they possess after being assigned this grades. Moreover, it tries to assert how self-esteem interplays in the equation and how it influences individual achievement of career maturity. The objectives of the study were to examine the extent to which school ranking (school type) influences self esteem. To establish the extent to which school ranking influences career maturity. To establish the relationship between students' attitudes towards rank-ordered grades career maturity and self esteem. To determine the extent to which gender rank influences career maturity and self esteem. The study employed person- construct theory. The quantitative data was collected by use of a questionnaire. The questionnaire was administered to a sample of 550 students in form 4 class from 11 public secondary schools in Kimilili sub- County. Cluster and purposive sampling was used to get the 11 schools. One form 4 class stream of 50 students (in each sampled school) was selected through simple random sampling. Data collected using Rosenberg self esteem test and career maturity inventory scale and attitude questionnaire. Test retest method ensured reliability of the attitude questionnaire at α of *0.78* while the validity was ensured through expert assistance. Data was analyzed using Pearson-product moment correlation whereby, correlation of students attitude towards rank ordered grades and career maturity and self esteem, there was a negative correlation $r\ (546) = -0.10,\ P > .05$ and $r\ (546) = 0.06,\ P = 0.13$ respectively. While chi-square calculations were used to determine the relationship between; school rank and career maturity, where the relationship was significant $x^2(1, N=548) = 3.84,\ P < 0.05$. School rank and self esteem, the relationship was not significant $x^2(2, N=548) = 0.84,\ P > .05$.The association between ranking, self-esteem and career maturity was very weak. Therefore the use of rank-ordering in education does not promote career maturity. Multiple regression was carried out and attitude towards rank ordered grades added statistically significantly to the prediction. This aspect is important to education stakeholders as it need to review their methods of testing and the grading of students, so as to make the students to be more knowledge oriented than rank. Hence the testing should be more linked to the world of work and the grading should avoid the labeling of students' so as to build their self esteem. Moreover, awareness should be created for secondary school students about the world of work and the job opportunities available to them, through vocational counseling and career building programmes. This will help the students to link their educational path to their vocational and professional future.

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LIST OF ABBREVIATIONS

CMI-R: Career Maturity Inventory- Revised

CRTS: Criterion Referenced Tests

EXAMS: Examinations

K.C.P.E: Kenya Certificate of Primary Education

KCSE: Kenya Certificate of Secondary Examination

KNEC: Kenya National Examination Council

MOEST: Ministry of Education Science and Technology

NRTS: Norm- Referenced Tests

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction

This chapter presents the background to the study, statement of the problem, the objectives of the study, research questions, significance and justification of the study, the scope and limitations of the study, assumptions of the study, theoretical framework and definition of terms. In this chapter, the various ranks within the school that the researcher will look at have been singled out and the problem which probed this research has also been stated.

1.1 Background of the Study

Ranking has been part and parcel of education for ages, be it in terms of ranking of secondary schools (Lucas & Mbiti, 2013) or universities (Sauder & Espeland, 2009). Ranking is closely linked with assessment (Bramely &Oates, 2010). There are several types of instruments that are used in the process of assessment prior to ranking; norm-referenced measurement and criterion-referenced measurement. A Norm-reference measurement compares the performance of an individual with other individuals (norm-group), since the main purpose is the distinction of the various groups; variability in norm-referenced measurements is of at most importance (Wikstrom, 2005).

On the other hand, criterion-referenced tests, measures the performance of skills and knowledge that is defined by a particular criterion (Wikstrom, 2005). This measurement is mostly to see whether the students have mastered the body of knowledge. In the schooling environment, norm-referenced tests are mostly used.

Norm reference measurements are designed to rank- order test takers (Fairtest, 2010). Rank- ordering is among the numerous methods of comparing test takers, in an ascending or descending order depending on the individual's scores or performance (Bramely & Oates, 2010).consequently, ordinal ranking is used to make cognitive shortcuts to simplify decision making (Murphy &Weinhardt, 2014).Research has shown that while using the norm referenced measurements (NRMs), several mistakes can be made. This is because NRMs are not capable of measuring the whole area or subject content covered by the teachers; they are inadequate in measuring the wide range of an individual's abilities, they focus so much on memorization and routine procedures (Fairtest, 2010).

Moreover, teachers emphasize memorization and de-emphasize thinking and application of knowledge, whereby the schooling environment turns into 'coaching' in order to improve test scores, other than giving the students the knowledge they deserve. Lastly, NRMs lowers academic expectations, since learning is believed to fit a bell curve (Fairtest, 2010), hence educators may tend to have low expectations of students who score below average.

Secondary schools have a challenging responsibility of providing students with knowledge about the world of work (Bloxom, Bernes, Magnusson, Gunn, Bardick, Orr & Mcknight,2008).High Expectations for Success and Frequent Monitoring of Students' Progress are among the seven correlates of effective schooling or the effective schools model (Lezotte, 2010). The model is seen as a means to achieving high levels of student-learning in which students are expected to learn essential skills, knowledge, and concepts needed to be successful (Nyagosia, Waweru, Ng'uguna, 2013). High expectation of success is the belief in the students' ability to obtain a mastery of the necessary knowledge and skills presented by the curriculum (Ibid,

2013). Research has shown that top performing schools emphasizes more on this correlate than the bottom performing schools in Kenya (Nyagosia, et al, 3013). This aspect could become of great concern in terms of the students career maturity.

Ranking is seen to be a measure of quality and reputation (Hazelkorn, 2012).Students use rankings to help them inform their choices (Hazelkorn, 2009), such as what they want to do in the future. The aspect of ranking brings to the fore the issue of self esteem. Self esteem is a strong determinant of human behavior, where people feel more useful having the thought that they are good, productive or of importance especially in relation to the surrounding environment. Therefore peoples' actions are molded according to the need to maintain adequate levels of self-esteem (Kuhnen & Tymula, 2008).

Research has shown that, the self has different correlation with career maturity with regards to ethnicity and gender (Hasan, 2015). Career maturity can be defined as an individual's preparedness to adapt to developmental tasks of a persons' life stages. An individual's preparations have to do with how an individual feels and their mental disposition (Savickas, 2010).

Career maturity attitude involves planning and exploration, while the cognitive dimension includes decision making competence and having adequate occupational information. According to studies on career maturity, a sense of control over ones activities leads to development of self esteem and a sense of planning for future events (Savickas, 2010). Consequently, self-esteem is regarded as an important determinant for successful coping with social situations, development of attitude and eventual career planning and exploration (Ibid, 2010). Moreover, studies have shown

that, many adolescent students base their self worth with academic performance, especially with their assigned grades (Michael, 2013).

As a result of students' trying to maintain adequate levels of self esteem by being ranked at the top, it has created a dire situation especially in Kenya. Currently in Kenya, allegations have arisen that university graduates lack adequate skills to perform in their designated jobs. This brings to the fore the issue of the end product of Kenya's education system and not just the process. Moreover, students are drilled to excel in exams through hook or crook; Rote learning and exam cheating not learning to gain aptitude, but simply to know answers and reproduce them have become the focal point of Kenya's education system. Excellence is determined by passing exams and earning a lot of money thereafter; not in performing tasks, achieving goals and impacting society (Nyagah, 2016).

These has also led to the changes in the world of work, whereby the renowned professional recruiting firms especially in Kenya, such as; Ernst and Young (EY), Deloitte, Klynveld Peat Marwick Goerdeler (KPMG), and Price Water House and Coopers (PWC), removed the degree qualification from their graduate job application. This is because they realized the grades obtained that determines their career path, lacks in creativity and innovation. Hence applicants are expected to display critical thinking in their recruitment process (Wanjiku wa Njoroge, 2017).

Research has shown that, most students averagely handle different vocational tasks they encounter as they plan for their vocational paths. Despite this some face serious difficulties in determining their career paths, especially linking their vocations with their education, or professional future. This misnomer has been attributed to personal dissatisfaction and failure of the school (Janeiro & Marques, 2010). The school in

Kenya prepares the student in the form of different examinations; these exams that determine the placement of the students are done after eight years (K.C.P.E) and after four years (K.C.S.E) respectively (Clark, 2015). The K.C.P.E exams determine the placement into the various categories of secondary schools in Kenya (national, extra-county, county and sub-county schools).

The national and extra-county schools carry a prestigious acumen in terms of academic excellence and the facilities it holds (Amunga, Amadalo & Maiyo, 2010). Hence depending on grade and the rank-order the student is placed, on either of the schools. Moreover in those specific schools (national, extra-county, county and sub-county schools) students sit for various exams where again they are rank ordered according to their performance. All this rank- ordering in the different aspects of their academic life takes a toll on the students' self-esteem (Michael, 2013). Where the students become more inclined to being rank ordered first than to concentrate on their desired occupation and gain occupational knowledge.

1.2 Statement of the Problem

Secondary students are at the adolescent stage, (Schoon & Polek 2011), agree that this is an important phase in the preparation for adult life, and a critical juncture in the development of an occupation; this is because their hopes and expectations during adolescence can have important consequences for their later development.

Rankings are said to have a profound impact on academic decision making and behavior, with implications on the structure of systems and organization of institutions (Hazelkorn, 2009). Politicians across the political spectrum regularly refer to rankings as a measure of economic strength and ambition, students use them to help inform their choice, and universities use them to help set and define targets or

brand and advertise themselves (Hazelkorn, 2009). In this context, the type of ranking involved is; rank ordering.

There being too much concentration on ranking and grading, especially of students in different secondary schools, it has led to deficiency of occupational information which in a way has led to unrealistic career decisions. This view is echoed by an article from the dailies that highlights the current situation in Kenya as having doctors who can't treat well, teachers who can't teach just because they were ranked highly in a certain institution (Nyongesa, 2015). Moreover self esteem may determine, where and how an individual perceives his rank among his peers (Kuhnen and Tymula, 2008).

Consequently, grading and education are inseparable (Michael, 2013). As a result studies have shown that students base their self worth with academic performance, and grades are significant with performance (Michael, 2013). After grading the student are ranked. Hence, Student's lacking occupational information, as a result of too much concentration in ranking to maintain adequate levels of self-esteem in the society they live in, necessitated this study. This has therefore sparked the need to examine the students' interaction of ranking; this will be in terms of the kind of school (school rank). The attitudes towards the grades they are assigned after examination (rank-ordered grades), and how it influences their self-esteem towards achieving their career maturity.

1.3 Purpose of the Study

The purpose of this study was to establish the interaction of ranking, self esteem and career maturity among secondary school students. The study looks at how ranking

impacts on the individual's self esteem, and how this ends up to be a determinant of career maturity.

1.4 Objectives of the Study

The objectives of this study are divided into two; general and specific objectives.

The general objective is to determine the interaction of ranking, self-esteem and career maturity.

The specific objectives of the study were to:

i) To examine the extent to which school ranking (school type) influences career maturity
ii) To establish the extent to which school ranking influences self-esteem.
iii) To determine the relationship between students' attitudes towards rank-ordered grades and self esteem.
iv) To establish the relationship between students' attitude towards rank-ordered grades and career maturity.
v) To assess the extent to which gender rank influences career maturity.
vi) To assess the extent to which gender rank influences self esteem.

1.5 Research Questions

i) The study was guided by the following research questions;
ii) How does school ranking (school-type) influence students' self-esteem?
iii) How does school rank influence students' career maturity?
iv) What is the relationship between students' attitude towards rank-ordered grades and self esteem?
v) What is the relationship between students' attitude towards rank-ordered grades and career maturity?

vi) To what extent does gender rank influence career maturity?

vii) To what extent does gender rank influence self esteem?

1.6 Research Hypothesis

The following null hypotheses were tested:

H_{O1}: School ranking has no significant influence on career maturity.

H_{O2}: School ranking has no significant influence on self-esteem.

H_{O3}: Student attitude towards rank-ordered grades has no significant influence on career maturity.

H_{O4}: Student attitude towards rank-ordered grades has no significant influence on self-esteem.

H_{O5}: Gender has no significant influence on career maturity.

H_{O6}: Gender has a no significant influence on self-esteem.

1.7 Significance of the Study

Ranking of students and schools has been at the centre of many educational issues, with different education stakeholders having divergent opinions to it, concentration being on the rank ordering of schools according to performance in the K.C.SE. This study can give educational stakeholders a different outlook on the issues affecting the students, in terms of how ranking is perceived, how ranking cognitively affects the students in their endeavour towards career maturity.

1.8 Justification of the Study

Secondary schools have the responsibility of preparing the students for the world of work. Unfortunately most students finish secondary schooling with no idea of what they want to do. As long as they pass their exams and they are rank-ordered as ‘good’

students (Nyagah, 2016). Though rank-ordering in schools was abolished at the National level (now awaiting re-introduction), Rank ordering in the Kenya is still done at the school level in terms of grades they are assigned and also at the county level and also in terms of school type (whether extra county or sub-county). This study will help in understanding ranking of schools and individuals intimately and the interaction between ranking, self-esteem and career maturity.

1.9 Scope of the Study

The study was conducted in secondary schools in Kimilili Sub - County, targeting the form fours, of both extra county and sub-county schools, who were about to sit for their Kenya certificate of secondary education. Ranking of students according to the school rank (County or Sub- County), rank-ordered grades and gender rank, was examined in relation to students' self esteem to ascertain achievement of career maturity.

1.10 Limitations of the Study

The study anticipated a number of limitations which were handled with due concern to ensure reliable results. Some of these limitations were; research findings may not reflect the status of the whole country and therefore findings were generalised to other areas with caution; some respondents did not respond to the questionnaires truthfully, for fear of portraying a bad image of their institution. In this case confidentiality was guaranteed and there was no disclosure of the institution names and students unless with the institution's permission.

1.11 Assumptions of the Study

The findings of the study were based on the following assumption;

a) That the students are of the same age.

b) The schools have the same facilities.

1.12 Theoretical Framework

This study was based on Person-construct Theory by George Kelly, where he presumes that aspects of the personality are as a result of the cognitive process (Schultz & Schultz, 2005). He holds the view that human beings are scientists who are constantly forming hypotheses and testing these hypotheses, and the success of these experiments will determine the behavior or the action that an individual is bound to take (Feist & Feist, 2006). Hence from the predictions of the experiment an individual is able to act appropriately. A construct is a unique way of looking at things. Individuals can be able to willingly revise or replace their constructs with other options or alternatives as they so wish, an aspect that Kelly calls constructive alternativism (Schultz & Schultz, 2005). Moreover, personal constructs shape an individual's behavior. An individual's constructs or thought pattern is a person's attitude or belief system towards a particular aspect (Festinger, 1959).Consequently attitudes are not caused by peoples' actions but actions are caused by peoples' attitude. Therefore people's thoughts and actions are directed by the way they see the future (Feist & Feist, 2006). Kelly summarizes his assumptions and arguments into 11collaries which further reinforces his argument (Schultz& Schultz, 2005): Construction**;** this is whereby when recurring events are similar people can be able to foresee or predict how to experience such an event in the future. No life experience can be reproduced the same way as the first time, this is because of different attitudes

and emotions surrounding that event (Schultz & Schultz, 2005). Despite this, there are aspects about the situation, which are similar both times it was experienced, hence from this similar aspects an individual can use this to predict or anticipate future events (Schultz & Schultz, 2005). Consequently, a student is rank-ordered in either an extra-county or a sub-county school. Furthermore, he/she is rank-ordered in that particular school either high or low depending on their grade. The student tends to identify similar aspects in both types of ranking, and tends to make a prediction about their future, in terms of career choice and career knowledge.

Individuality: this postulates that every person is unique and due to this attribute they tend to construe differently, no one's construction is exactly similar to the other (Feist & Feist, 2006). Every student is different and how they choose to understand or perceive events is totally different. Due to this phenomena, students being placed in different school ranks (extra-county, sub-county) may tend to construe that aspect differently, which may also affect their self-esteem differently and in turn affect their career maturity.

Dichotomy: this collary emphasizes the fact that there are two sides of a coin, good and bad, positive and negative, that in the process of construct formation a person envisions this aspect (Feist & Feist, 2006). Every time an individual has to construe their position in a different school rank, it can either be positive or negative. Consequently the attitude towards an individual's rank ordered grade can either be positive or negative. Depending on an individual's choice this will impact on their self-esteem either highly or lowly which in turn affects their career maturity.

Organization: this collary assumes that there is a relationship between constructs (Feist & Feist, 2006).hence people package the constructs according people's view of

which they consider similar or different from each other. Moreover organization is based on patterns, where people might share the same construct but have different organization (Schultz & Schultz, 2006). Consequently, students may be in the same school rank (extra-county and sub-county); they may share the same construct of; prestigious school and non-prestigious school. But if the person in a prestigious school (extra-county) is failing or being rank ordered at the bottom, they may construe this as a bad thing in that they will associate being in an extra-county school as a bad thing. Whereas another individual in the same school (extra-county), finds it prestigious, and is rank-ordered at the top, and looks at it as a good thing. The same phenomena may also happen to students in sub-county schools. They may have the same construct of the school as not prestigious, but have different patterns depending on their individual experiences. If the student is rank-ordered at the top in the sub-county school, they will see it as a good thing, but if they are rank-ordered at the bottom in the same school they will see it as a bad thing. Hence a student will associate, sub-county schools as bad or good depending on their pattern. Moreover, this may, influence the students' self esteem positively or negatively, and in turn affect the students' career maturity.

Choice: individuals select a construct that they consider the best in helping them foresee or predict the future and events (Schultz & Schultz, 2005). Therefore an individual will choose to construe, school rank and rank-ordered grades, either positively or negatively. This will be in according to how best they feel will help them foresee their future in terms of their self-esteem and career maturity.

Range: because of the dichotomous nature of a construct (Feist & Feist, 2006), it creates a limitation to the construct, whereby it cannot go beyond the dichotomized area. Range limits construction. It's like a closed ended question, where one has

limited choices. Therefore the individual is limited to construe school rank, and rank-ordered grades either positively or negatively.

Experience**:** the events on their own are not useful, but the meaning people attach to these events is of at most importance (Feist& Feist, 2006).An individual continually tests their constructs with regards to their experiences so that this constructs are sustainable and useful. According to the experiences an individual undergoes in the different school ranks will determine if they continue to construe their placement in that school rank positively or negatively, depending on their experiences. Consequently if an individual is constantly graded highly, they may tend to have a positive attitude towards rank-ordered grades which in turn affect their self-esteem and eventually their career maturity. If the individual is constantly graded, and rank-ordered at the bottom they may develop a negative attitude, in turn affect their self-esteem and eventually their career maturity.

Modulation: individuals tend to change their constructs depending on their experiences (Feist & Feist, 2006). A construct, should be able to be revised, and adapt in light of new experiences (Schultz & Schultz, 2005). Hence a student should be able to change their belief system in the different school ranks, with regard to the experiences they come across. Moreover the student should be able to change their attitude if they had been previously rank ordered at the bottom and currently they are rank-ordered at the top. This will influence their self esteem and also their career maturity.

Fragmentation: within an individual's constructs or construction there may be loopholes or errors (Feist & Feist, 2006). This is where individuals tolerate inconsistencies within their sub-ordinate construct system, but doesn't destroy their

overall construct system (Schultz & Schultz, 2005). This goes to show that there is no perfect construction. A student who is placed in an extra-county school, may have an overall construction of 'prestigious', therefore good. Regardless of this there may be aspects in that school that makes it less prestigious, such as being ranked bottom ten after every examination or the inability to cope with the high competition among the students in the school. Despite these aspects, it does not interfere with the students' construction of 'prestigious'. This fragmentation in the individual's construct may affect the student's self esteem and eventually their career maturity.

Commonality: despite individuals' uniqueness, people of the same groups, cultures tend to share the same constructions (Feist & Feist, 2006). Overtime schools develop school culture, norms and ideals. Hence students' who have been in the same school, are exposed to the same school cultural norms and ideals, hence with time the students have the same cognitive process, according to Kelly (Schultz & Schultz, 2005). Meaning, student's may construe being placed in the same school rank the same way, and also construe, being rank ordered at the top or at the bottom in the same way. This same cognitive process may affect their self esteem the same way and eventually their career maturity.

Sociality: This collary can be accurately put as follows;

'*To the extent that people accurately construe the belief system of Others, they may play a role in a social process involving those other people.'* (Feist & Feist, 2006, p.550). Hence interpersonal relations and processes are maintained through construing what people think others' construction is. People adapt their constructs, according to how they perceive other peoples' constructs (Schultz & Schultz, 2005). A student who is placed in an extra-county or sub-county school will tend to behave exactly how the

students there behave. Alternatively, a student who is rank ordered at the top may tend to have the same attitude, the fellow students at the top possess. The student may even have the same levels self esteem and either a high or low career maturity according to his/her counterparts.

Career maturity has been approached differently by different vocational theorists, such as personality (Holland, 1997), accidental occurrence (Krumboltz, 2010), through the happenstance theory and the environment. The school serves as an environment where students are placed; Ranking is a factor in every school. Schools' in Kenya are ranked in terms of national schools, county and sub-county schools. The process of career choice is considered a cognitive process (Feist & Feist, 2006). Hence individual form different constructs regarding the aspect of ranking which is an experience or an event in a student's world. Kelly postulates that individuals choose to act in ways that brings the best result and gives the best predictions (Feist et al, 2006).Hence if a student is rank-ordered at the top and was previously at the bottom and vice versa their career maturity may also be influenced.

Moreover vocational researchers have determined that people learn through small experiences they encounter in their daily life, they develop emotions and different attitudes and even generalizations to these experiences and observations (Krumboltz, 2010). Ranking in this context, is therefore one of the experiences that a child undergoes in the school environment in attaining career maturity.

1.13 Conceptual Framework

The independent variable is ranking and the dependent variable is career maturity, self esteem is the moderating variable. This study looks at ranking in different capacities: ranking of the school (national school and sub-county school), rank –ordering of

individual students, using grades. Extra-county and county schools were purposively chosen for this study since in the area of study there are more extra county and sub county schools. This determined how Ranking of the school and the grades will affect the students' career maturity depending on how the student chooses to construe their experience (ranking) either positively or negatively in relation to their self esteem.

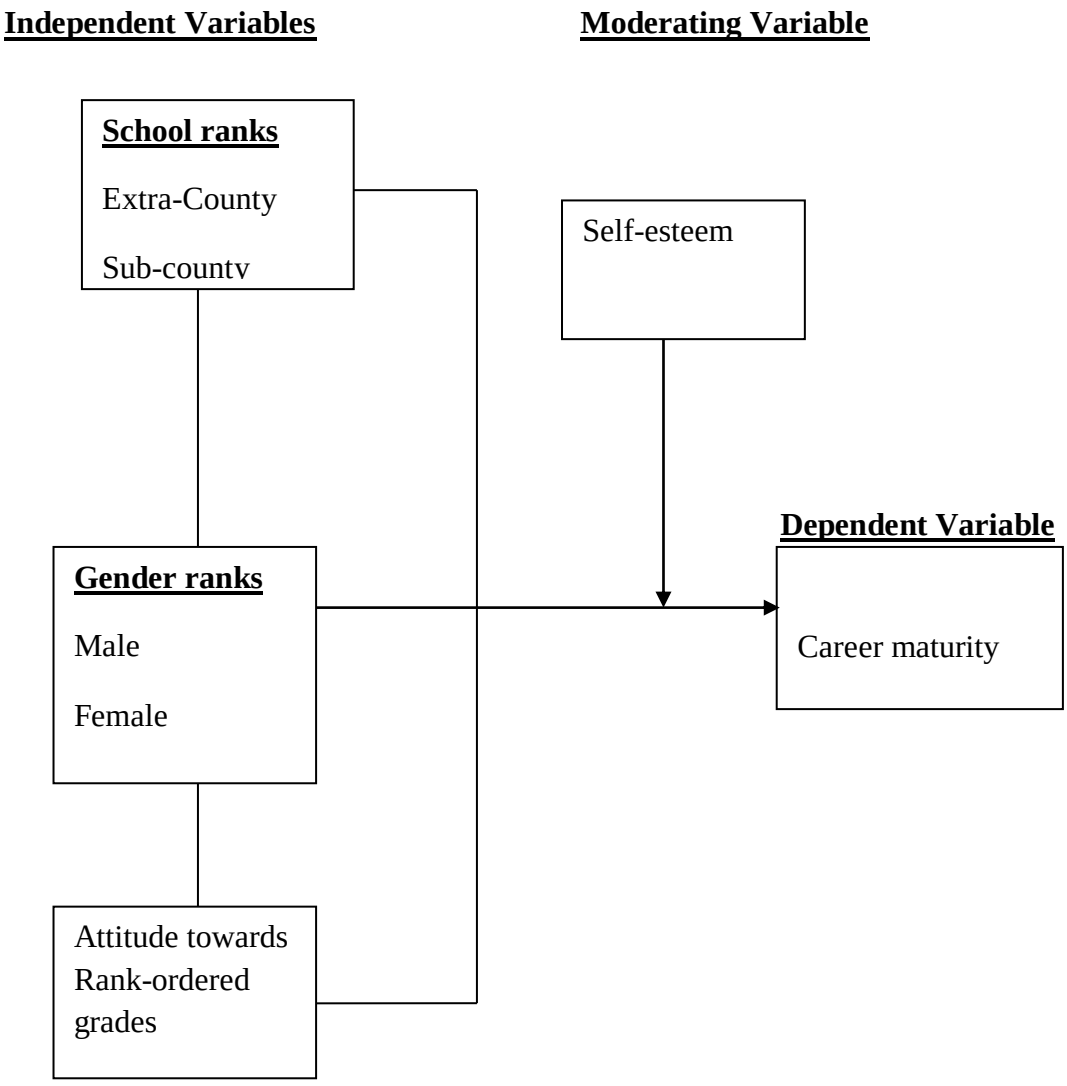

Figure 1.1 Conceptual Framework

The inter-relationship between the variables is summarized by the expression;

C = a + bs + dr +E where,

C=career maturity, (a, b,d) are constants 's' represents self esteem, r represents ranking and E is the error term.

1.14 Operational Definition of Terms

The following terms will be used in understanding aspects of this thesis;

Attitude: Individuals' thought pattern, feelings and beliefs whether positive or negative.

Career Maturity: Extent to which an individual knows the occupation and has occupational knowledge of their choice.

Gender Ranking: Category of whether male or female

Ranking: Comparing different aspects such as schools or students amongst each other using different criterion.

Rank Grading: Awarding students marks using letters, each letter representing certain points e.g. A- (12), A-(11), B+ (10), B (9), B- (8),C+(7), C (6),C- (5), D+ (4), D (3), D- (2),E (1).

Rank-Ordering: Systematic presentation of individuals either in increasing or decreasing order depending on their scores or performance.

Rank-Ordered Grades: Systematic presentation of grades in an increasing or decreasing order depending on the points.

Self-Esteem: How a person thinks and feels about themselves compared to others.

School Ranking: Cluster of the school or where the school is classified under in terms of national school, county school or sub-county school.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents literature review cited for this study. The chapter reviews literature regarding ranking in general, career maturity and self esteem and what other scholars have contributed in matters of ranking in general and their conception of career maturity.

2.1 General Perspective of Ranking

Ranking can be loosely defined as, a system or procedure whereby, people or groups, are procedurally and systematically placed against one another, into specific categories (Gary, 2001). The categories involved in ranking are diverse, some of them include; (a) the 'totem pole' approach, this is where individuals are ranked from one downward to include all people within that group.(b) quartiles; where individuals are placed into defined cells of four about 25% per cell are and then ranked further within each cell. (c) Normal distribution; where individuals are forced to represent a bell curve, and a signed a percent that they each represent. For example top 10% (Gary,2001)

It's important to note that ranking only presumes that a person has performed better than another at something. As a result this tends to create a lot of competition, as well as the demand for greater level of performance.

Consequently there are some technical aspects involved in the course of ranking, such as how to rank, different individuals with different capacities and different designated assignments. The most commonly used form of ranking is the normal distribution, so

that most of the individuals scored fall under a bell shaped curve, with top performers represented by one end of the curve, and the bottom performers represented by the other end. Normal distribution defines different categories, such as top 10%, strong 15%, highly valued 50% e.t.c. depending on the subjective opinions of the scorer, many groups can be created (Gary, 2001).

Depending on the tests performed on individuals, (criterion referenced tests or norm-referenced tests), the scores have to be reported. Different types of scores can be used to interpret the students' performance, and each form of scoring has its own advantages and disadvantages. For example (1) raw scores; this is the number of answers that the student gets correctly without any adjustments. For example if there are 20 questions in a test and the student gets 10 of them correctly, then 10 is the raw score. The disadvantage of raw scores is that they don't provide enough information on performance. Another form of scoring is (2) percentage scores; it is the percent of the test items answered correctly. They are useful in describing student performance, especially on a teacher made test, or a criterion referenced test. However it is difficult to compare the percentage correctly on one test and another. This because both tests might have different difficulty levels, hence it's difficult to interpret the scores. Therefore the percentage scores lack a frame of reference (Gary, 2001).

Consequently, we have derived scores; these are scores that create room for comparisons, especially between test scores. Under the derived scores include; developmental scores and scores of relative standing. Scores of relative standing include percentiles, standard scores and stanines. Developmental scores can also be referred to as age or grade scores; these scores are changed from raw scores and reflect an individual's performance at different ages and grades. This type of scoring can easily lead to a lot of misinterpretation. False whereby, the students who score the

same on a test can be easily presumed to have the same thoughts and behavior. Hence developmental grades may present false standards (Cohen and Spenciner, 2010). Therefore a teacher should not expect all his/her students to perform the same at a particular test. Moreover, developmental grades force individuals to think typically of their age.

In a certain distribution a percentile rank is the point at or below which the scores of a given percentage of students fall. There are certain problems involved while interpreting percentiles, such as intervals they represent are unequal, especially at the lower and upper ends of the distribution. A difference of a few percentile points at the extreme ends of the distribution is more serious than a difference of a few points in the middle of the distribution. Second, percentiles do not apply to mathematical calculations (Cohen and Spenciner, 2010).

In addition, another type of derived score is a standard score. Standard score is the name given to a group or a section of scores. Each specific type of standard score within this group has the same mean and the same standard deviation. Because each type of standard score has the same mean and the same standard deviation, standard scores are the best way of representing an individual's performance. Standard scores allow scorers to compare a child's performance on several tests (Cohen and Spenciner, 2010). Moreover, Stanines another form of derived scores are ties of standard scores that have a mean of 5 and a standard deviation of 2. Stanines range from 1 to 9. Despite their easy interpretation, stanines have several problems. A change in just a few raw score points can move a student from one stanine to another. Also, because stanines are a general way of interpreting test performance, caution is necessary in deciding how to classify and place individuals. To assist in interpreting stanines,

evaluators can assign descriptors to each of the 9 values, for ease of interpretation (Cohen and Spenciner, 2010).

In conclusion, how a student is scored will determine their specific rank order. Moreover, scoring is also determined by the type of test performed, whether criterion referenced or norm referenced. The students may concentrate so much on where they are placed in a particular rank, and less focus on acquiring the intended skills and knowledge that would prompt them to have adequate career maturity levels.

2.2 Ranking and Criterion-Referenced Tests vs. Norm-Referenced Tests

Criterion referenced tests, can be at times referred to as objective referenced, domain-referenced or curriculum –oriented measurement (Wikstrom, 2005).Criterion-referenced measurement or tests are designed to measuring skills, performance or knowledge, that has been defined by a criterion and is used for finding out performance levels of the individuals that are being assessed (Wikstrom, 2007). Since CRTs measures a certain criterion, or the mastery of the body of knowledge, CRTs are very important in the process of career maturity. Knowledge of tasks ahead or the career is important in career maturity (Kaur, 2007).

The supporters of this form of tests argue that, criterion-referenced measurement, gives the educator better information about educational progress for individual students and groups of students, and is hence useful for individualizing instruction (Wikstrom, 2005). Consequently, CRTs helps to establish the learning gaps, the effectiveness of learning experience and also to measure the progress towards the goals and objectives in an individualized education plan (Adele, 2015).

However, criterion-referenced measurement has also led to new research issues, such as ensuring the validity and the reliability of such an instrument. Classical test-

theoretical methods were initially found insufficient, due to the fundamental differences between norm-referenced instruments and criterion-referenced instruments in their construction and use. In the main, the question was how to analyze the outcome without score variability, which is necessary in a norm referenced instrument, but often irrelevant in a criterion-referenced instrument (Wikstrom, 2005). This makes the comparison of students in a criterion referenced test to be a herculean task.

Another issue was to establish what could be measured with the criterion-referenced instruments. This has more to do with the type of knowledge from a cognitive perspective, than with subject matter areas in general. One argument is that if the objectives to be measured have a higher conceptualization level, then the scope of the area as well as the performance levels will be interpreted differently by educators, test developers and test takers. The concern was that such situations would lead to serious reliability and validity problems (Wikstrom, 2005).hence in this capacity ranking and to be specific, rank ordering would be irrelevant.

In CRTs, if students perform at, or above the established expectation e.g. a certain percentage of questions correctly, they will pass the test, meet the expected standard or be deemed as proficient. On a criterion referenced test, every student taking the exam could theoretically fail if they don't meet the expected standard, alternatively every student would earn the highest possible score (Adele, 2015). For this reason that's why norm-referenced tests and not CRTs are used to rank-order test takers (Bramely &Oates, 2010). Consequently, CRTs are expressed as percentages and many have minimum passing scores, the test results may be scored or reported in alternative ways. For example , results may be grouped into broad achievement categories e.g 'below basic', 'basic', 'proficient' and ' advanced' or reported in 1-5

numerical scale with numbers representing different levels of achievement (Adele, 2015).Here variability of scores is not ensured.

Therefore, the knowledge tested in secondary schools should be directly linked with the career anticipated by the students in the future (Kaur, 2007). Hence, when a student is highly ranked or lowly ranked according to the tested criterion they may be in a position to asses and self-examine themselves better and make realistic future career plans. Moreover, the occupational knowledge is very important in the process of career maturity (Themba, 2010). Consequently, CRTs may provide the technological knowhow where career maturity is concerned.

Teachers find it easier to use NRMs than CRTs. This is because; in the NRMs it is easier to rank-order test takers. In Kenya students are ranked after every examination according to NRMs. NRMs, inputs less concentration in the body of knowledge and more concentration in the ranking of the test takers (Bramely and Oates, 2010). Hence this will affect the career maturity levels of the students.

2.3 Ranking and Career Maturity

After abolishing, the rank-ordering of schools in 2014, numerous reasons were given for the abolishment. The major reason being, that it doesn't give definitive assessment of the academic learning process (1rungu, 2015). Later on the Kenya national examination act, allowed the ranking of schools both in academics and sports in order to appreciate and recognize the efforts of this institutions (Kajilwa, 2016). Hence, this move again re-opened the predominant discourse of ranking.

Moreover, monitoring of the students' progress in Kenya is done through standardized tests (Nyagosia, et al, 2013).From the tests ranking is done in the form of assigning students different grades on a 12point scale (Clark, 2015). Grading is synonymous

with education (Michael, 2013). In most Kenyan secondary schools, students pursue as many as 13subjects in the first two years, then its narrowed down to eight in the last four years of their secondary schooling. They are grouped into six learning areas as follows (Clark, 2015);

- Languages (English, Kiswahili, Arabic, German, French)
- Sciences (mathematics, chemistry, physics, biology)
- Applied sciences (home science, agriculture, computer studies)
- Humanities (history, geography, religious education, life skills and business studies)
- Creative arts (music, art and design)
- Technical subjects (drawing and design, building and construction, power and mechanics, metal work, aviation, wood work, electronics).

Students sit for their Kenya Certificate of Secondary Education (K.C.S.E), in their final year. Where they sit for three compulsory subjects (English, Kiswahili, and mathematics), two sciences, one humanity, either one applied science or one technical subject. The subjects offered depend on the choice of the schools, availability of resources and the teachers to teach the specific subjects (Clark, 2015).

The final grade the students get on their K.C.S.E. is an average score of the best eight examinations, with compulsory subjects as part of the eight. University entry requires a grade of C+, with public universities requiring higher scores. Diploma and certificate courses require D+ or C-. Table (1.1) below shows the grading system of Kenya and the U.S. equivalence (Clark, 2015).

Table 1.1: Grading System of Kenya and The U.S. Equivalences

KENYA SECONDARY GRADING SCALE WITH U.S. EQUIVALENCY		
GRADE	**U.S. EQUIVALENCY**	**POINTS**
A	A	12
A-	A	11
B+	A	10
B	B+	9
B-	B	8
C+	B	7
C	C+	6
C-	C	5
D+	C	4
D	D	3
D-	D	2
E	F	1

The demands of the world of work are dynamic. As a result, the grading system has become a focal point and a determinant of the failure and the success of an individual, especially in the world of work (Michael, 2013).

According to research, society presumes that failure in academic goals is equivalent to failure in life goals (Iley, 2014). These academic goals are established in the form of grades. Consequently, letter grading has been criticized for not providing the students a comfortable environment to take risks in exercising their skills. Hence there should be something that informs us more about a student other than ‘a letter’ (Iley, 2014). This necessary skills are important determinants of a students’ level of career maturity.

Consequently, after the release of the 2016 Kenya certificate of secondary school examination (K.C.S.E), there was the subsequent grading of the students. The students who obtained D and E were labeled as failures (Wanjiku wa Njoroge, 2017). The

system under which these students were a product of has been faulted as lacking in the method of instruction, and not adequately imparting specific vocational skills.

2.4 Career Maturity and Attitude

Career maturity has been conceptualized differently by different vocational researchers. Crite (1998) views career maturity as extent to which the individual has a mastery of the vocational development task including both knowledge and attitudinal components, appropriate to his or her state of career development. Others view it as an indicator of an individual's attitude toward his or her readiness to make career choices appropriate to age or developmental stage and an important variable in the career developmental process (Burkhead & Cope, 1984). All this can sum up to the ability of the student to make a well informed, age- appropriate career choice (Walker, 2010). A career- mature person should be in a position to remove uncertainty and be in a position to make a particular career choice (Themba, 2010).

Salami (2008), assumes maturity as a psychological construct such as intelligence, moral development and social development which are progressive and state a certain developmental level. There are several entities that affect an individual's career development, which are consistency of career choice, career choice content, and realism of career choice, career choice competencies, career choice process, and career choice attitudes (Crite (1978) in Salami, pg 37, 2008). Career maturity is characterized by: "1) increasing orientation to vocational choice; 2) increasing amounts of vocational information and more comprehensive and detailed planning; 3) increasing consistency of vocational preferences; 4) the crystallization of traits relevant to vocational choices; and consequently, 5) increasing wisdom of vocational preferences" (Super (1957) in Themba, pg 4, 2010).

Themba (2010) refers to career maturity as the manner in which an individual responds to emerging demands, problems, challenges and expectations. Consequently carrier maturity is in two fold, that is that is the cognitive aspect (career choice competencies), and the affective aspect (carrier choice attitudes). The cognitive aspect involves: 'Self-appraisal (knowing oneself): refers to an individual's psychological facility to accurately evaluate and estimate what a person's assets and liabilities are. Occupational information (knowing about jobs): refers to an individual's knowledge of what workers in different occupations do. Goal selection (choosing a job): refers to an individual's ability to match him/ herself with the occupation for which he or she is best fitted. Planning (looking ahead): refers to an individual's ability to plan and order a series of actions in a proper sequence to enter and progress in a given career. Problem-solving (what should one do): refers to the individual's ability to consider and choose what seems to be the best solution among the alternatives in the course of career decision-making' (Themba, 2010, pg 30).Whereas the affective dimension assess the feelings, dispositions, and subjective reactions towards making a career choice (Themba, 2010). .

School achievement positively correlates with career maturity. Studies have shown that students who are low achievers have a lower career maturity, while high achieving students have high career maturity (Creed & Patton, 2001).Hence, in this context student who are highly rank-ordered may tend to have positive attitudes in regards to career maturity. Therefore the student's attitude toward the school there in (county or sub-county), the grade they are assigned after examination, may influence their preparation towards their future careers.

Moreover, the attitude a person has towards something, influences their actions with regards to the specific thing (Festinger, 1959). Therefore, if the student has a negative

attitude towards rank-ordered grades or a positive attitude, it will influence how they strive to achieve the skills and competencies towards a particular career, or even influence their ability to identify their specific careers all together.

2.5 Self-Esteem and Career Maturity

Self-esteem can be casually defined as how persons think and feel about themselves (Mustaq, Shakoor, Azra, Muhamad, 2012).In order to understand self-esteem it is crucial to understand the concept of 'self'. Macdonald, (2001), asserts that, the self involves three distinct process; 'reflexive capacity (the ability to depict oneself in relation with one's environment), representational capacity (the ability to mentally represent personal attributes), and executive function (the ability to exert control over one's thoughts, feelings, and behaviors)' (pg. 3).

The individual's environment highly determines self esteem, moreover the environment creates fluctuations which can be able to determine or undermine the predictability of future behavior (Robins & Trzesniewski, 2005).Self-esteem can refer to the overall self or to specific attributes of the self, such as how people feel about their social status, racial or ethnic group, physical features, athletic skills, job or school performance, and many others (Macdonald, 2001). Consequently, self esteem involves both the positive and the negative appraisal of the self. The more positive the thoughts and feelings are, the higher the self esteem and the lower the feelings and thoughts are, the lower the self esteem (Mustaq et al, 2012).

Self esteem is seen as a strong motivator of human behavior (Kuhnen & Tymula, 2008). Moreover research has indicated that individuals with high self esteem have a clear understanding of themselves with regards to career- decision making other than individuals with low self esteem (Patton, Bartrum & Creed, 2002).Consequently if an

individual feels good about themselves they are in a position to set realistic expectations and can pursue their own goals (Mustaq et al,2012). Self esteem builds overtime, continuous successes leads to a positive self esteem (Heatherton & Wyland, 2002). In regards to this, Individuals with a high self-esteem appear better equipped to manage the adaptation process of developing career interests and making career related decisions (Patton, Bartrum & Creed, 2002).

In the schooling environment, the students are rank-ordered depending on their performance. Continuous high ranking or a student, who appears high above the ranks, may have a high self esteem and this consequently may lead to the student to have a high career maturity. On the other hand a highly ranked school especially in K.C.S.E.may lead the students in that school to have a high self esteem and career maturity. Most emphasis in career maturity is placed on quantitative differences among students such as, age and grade levels rather than developmental attributes. It is crucial to consider other perspectives such as self esteem, which is an aspect of motivational dynamics, hence it is important to explore the role of self esteem in career maturity (Savickas, 2010).

Self esteem involves how a person feels about specific self attributes. This feeling, determines the individual's future behavior. Hence if the person, feels low about their rank (school rank and rank ordered grades), this will affect their feelings towards acquiring certain skills and competencies in certain careers or even how they choose their careers.

2.6 Ranking and Self Esteem

Ranking is directly linked with assessment (Bramely & Oates, 2010). Assessment in schools is done in order to serve as a motivator of student performance. In addition, it

provides a feedback to the teacher on the effectiveness of teaching and student achievement. It also communicates to the students, parents and others what has been taught (Amunga et al, 2010). Therefore ranking should not only promote students motivation to perform but to also perform with a goal in mind that is a career. Hence with every ranking of a student after every exam it should be able to ensure planning, career preference and the technical knowhow of what an individual wants to do in the future.

In Kenya schools are ranked according to National, county and the sub-county schools. The national schools are seen to be, more elite and prestigious. Moreover they have a limitation of admission in every district (sub-county), only selecting the best performed in every district after the completion of Kenya certificate of primary education. While those who had low performance are either denied admission or are admitted to Sub-county schools (Lucas & Mbiti, 2013). Current research has show that attending a national school results in exposure to a higher quality and more diverse peer group in a better resourced schooling environment (Lucas et al, 2013).

School rank has also been linked to self esteem, whereby the higher the school ranked the higher the self-esteem of the students. The ranking has a great impact on the students' educational progression (Amunga, et al, 2010). Monitoring of the students progress is among the factors of 'effective schools model', this is meant to improve the student performance and general behavior**.** Monitoring of the students is done through, the internal exams such as; continuous assessment tests (C.A.Ts) and the (MOCK) examinations **(**Nyagosia, Waweru, & Njuguna, 2013). Being highly ranked among peers has a significant effect on the performance of the student and future outcomes (Murphy & Weinhardt, 2014).

Researchers, focus on the benefits of attending a highly ranked school, in terms of performance and status they hold. Having this in mind, how a student feels about their rank is very important, whether in terms of the school rank or their rank ordered grade. This is because the feeling they possess whether in terms of inadequacy or satisfaction, with regards to rank, may affect how they choose their careers, and the acquisition of the necessary career skills and competencies.

2.7 Gender and Career Maturity

Significant differences were observed between boys and girls on attitudes and competence scale of career maturity (Kaur, 2007). Consequently, the majority of studies have found that females have higher scores on career maturity measures than males (Fouad, 1988; Luzzo, 1995; Rojewski, Wicklein, & Schell, 1995). In some countries, for example in South Africa (Watson, 1984) and Nigeria (Achebe, 1982), males have been found to score higher than females; while other studies have failed to find any differences (Kelly & Colangelo, 1990; Watson, Stead & De Jager, 1995). As a result of the inconsistencies in prior research, in terms of gender and career maturity, this research is paramount in terms of determining, the relationship of gender and career maturity. Moreover, it's important in the determination of career maturity of different sexes with regards to self esteem.

2.8 Summary

Ranking is part of people's day to day life, where individuals compare themselves to others. Whether or not individuals rank-order physically or not they still do it cognitively and unconsciously (Hazelkorn, 2012). In person construct theory, Kelly presumes that interpretation of events is more important than the events themselves (Schultz & Schultz, 2005). In this context, the interpretation of ranking is important

than ranking itself. The tests a student sits for in the secondary school setting, is a great determinant of the skills a person acquires and retains for future use in their relevant chosen careers. The two major types of tests (CRMs and NRMs), also determine how students are scored, graded and rank- ordered. This influence the content retained by the students important for their vocational future. This is because, NRMs focuses on ranking of students, while criterion reference tests are knowledge based

Moreover, depending on how an individual feels or perceives their rank, this will affect their attitude, and attitude influences actions. It will also affect how individuals strive in their efforts towards acquiring certain skills and competencies necessary in certain careers and also the choosing of the careers.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Overview

This chapter focuses on the design and the methodology used in the study. The following will be discussed in the chapter: Research design, area of study, target population, sample and sampling procedure, data collection procedures and instrumentation.

3.1Area of Study

The study was conducted in Bungoma county Kenya, Kimili- Sub County. Bungoma County covers an area of about 3,032 km^2 and is located on the Southern slopes of Mt. Elgon, which also forms the apex of the county. It borders the republic of Uganda to the North West, Trans-Nzoia County to the Northeast, Kakamega to the East and South East and Busia to the West and South West (Appendix 2). The county lies between latitude 00 281 North and latitude 10 301 North of the equator, and longitude 340 201East and 350 151 East of the Greenwich meridian. (Refer to appendix 2). The site is of great concern since people from rural areas are vocationally disadvantaged than their urban counterparts (Rojewski, 1995).

3.2 Research Design

The study employed ex post facto research design whose main purpose is to explore relationships between variables; this means that the researcher determined the influence of ranking on career maturity. In ex post facto research design, the researcher does not manipulate the variable of interest like in experimental design but only compares one group by another group (Mugenda & Mugenda, 1999).

3.3 Population of The Study

Population is a group of individuals sharing similar set of characteristics (Serem, Boit & Wanyama, 2013). According to (Fraenkel and Wallen 2010), time, energy and resources are of at most importance in choosing a research sample. The target population was around 2000 form 4 secondary students registered candidates in all the 30 public schools in Kimilili Sub-county. The accessible population was, students of form 4 from11 schools in Kimilili Sub-county. This is because they have been in school long enough and are more aware of their career aspirations and choices now that they are about to sit for their exit exam (K.C.S.E).This means that they are therefore, likely to give a more reliable feedback.

3.4 Sample and Sampling Procedures

To obtain a representative sample, 11 schools in the sub-county were stratified into two categories (extra-county and sub-county). The stratification is based on Kenya's categorisation of schools. The sample of 11 schools with 550 students, each school represented by students comprising of 30% of the target population was considered adequate for the study (Kothari, 2005).

3.5 Data Collection Instruments

The following instruments helped in the collection of data for the study.

3.5.1 Rosenberg Self-Esteem Scale

The Rosenberg Self-esteem scale (Rosenberg, 1965) was adapted. It is a 10-item scale that measures global self-worth by measuring feelings about the self. The scale is believed to be uni-dimensional. All items are answered using a 4-point Likert scale format ranging from strongly agree to strongly disagree. (See appendix 1, part B).This will help to determine a student's self esteem in determining career maturity.

3.5.2 Career Maturity Inventory-Revised

The Career Maturity Inventory-Revised (CMI-R; Crites & Savickas, 1995) was adapted. It will be used to assess the extent to which participants were in a position to make realistic career Decisions. The scale comprised of 25-items which was to assess the extent to which the students mature career wise. (See Appendix 1, part C).

3.5.3 Attitude Questionnaire

A questionnaire consists of a number of questions which are either printed or typed in a definite order on a form or a set of forms (Kothari, 2004). In a questionnaire, the respondent gives the responses to the items asked through a written mode. The researcher used questionnaires for students because a questionnaire enabled her to collect data from a relatively large number of respondents within a relatively short time (Mugenda & Mugenda, 1999). The questionnaire contained 14 items on likert scale and the questions were geared towards achieving the objectives of the study, which was to acquire students' attitudes towards rank-ordered grades. See appendix 1, part D.

3.6 Validity and Reliability

The quality of the instruments used in research is very important because the conclusions drawn are based on the information obtained using these instruments. Validity is the accuracy and meaningfulness of inference based on research results while reliability is the degree to which a research instrument yield consistent results after repeated trials (Mugenda & Mugenda, 1999).

3.6.1 Reliability

Reliability refers to the extent to which a research instrument gives consistent results after repeated trials (Kothari, 2004). The reliability of the instruments is the degree to

which scores obtained from an instrument are consistent. Piloting of the instruments was done in Kimilili sub-county, and a sample size of 150 students was obtained from 3secondary schools in form four. To test the reliability of the questionnaire, test retest technique was used. In this technique, the same instrument is administered twice to the same group of subjects after a certain period of time; of two weeks (Mugenda & Mugenda, 1999). The scores from both testing periods were correlated by using pearson-product moment correlation, to obtain the coefficient of stability or reliability (Howitt & Cramer, 2011). A coefficient correlation (r) of 0.78 was obtained. This considered high enough to judge instrument reliability.

3.6.2 Validity

Validity is the extent to which an instrument measures what it purports to measure (Kothari, 2004). Fraenkel and Wallen (2010) claim that validity is the appropriateness, meaningfulness and usefulness in the specific inferences researchers make based on the data they collect. All assessments of validity are subjective opinions based on the judgment of the researcher (Wiersma, 1995). The content validity of an instrument is improved through expert judgment (Fraenkel & Wallen, 2010) and so the researcher sort assistance from her supervisors who are experts in research who helped improve the content validity of the instrument**.**

The construct validity of the Career maturity inventory (CMI) had been established by correlating the construct of career maturity with (decidedness and indecision, decision making self-efficacy, school achievement, work experience and self-esteem) and tests them as predictors , as done by other researchers and proved valid (Patton & Creed, 2001).

3.7 Data Collection Procedure

The researcher collected data through already standardized tests: Rosenberg self esteem scale, Career maturity Inventory- revised for the students. The Career Maturity Inventory-Revised (CMI-R) and Rosenberg self esteem scale are preferred because they are standardized tests hence ensured proper validity and reliability. Moreover, questionnaire was used to determine the students' attitude towards rank-ordered grades. The researcher sort permission from the relevant authority (Ministry of Education, Science and Technology) to conduct the research. The principals of the selected schools were informed in advance and teachers from the selected schools assisted the researcher to access the students.

Primary data was used in this research. It was obtained through Rosenberg self-esteem scale, career maturity inventory-revised, and an attitude questionnaire.

3.8 Scoring of the Instruments

The instrument scoring, of Rosenberg self esteem scale, career maturity inventory-revised and attitude towards the rank ordered grades were as follows:

3.8.1 Rosenberg Self Esteem Scale

Scoring: SA=3, A=2, D=1, SD=0. Items with an asterisk are reverse scored, that is, SA=0, A=1, D=2, SD = 3. Sum the scores for the 10 items. The higher the score, the higher the self esteem (See appendix 1). Where low score is (0-14), ambivalent (15-25) and high score is (26-30). The lowest score was 0 and the highest score is 30.

3.8.2 Career Maturity Inventory Scale-Revised

Scoring: A=1, D=2. Sum the scores for the 25items, the lowest score is 25 and the highest score is 50. The higher the score, the higher the career maturity of the individual. (See appendix 2)

3.8.3 Attitude Questionnaire

For each behavioral belief, the belief score on the unlikely-likely scale is multiplied by the relevant evaluation score on the extremely bad/extremely good scale. The resulting products across are summed all the beliefs to create an overall attitude score. (Macleod 2009):

Formula 5.1 A= (a+b+c + d+e+ f+g) + (h+i+j+k+l+m+n)

Where A = total attitude score

a, b, c, d, e, f, and g are scores for each of four behavioral beliefs, according to part A, of the questionnaire(see appendix 3) and h, I, j, k, l, m, and n are scores for outcome evaluations relating to each behavioral belief. Part 'B' of the attitude questionnaire (appendix3)

A ***positive*** (+) score means that, overall; the participant is ***in favour of*** assigning grades in school.

A ***negative*** (-) score means that, overall; the participant is ***against*** assigning of grades in school .where the lowest attitude was 14 and the highest attitude 98.

3.9 Data Presentation and Analysis

Once the documents containing the results have been obtained from the selected schools, the raw data was checked for completeness and categorization. Descriptive statistics including frequencies and percentages were used. Hypothesis stating 'no relationship' between variables were tested using the Pearson Product- Moment Correlation Coefficient to determine the relationship between students' attitude towards rank-ordered grades and self esteem, and students' attitude towards rank-ordered grades and career maturity. Chi-square was used to determine the statistical

significance of how school rank influences career maturity and self esteem and how gender rank influences career maturity and self-esteem. Moreover, multiple regression was used to determine the interaction of ranking, self esteem and career maturity.

3.10 Ethical Consideration

A letter authorizing the researcher to carry out the research (See appendix 4, 5 and 6) was obtained from the respective personnel and verbal consents were obtained from the informants. They were also informed of the research objectives, methods and its relevance and assured of confidentiality. No person was forced into participating in the study, their rights were respected. The mode of collecting data from respondents was discussed so as to enhance the information collecting environment. No names or personal identifications numbers were reflected on the specific tests except the numbering of the tests which is for the purposes of identification of data during editing. The results of the study will be availed to the relevant authority and to those participants who are interested in knowing the results.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

The rationalization and justification for adopting the statistical techniques and data analysis procedures were outlined in the last chapter. This chapter presents data analysis, presentation and interpretation of the findings based on the frame of reference of this thesis. The main objective of this study is to find out the interaction of ranking, self-esteem and career maturity. The research contains six objectives and hypotheses which were analyzed by both descriptive and inferential statistics.

4.2 Background Information

The background information of the respondents was considered necessary because the ability of the respondents to give satisfactory information on the study variables may be affected by their background. This information was about the respondents' school rank, gender rank, and rank ordered grades.

4.2.1 School Rank

The table below (4.1) shows the distribution of student by school rank (Extra-county and Sub-county schools) which is the dependent variable. Where the percentage of the students in the Extra-county schools was 47.3% and the number of the students in the Sub-county schools are 52.7%. This represents the number of students in each school rank that was analyzed in the study.

Table 4.1: Distribution of Students in different School Rank

School Rank

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	extra-county	259	47.3	47.3	47.3
	sub-county	289	52.7	52.7	100.0
	Total	548	100.0	100.0	

4.2.2 Gender Rank

The total number of male students in both the extra-county and the sub-county schools was represented by 46%. While the total number of female students in both the extra-county and the Sub-county schools were represented by 50.2%. Total distribution by gender rank in both county and sub-county schools as a dependent variable is represented as follows (table 4.2):

Table 4.2: Distribution of Students by Gender Rank

Gender rank

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	252	46.0	46.0	46.0
	female	275	50.2	50.2	96.2
	2	21	3.8	3.8	100.0
	Total	548	100.0	100.0	

4.2.3 Rank-Ordered Grades

The grades were acquired from the attitude questionnaire, which tested the attitude of the students towards the rank-ordered grades. The students indicated the grades from

their recently done examination. The table below (table 4.3) shows the frequency and the percentage of the various grades obtained by the students in both the Extra-county and the Sub-county schools. According to (table 4.3) below, most students in all the schools were graded (C-), where the observed percentage is 33%. Moreover, the lowest grade to be obtained by students from both schools is (E), which is at 0.9%. The mean score of the rank-ordered grades is 5.26 (C-). Most of the students scored above the mean score as illustrated in table (4.3) below:

Table 4.3: Distribution of Rank-ordered Grades

	Grade	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	B+	4	.7	.7	.7
	B	9	1.6	1.6	2.3
	B-	25	4.6	4.6	6.9
	C+	61	11.1	11.1	18.0
	C	122	22.3	22.3	40.3
	C-	181	33.0	33.0	73.3
	D+	86	15.7	15.7	89.0
	D	40	7.3	7.3	96.3
	D-	15	2.7	2.7	99.1
	E	5	.9	.9	100.0
	Total	548	100.0	100.0	

Consequently, the table below (table 4.4) shows the different grades acquired by the students across the various school ranks (extra-county and sub-county schools). None of the students in the extra-county schools was assigned grade “E” students, while

five students in the sub-county schools were rank-ordered as “E”. Moreover, most of the students in the sub-county schools (95.25%, n=289) are below average (C+), while most students in the extra county schools, (76.1%, n=259) are above it. According to the data below (table 4.4) students in extra- county schools perform better than the students in the sub-county schools. This is in line with (Munanu and Kobia, 2016) where they presume that students in the extra-county schools are highly ranked and perform better than the students in the sub-county schools, who are lowly ranked and also perform poorly compared to the extra-county schools.

Consequently, this difference in grades among the students in different school ranks, maybe conceptualized differently, by the different students. Their construction may be positive or negative, according to Kelly’s dichotomous collary. This may in turn affect their self esteem and career maturity.

Table 4.4: Distribution of grades across school ranks

Grade and school rank Cross tabulation

Count

		School rank		
		extra-county	sub-county	Total
grade	B+	4	0	4
	B	5	4	25
	B-	15	10	25
	C+	38	23	61
	C	58	64	122
	C-	106	75	181
	D+	25	61	86
	D	8	32	40
	D-	0	15	15
	E	0	5	5
	Total	259	289	548

4.2.4 Career Maturity

The table below shows the career maturity scores that were obtained by the students from the various school ranks. Career maturity inventory-revised (CMI-R; Crites & Savickas, 1995) was used to measure the career maturity of the students; this concept in this aspect is two-fold, where it measures the cognitive aspect and the affective aspect. This simply means the preparedness of an individual to make a choice of the career they want and the right attitudes towards the chosen career path (Alam, 2013). The CMI-R was a two-point scale questionnaire of ‘Agree’ or ‘Disagree’. The scores ranging from 25-37 indicated low career maturity, while the scores ranging from 38-50 indicated a high career maturity.

The table 4.5 below represents the career maturity levels of all the students in both extra-county and the sub-county schools. They were represented by 548 of the analyzed sample. The number of students who displayed Low career maturity was 41.4%, While 58.6% of the students displayed high career maturity.

Table 4.5: Career maturity scores of all the students in all school ranks

Career maturity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	low	227	41.4	41.4	41.4
	high	321	58.6	58.6	100.0
	Total	548	100.0	100.0	

The career maturity of the students in the various school ranks were as shown in (Table 4.6) below:

Table 4.6: Career maturity scores across different school ranks

	Career maturity			
		low	high	Total
school rank	extra-county	96	163	259
	sub-county	131	158	289
Total		227	321	548

Most students in extra- county schools had (62.9%) a high career maturity, compared to the students in the sub-county schools (54.7%), where most of them had low career maturity as depicted in the table above.

4.2.5 Self Esteem

The table 4.7 shows the self esteem of the students as tested using the Rosenberg self esteem scale. It is a 4-point likert scale of 10 questions, represented by: 3-strongly agree, 2-agree, 1-disagree, 0-disagree.

Table 4.7: Distribution of self esteem scores of all students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	75	13.7	13.7	13.7
	ambivalent	361	65.9	65.9	79.6
	High	112	20.4	20.4	100.0
	Total	548	100.0	100.0	

According, to the table above, most students showed ambivalence, (neither high nor low self esteem) this is depicted at 65.9%. Consequently very few students displayed low and high self esteem, as indicated in the table above at 13.7% and 20.4% respectively.

Table 4.8: School rank and Self-esteem cross tabulation

		Self-esteem			
		Low(0-14)	Ambivalent(15to25)	High(26-30)	Total
school rank	extra county	39	169	51	259
	sub-county	36	192	61	289
Total		75	361	112	548

From table (4.8) above, most students showed normal levels of self esteem in both the extra- county (169) and the sub-county schools (192).The students from the sub-county schools displayed higher self esteem than the students from the extra-county schools.

4.2.6 Attitude towards Rank - Ordered Grades

Students' attitudes towards their rank-ordered grades were determined using an attitude questionnaire, which was in two-fold, seven questions each. The first part measured behavioral beliefs in a scale ranging from 1-7, of unlikely to likely, while the second part measured outcome evaluations in scale ranging from 1-7 of extremely undesirable to extremely desirable. This was to determine whether they had a positive or negative attitude towards their rank-ordered grades.

According to table (4.9) below, students' across all school ranks displayed their attitude towards the rank ordered grades. The students who displayed negative attitude were 24.6% while those who displayed positive attitude were 63.9%, while neutral is 11.5%. Many students had a positive attitude towards the rank ordered grades. This view is shared by (Reddan, 2012), whereby students in Australia prefer being graded. Whereby, he asserts that, grading positively affects the student's motivation and their efforts towards their courses. It also adequately prepares the students for the workplace.

Table 4.9: Attitude of students' towards rank-ordered grades

Attitude

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	negative	135	24.6	24.6	24.6
	neutral	63	11.5	11.5	36.1
	positive	350	63.9	63.9	100.0
	Total	548	100.0	100.0	

The table (4.10) below shows the attitude of students towards rank ordered grades displayed in the different school ranks. Most students in the extra-county schools displayed a positive attitude towards the rank ordered grades (203 students) than the students in the sub-county schools (147 students). Therefore students from extra county schools have a more positive attitude towards rank ordered grades than the students in the sub-county schools.

Table 4.10: School rank and attitude cross tabulation

		Attitude			
		negative	neutral	positive	Total
school rank	extra-county	40	16	203	259
	sub-county	95	47	147	289
Total		135	63	350	548

4.3 Relationship between School Ranking and Career Maturity

According to (table 4.11) below, 37.1% of students from the extra-county schools displayed a low career maturity, while students from the sub- county schools 45.3% of them had low career maturity. Consequently, 62.9% of the students, from extra-county schools, displayed a high career maturity compared to 54.7% from the sub-county schools. The relationship between school rank and career maturity was tested using chi-square.

Table 4.11: School rank and career maturity Cross tabulation

			Career maturity		
			low	high	Total
school rank	extra-county	Count	96	163	259
		Expected Count	107.3	151.7	259.0
		% within school rank	37.1%	62.9%	100.0%
		% within career maturity	42.3%	50.8%	47.3%
		% of Total	17.5%	29.7%	47.3%
	sub-county	Count	131	158	289
		Expected Count	119.7	169.3	289.0
		% within school rank	45.3%	54.7%	100.0%
		% within career maturity	57.7%	49.2%	52.7%
		% of Total	23.9%	28.8%	52.7%
Total		Count	227	321	548
		Expected Count	227.0	321.0	548.0
		% within school rank	41.4%	58.6%	100.0%
		% within career maturity	100.0%	100.0%	100.0%
		% of Total	41.4%	58.6%	100.0%

Table 4.12: Chi-square test results for school rank and career maturity

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	3.844[a]	1	.050		
Continuity Correction[b]	3.511	1	.061		
Likelihood Ratio	3.853	1	.050		
Fisher's Exact Test				.056	.030
Linear-by-Linear Association	3.837	1	.050		
N of Valid Cases	548				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 107.29.
b. Computed only for a 2x2 table

According to (table 4.12) above, the chi-square test statistic is 3.84 and the p value is 0.05, equal to the alpha level of 0.05. Hence the H01 is rejected at 5% level of significance. Therefore, there is significant association between school rank and career maturity, x^2 (1, N=548) =3.84, p<.05.

Table 4.13: Symmetric measures of school rank and career maturity

Symmetric measures

		Value	Approximate Significance
Nominal by Nominal	Phi	-.084	.050
	Cramer's V	.084	.050
N of Valid Cases		548	

Phi and cramer were both used to test the strength of relationship between school rank and career maturity. From the table 4.13 above it emerged that the strength of association between the variables is very weak since 0nly 0.08% of the variation in career maturity can be accounted for by school ranking. However there is a statistically significant relationship between the school rank and the career maturity of the students in their particular school ranks. The students in extra-county schools have a higher career maturity than those in sub-county schools.

4.4 Relationship between School Ranking and Self Esteem

The table (4.14) shows self esteem ranges across the different school rankings. According to it, 15.1% of students from the extra-county schools displayed a low self esteem, while students from the sub- county schools 21.1% of them had low self esteem. Students from extra-county schools (65.5%) displayed ambivalence, while sub- county 66.4% displayed ambivalence. Consequently, 19.7% of the students, from extra-county schools, displayed a high self esteem compared to 21.1% from the sub-county schools. though generally, students from all the school ranks, showed ambivalence or displayed normal levels of self esteem. However according to table (4.14), students from the sub-county schools had a higher self esteem than the students from the extra-county schools.

According to table 4.15 that shows the chi-square test results, x^2=0.84, and the p value is 0.66. Since the p value is greater than 0.05, $H0_2$ is accepted at 5% level of significance. Therefore there is no statistical significant association between school ranking and self esteem x^2 (2, N=548) = 0.84, p.>.0.5.

Table 4.14: Cross tabulation of expected and observed percentages of school rank and self esteem

			Self esteem			
			low	ambivalent	high	Total
school rank	extra-county	Count	39	169	51	259
		Expected Count	35.4	170.6	52.9	259.0
		% within school rank	15.1%	65.3%	19.7%	100.0%
		% within self esteem	52.0%	46.8%	45.5%	47.3%
		% of Total	7.1%	30.8%	9.3%	47.3%
	sub-county	Count	36	192	61	289
		Expected Count	39.6	190.4	59.1	289.0
		% within school rank	12.5%	66.4%	21.1%	100.0%
		% within self esteem	48.0%	53.2%	54.5%	52.7%
		% of Total	6.6%	35.0%	11.1%	52.7%
Total		Count	75	361	112	548
		Expected Count	75.0	361.0	112.0	548.0
		% within school rank	13.7%	65.9%	20.4%	100.0%
		% within self esteem	100.0%	100.0%	100.0%	100.0%
		% of Total	13.7%	65.9%	20.4%	100.0%

Table 4.15: Chi square results of school rank and self esteem

Chi-Square Tests

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	.838[a]	2	.658
Likelihood Ratio	.837	2	.658
Linear-by-Linear Association	.654	1	.419
N of Valid Cases	548		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 35.45.

Table 4.16: Symmetric measures of school rank and self-esteem

Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	.039	.658
	Cramer's V	.039	.658
N of Valid Cases		548	

Phi and Cramer's v were both used to test the strength of the relationship between, school ranking and self esteem, as shown in the table above (4.16). From the tests it emerged that the strength of association between the variables is very weak. Since only 0.01% of variation in self-esteem can be considered to be due to the school ranking. Therefore hypothesis $H0_2$ is accepted.

This findings though differ from (Munanu and Kobia, 2016), where it revealed that students in extra-county and county schools tend to display higher self esteem than the students in the sub-county schools.

4.5 Correlation between Student Attitude towards Rank-Ordered Grades and Career Maturity.

Student's attitude towards their rank ordered grades was correlated with career maturity as shown in (table 4.17) below:

Table 4.17: Correlations between student's attitudes towards rank ordered grades and career maturity.

Correlations

		Attitude	Career maturity
attitude	Pearson Correlation	1	-.104*
	Sig. (2-tailed)		.015
	N	548	548
Career maturity	Pearson Correlation	-.104*	1
	Sig. (2-tailed)	.015	
	N	548	548

*. Correlation is significant at the 0.05 level (2-tailed).

The p value is 0.02; the significant Pearson correlation value is -0.10. N represents the total number of respondents evaluated in the correlation which was 548. Hence there was negative correlation between students' attitude towards their rank ordered grades and career maturity. This implies that, as career maturity increases among students, their attitude towards rank-ordering decreases. The correlation between students' attitude towards their rank ordered grades and career maturity were found to be statistically significant (*r=-0.10, N=548, p=0.02).*Therefore null hypothesis $H0_3$, was rejected. However the correlation between students' attitudes towards rank-ordered grades and career maturity is weak. Only 0.02% 0f career maturity variation among students may be attributed to attitudes towards rank-ordered grades.

4.6 Correlation between students' attitude towards rank-ordered grades and self esteem

The students' attitude was correlated against self-esteem using Pearson-product correlation to determine if there is a relationship between them. The correlation is depicted in (table 4.18) below:

Table 4.18: correlation between student's attitudes towards their rank ordered grades and self esteem

Correlations

		Self-esteem	Attitude
Self esteem	Pearson Correlation	1	-.079
	Sig. (2-tailed)		.064
	N	548	548
attitude	Pearson Correlation	-.079	1
	Sig. (2-tailed)	.064	
	N	548	548

According to (table 4.18) above, the p value is 0.06; the significant Pearson correlation value is -0.08. N represents the total number of respondents evaluated in the correlation (N=548). Hence there was negative correlation between students' attitude towards their rank ordered grades and self esteem. This is a manifestation that the students who have a positive attitude towards rank-ordered grades have a low self-esteem. The students with high self-esteem have negative attitude towards ranking. The correlation between students' attitude towards their rank ordered grades and self esteem were therefore found to be statistically negatively significant; *(r=-0.08, N=548, p=0.06).*Therefore the null hypothesis (HO_4) was accepted. This simply means that the students' attitude and self esteem vary in the opposite direction (negative correlation). Hence as the students' attitude towards rank- ordered grades

increases the self esteem of the student decreases and vice versa. However, only 0.01% of variability in self esteem among students can be as a result of attitudes towards rank-ordered grades.

4.7 Gender and Career Maturity

Gender and career maturity, were cross tabulated as shown in (table 4.19) below. The number of students who were evaluated is represented by N=548. From a total of 548 students evaluated 39.3% males displayed a low career maturity compared to the females who had 43.3%. Consequently 60.7% of males had a high career maturity, compared to 56.7% of females who displayed a high career maturity. Overall more students (58.6%) had a high career maturity. Though, the males displayed a higher career maturity than females. This results concur with (Patton and Creed, 2007), but differ with (Luzzo, 1995), where females scored higher than the males.

Table 4.19: Cross tabulation of gender and career maturity

			Career maturity		
			low	high	Total
Gender rank	male	Count	99	153	252
		Expected Count	104.4	147.6	252.0
		% within Gender rank	39.3%	60.7%	100.0%
		% within career maturity	43.6%	47.7%	46.0%
		% of Total	18.1%	27.9%	46.0%
	female	Count	119	156	275
		Expected Count	113.9	161.1	275.0
		% within Gender rank	43.3%	56.7%	100.0%
		% within career maturity	52.4%	48.6%	50.2%
		% of Total	21.7%	28.5%	50.2%
	2	Count	9	12	21
		Expected Count	8.7	12.3	21.0
		% within Gender rank	42.9%	57.1%	100.0%
		% within career maturity	4.0%	3.7%	3.8%
		% of Total	1.6%	2.2%	3.8%
Total		Count	227	321	548
		Expected Count	227.0	321.0	548.0
		% within Gender rank	41.4%	58.6%	100.0%
		% within career maturity	100.0%	100.0%	100.0%
		% of Total	41.4%	58.6%	100.0%

According to table (4.20) that shows the chi square test results, x^2=0.88, and the p value is 0.64. Since the p value is greater than 0.05, $H0_5$ was accepted at 5% level of significance. Therefore there is no statistical significant association between gender and career maturity x^2 *(2, N=548) =0.88, p>.05.*

Table 4.20: Chi square test for gender and career maturity

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	.880[a]	2	.644
Likelihood Ratio	.881	2	.644
Linear-by-Linear Association	.758	1	.384
N of Valid Cases	548		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 8.70.

Table 4.21: Symmetric measures of gender and career maturity

Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	.040	.644
	Cramer's V	.040	.644
N of Valid Cases		548	

According to the phi and Cramer tests (table 4.21) to test the strength of the relationship between gender and career maturity, it revealed that there was a very

weak relationship between gender and career maturity. Only 0.04% of the variation in career maturity can be associated with gender differences.

4.8 Gender Rank and Self- esteem

The table (4.22) below show the scores of students' self esteem based on gender in both extra-county and the county-schools. The Male students who displayed low self esteem were 37.3%, ambivalence (39.6%) and a high self esteem (49.1%). While the female students displayed: low (62.7%), ambivalence (60.4) and high (50.9%) of the total population in the test statistic of 548 students. Male students have a higher self esteem than the female students, according to this finding. This finding agree with (Nupur and Mahapatro, 2016), where the male self esteem was higher than the females. It disagrees with (Migunde, Othuon & Mbagaya, 2016), where females scored a higher self esteem than the males.

Table 4.22: Cross tabulation of gender and self esteem, expected and observed percentages

			Self esteem			
			Low	Ambivalent	High	Total
Gender rank	Male	Count	41	156	55	252
		Expected Count	34.5	166.0	51.5	252.0
		% within Gender rank	16.3%	61.9%	21.8%	100.0%
		% within self esteem	54.7%	43.2%	49.1%	46.0%
		% of Total	7.5%	28.5%	10.0%	46.0%
	female	Count	33	189	53	275
		Expected Count	37.6	181.2	56.2	275.0
		% within Gender rank	12.0%	68.7%	19.3%	100.0%
		% within self esteem	44.0%	52.4%	47.3%	50.2%
		% of Total	6.0%	34.5%	9.7%	50.2%
	2	Count	1	16	4	21
		Expected Count	2.9	13.8	4.3	21.0
		% within Gender rank	4.8%	76.2%	19.0%	100.0%
		% within self esteem	1.3%	4.4%	3.6%	3.8%
		% of Total	0.2%	2.9%	0.7%	3.8%
Total		Count	75	361	112	548
		Expected Count	75.0	361.0	112.0	548.0
		% within Gender rank	13.7%	65.9%	20.4%	100.0%
		% within self esteem	100.0%	100.0%	100.0%	100.0%
		% of Total	13.7%	65.9%	20.4%	100.0%

Table 4.23: Chi square test results of gender and self esteem

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	4.744[a]	4	.315
Likelihood Ratio	5.103	4	.277
Linear-by-Linear Association	.357	1	.550
N of Valid Cases	548		

a. 2 cells (22.2%) have expected count less than 5. The minimum expected count is 2.87.

According to table (4.23) above, that shows the chi square test results, x^2=4.74, and the p value is 0.32. Since the p value is greater than 0.05, $H0_6$ is accepted at 5% level of significance. Therefore there is no statistical significant association between gender and self esteem $x^2 (4, N=548) =4.74, p>.05)$. Therefore HO_6 was accepted**.**

Table 4.24: Symmetric measures of gender and self esteem

Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	.093	.315
	Cramer's V	.066	.315
N of Valid Cases		548	

Phi and Cramer's v were both used to test the strength of association between gender rank and self esteem (table 4.24). The strength of association was found to be very weak. Only 0.32% of variation in self-esteem explained in terms of gender rank differences among the students.

4.9 Interaction among Ranking, attitude towards rank ordered grades, self esteem and career maturity

The general form of equation to predict career maturity (c), from self esteem (s), and attitude (a), while (0) shows no interaction.

$C= \beta_0+\beta_1 s+\beta_1 a +e$

Where;

e = error term.

The regression equation was as follows:

$C=\beta_0 +\beta_1 a +\beta_2 s +\beta_3 as +\beta e_1$

Multiple regression was conducted to see if attitude towards rank ordered grades and self esteem predicted the career maturity of the students. The table (4.25) below, shows multiple regression of the study.

Table 4.25: Coefficients of the multiple regression

	B Value	Std. Error	Beta	Sig.
Constant	1.64	.10		.000
(career maturity)				
Attitude	-.06	.03	-.10	.019
Self-esteem	.04	.04	.05	0.290

The Coefficients table, showing unstandardized coefficients provides us with the necessary information to predict the dependent from the independent. The 'B' values are for the regression equation for predicting the dependent variable from the independent variable. From table (4.25) above.

Using enter method it was found that attitude towards rank ordered grades and self-esteem explain a significant levels of career maturity. F (2, 245) =3.53, $p<.05$, $R^2=.11$, $R^2_{Adjusted}=.01$. Moreover, the analysis shows that self-esteem did not significantly predict career maturity (Beta=.05, t (547) =1.06. However, attitude towards rank ordered grades significantly predicted career maturity (Beta=-.10, t (547) = -2.35, $p<.05$).This result differs with (Migunde, Othuon,and Mbagaya, 2016), whereby, self esteem contributed significantly to career development.

Consequently, the correlation between career maturity and attitude towards rank ordered grades is negative. This is denoted by B value of (-.06). This simply means that, for every increase in level of career maturity, there is a decrease in levels of attitude towards the rank ordered grades. Therefore, positive attitude towards the rank ordered grades, results to a lower career maturity and a negative attitude towards rank ordered grades results to a higher career maturity.

4.10 Summary

The students subjected to this study were, 548 from 12public secondary schools. The study revealed that students from the extra-county schools are highly rank ordered in terms of grades than the students from the sub-county schools. It also showed that students from the extra-county schools have a higher career maturity than the students from the sub-county schools.

Moreover, students from both school ranks have a positive attitude towards the rank ordered grades. Consequently, findings from the study revealed that, students from the sub-county schools have a higher self esteem than students from the extra-county schools. Moreover, males had a higher self esteem than the females. Consequently the males displayed a higher career maturity than the females.

In addition, Chi square was used to determine how school ranking influences students' career maturity and self esteem, where the results revealed; x^2 *(1, N=545) =3.84, p<.05*, therefore null hypothesis was rejected. While, school ranking and self esteem revealed x^2 *(2, N=548) =0.84, p>.05.* The null hypothesis was accepted. Consequently, chi-square test was also carried out to determine how gender influences, career maturity and self esteem. The results revealed, x^2 *(2, N=548) =0.880, p>.05* and x^2 *(4, N=548) =4.74, p>.05)* respectively. The null hypotheses were both accepted.

Pearson product moment correlation analysis was used to determine, the relationship between student's attitude towards rank ordered grades and career maturity, and students' attitude towards rank ordered grades and self esteem. The results revealed *r* (546) = -0.10, p<0.02) where the two variables were negatively correlated and *r* (546) =- 0.08, p= 0.06 respectively, but only the attitude towards rank ordered grades and career maturity was significant.

Moreover, multiple regression was carried out to determine whether attitude towards rank ordered grades and self esteem predicted career maturity. The results revealed attitude towards rank ordered grades statistically significantly predicted career maturity.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter contains the summary of the findings, Discussions, conclusions and recommendations. The study was aimed at determining the interaction of, ranking, self esteem and career maturity. Ranking was the independent variable, and it was categorized into three: school rank, gender rank and the rank ordered grades. Self esteem was the moderating variable, whereby it influenced the relationship between ranking and career maturity, thereby generating an interaction effect.

5.2 Summary

Most students in both extra-county and the sub-county schools displayed a high career maturity of 56.6% while those who had low career maturity were 24.1% of the study sample of 548 students. The study determined that students from sub-county schools had a low career maturity compared to their counterparts in extra-county schools. This is because, the students who had low career maturity in the sub county schools were: 75.9% of the study sample, and 46.4% of the study sample, had high career maturity. Moreover this study determined that school ranking has an influence on career maturity. Since the students from extra county schools displayed a higher career maturity than the students from the sub-county schools.

Consequently, the study also determined that, school ranking has no influence on the students' self esteem. This is because students in the extra-county schools had almost same scores in the Rosenberg self esteem scale compared to the students in the sub-

county schools. The students from the sub-county schools had a higher self esteem than the students from the extra-county schools.

The study also determined that there was a significant negative correlation between rank-ordered grades and career maturity. This is whereby, if a student has a positive attitude towards rank-ordered grades, they tend to have a low career maturity. Meaning, as the attitude increases the career maturity reduces and vice versa. There was also a negative correlation between the students' attitude towards rank ordered grades and self esteem, though the relationship was not significant.

Consequently, the study revealed that gender neither significantly influences the students' self esteem towards their rank ordered grades nor their career maturity.

5.3 Discussion

This study has revealed there is a very weak association between school ranking and self esteem. Though, some studies have shown that, the students in extra-county and county schools have a high self esteem than the students in sub-county schools (Munanu & Kobia, 2016). Despite the fact that the results were carried out in different counties, the most important aspect that this study brings to the table is; the self esteem. This self esteem is not only in relation to their school but also in relation to their individual rank-ordered grades, and the interaction of this 'high" self esteem with their career maturity. Hence the current studied gives a clear outlook of this interaction. The weak link between school ranking and self esteem also means that the school rank doesn't determine the levels of self esteem that a student has. It is assumed that students from highly ranked schools posses a higher self esteem. Contrary to this assumption, this study revealed that the students from sub-county schools possess a higher self esteem.

Moreover, the weak link between career maturity and school ranking also displays that a higher school rank (extra-county) does not automatically assure the student of a higher career maturity. Neither dos a lower school rank (Sub-county) school, damn the student to low career maturity.

Grading in assessment is revered for its motivational purposes and reward for excellence. Therefore students and trainers appreciate the need for grading (Reddan, 2013). Hence this study is not an exception. According to this the study, the students have a positive attitude towards their rank ordered grades. But this positive attitude to their rank ordered grades, reflects negatively on their career maturity status.

(Tippin, G, Lafreniere, K and Page, S, 2012), Identifies different perceptions of students towards grading. They assert that, there are two kinds of students; the learning oriented students, and the grade oriented students. The learning oriented students are driven by the desire to acquire knowledge, while the grade oriented students are driven by the desire to acquire good grades. Moreover, criterion referenced assessment is commonly used in work integrated learning (Reddan, 2013). Hence learning, or learner oriented students are more productive in the world of work than the grade oriented students.

Moreover, student's environment has also been correlated with career maturity (Buys, 2014). The most important aspect of a students' environment that is 'ranking' in terms of schools and the rank -ordered grades are depicted in this current study. This is because ranking is part and parcel of schooling. Attitude towards the rank ordered grades, was a strong predictor of career maturity, as revealed in the study. This emphasizes the importance of rank-ordered grades, importance of assessment, and

how assessment is done (Whether norm- referenced or criterion referenced). These are crucial in determining career maturity.

In addition, this study does not share the same results as studies carried out prior to this, where no differences were found (Kelly & Colangelo, 1990; Watson, Stead &De Jager, 1995), in (Luzzo, 1995) females scored higher than males. Though it shares same results, with other studies, where males scored higher than females, such as (Patton and Creed, 2007), (Watson, 1984) and (Achebe, 1982). Despite the difference in the results, aspects such as ranking of the students, and self esteem towards their rank ordered grades which were part of this study, have made it more informative and an eye-opener, in viewing the concept of career maturity. Where more, needs to be done for the girl child, in order to help them develop their career maturity.

Though self esteem and gender have been most commonly used variables with regards to career maturity, many studies have generated conflicting results. According to, (Migunde, Othuon & Mbagaya, 2016), self esteem was seen as a significant determinant of career maturity, and also female students had a high score in self esteem than male students. Consequently, in a research conducted in India (Nupur, and Mahapatro, 2016), male self esteem was higher than the females. The findings of the study revealed that, males have a higher self esteem than females. Therefore, more concentration should be given to the female students, to help them develop adequate levels of self esteem. In addition, there is still room in research for gender and self esteem, interacted with other variables as determinants of career maturity as prescribed in this study.

5.4 Conclusion

The association between school ranking and career maturity is very weak. There is also very weak correlation between ranking and self esteem. In conclusion, school ranking was seen to have a significant influence on career maturity. Therefore, it is important to note that only (0.07%) of the school ranks (extra-county and sub-county) determined students' career maturity. Moreover, only (0.01%) of the school rank determined the student's self esteem towards their rank ordered grades.

Student's attitude towards rank-ordered grades negatively correlated with career maturity, whereby an effect in one gives a negative effect in another. Meaning despite the positive outlook on their grades the students lack career maturity. Moreover, career maturity is not influenced by gender rank. Therefore rank-ordering in Kenyan secondary schools has little or no benefit to the students in nurturing their career maturity.

5.5 Recommendations

From this study, it's clear that extra-county schools have an upper hand, since they are more career mature. Therefore education stakeholders, need to create some sense of uniformity between extra-county and sub-county schools, so that the students' in the students in the sub county schools are more knowledge oriented about the world of work.

Consequently, education stake-holders need to review their methods of testing and the grading of students. They should therefore change their assessment techniques. Hence the evaluations should be more linked to the world of work in order to build a better foundation for students in preparing them for the world of work. In addition grading

should avoid the labeling of students' as failures, through labeling them with grades, so as also to build their self esteem.

Moreover, more awareness should be created for secondary school students about the world of work and the job opportunities available to them, through vocational counseling, and career building programmes. This is to build up their knowledge on the types of jobs available, what is required or the set of skills necessary for that job. This will also help the students to link their educational path to their vocational and professional future.

Lastly, there should be more concentration on the girl child, in order to help them develop in their career maturity and their self esteem, so that they can compete more favorably with the boy child in the world of work.

5.6 Suggestions for Further Research

The research study looked at the interaction, of ranking, self esteem and career maturity, it's recommended that further research be done on aspects that are in extra-county schools that make them more career mature such as vocational counseling, facilities, programmes e.t.c.

In addition, researchers can look at the types of testing (norm-referenced and criterion referenced) as determinants of career maturity.

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APPENDICES

Appendix 1: Students' Questionnaire

Dear Sir/ Madam,

This survey seeks information on interaction of ranking, self esteem and career maturity in Kimilili sub-county. The research is being undertaken as part of the requirements for the award of an Master of education in educational psychology. Your readiness to spend your valuable time in providing honest responses and significant information as much as you can is highly appreciated. Strict confidentiality will be observed. Do not indicate your name anywhere in this questionnaire. It consists of section A, B, C, and D.

Instruction: Please select the appropriate answer by ticking where applicable. Thank you**.**

PART A: GENERAL INFORMATION

School rank: Extra- county ( ) Sub-county ( )

Gender rank: Male ( ) Female ( )

Grade obtained:

PART B: ROSENBERG SELF-ESTEEM SCALE

Instructions: Below is a list of statements dealing with your general feelings about yourself. If you strongly agree, circle **SA**. If you agree with the statement, circle **A**. If you disagree, circle **D**. If you strongly disagree, circle **SD**.

1.	On the whole, I am satisfied with myself.	SA	A	D	SD
2.*	At times, I think I am no good at all.	SA	A	D	SD
3.	I feel that I have a number of good qualities	SA	A	D	SD
4.	I am able to do things as well as most other people	SA	A	D	SD
5.*	I feel I do not have much to be proud of.	SA	A	D	SD
6.*	I certainly feel useless at times.	SA	A	D	SD
7.	I feel that I'm a person of importance, at least on an equal plane with others	SA	A	D	SD
8.*	I wish I could have more respect for myself.	SA	A	D	SD
9.*	All in all, I am inclined to feel that I am a failure.	SA	A	D	SD
10.	I take a positive attitude toward myself.	SA	A	D	SD

PART C: CAREER MATURITY INVENTORY - REVISED

INSTRUCTIONS:

This inventory is supposed to measure the students' levels of career maturity.

Read each statement and blacken the circles for whether you Agree "A" or Disagree "D" with the statement provided.

		A	**D**
1.	Everyone seems to tell me something different; as a result I don't know what kind of work to choose.	o	o
2.	It's probably just as easy to be successful in one occupation as it is in another.	o	o
3.	I have little or no idea what working will be like.	o	o
4.	Once you choose a job, you can't choose another one.	o	o
5.	I keep wondering how I can reconcile the kind of person I am with the kind of person I want to be in my future occupation.	o	o
6.	Sometimes you have to take a job that is not your first choice.	o	o
7.	Work is dull and unpleasant.	o	o
8.	I can't understand how some people can be so certain about what they want to do.	o	o
9.	As far as choosing an occupation is concerned, something will come along sooner or later.	o	o
10.	Choosing an occupation is something you have to do on your own.	o	o
11.	As long as I remember, I've known what kind of work I want to do.	o	o
12.	There may not be any openings for the job I want most.	o	o
13.	I don't know how to go about getting into the kind of work I want to do.	o	o
14.	There is no point in deciding upon a job when the future is so uncertain	o	o
15.	I spend a lot of time wishing I could do work I know I can never do.	o	o

16.	If someone would tell me which occupation to enter, I would feel much better.	o	o
17.	I know very little about the requirements of the job.	o	o
18.	When choosing an occupation, you should consider several different Ones.	o	o
19.	There is only one occupation for each person.	o	o
20.	The best thing to do is to try out several jobs, and then choose the one you like best.	o	o
21.	You get into an occupation mostly by chance.	o	o
22.	I hardly think about the job I want to enter.	o	o
23.	You almost always have to settle for a job that's less than you had hoped for.	o	o
24.	I really can't find any work that has much appeal to me.	o	o
25.	I'd rather work than play.	o	o

PART D: ATTITUDE TOWARDS RANK-ORDERED GRADES

This inventory is supposed to measure the attitude of students towards the grades they are assigned after exams.

INSTRUCTIONS: please read the questions carefully and **circle** where necessary.

SECTION 1: Measures the behavioral beliefs;

Behavioral beliefs	**Unlikely likely**
If am awarded a good grade I feel very positive about it.	**1 2 3 4 5 6 7**
I get very nervous every time I anticipate my grade after exams.	**1 2 3 4 5 6 7**
I double my efforts in school as a result of my grade.	**1 2 3 4 5 6 7**

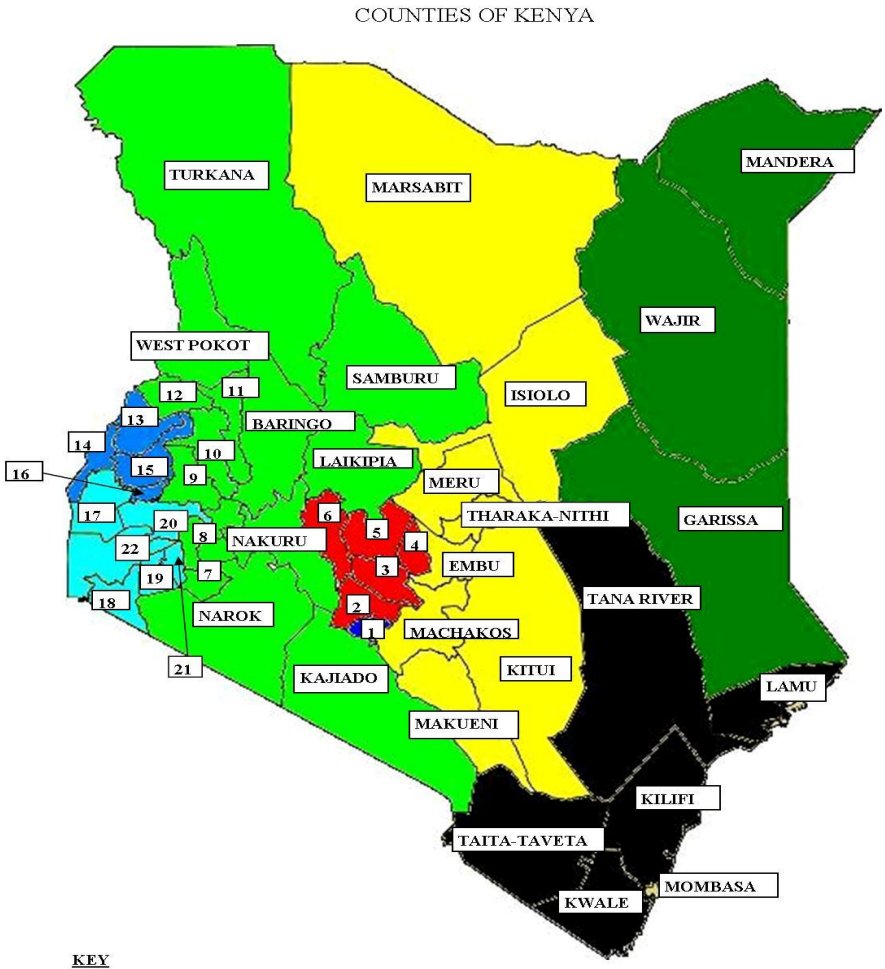
I care too much about the grade I get after exams.	**1 2 3 4 5 6 7**
The grades I get determine how I study in school.	**1 2 3 4 5 6 7**
The grades I get in different subjects determine what I study.	**1 2 3 4 5 6 7**
How grades are assigned in our school after exams is fair.	**1 2 3 4 5 6 7**

SECTION 2: Measures outcome evaluations on attitude:

INSTRUCTIONS: Please read the statements carefully and **circle** the range (1-7), rating whether the statement represents your sentiments.

Outcome evaluations	**Extremely desirable**						**Extremely undesirable**
Getting a good grade is:	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Anticipating my grade after exams is:	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Trying to double my efforts as a result of my grade is:	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Caring too much about the grade I get after exams is:	**1**	**2**	**3**	**4**	**5**	**6**	**7**
How I study as a determinant of my grade is:	**1**	**2**	**3**	**4**	**5**	**6**	**7**
What I study as determined by my grade is:	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Fair grading in our school is:	**1**	**2**	**3**	**4**	**5**	**6**	**7**

Appendix 2: Counties Of Kenya



Appendix 3: Research Authorization Letter, (N.A.C.O.S.T.I).

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone:+254-20-2213471,
2241349,3310571,2219420
Fax:+254-20-318245,318249
Email:dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

NACOSTI/P/16/25142/13253

Date:

23rd August, 2016

Junita Mary Boy
Moi University
P.O. Box 3900-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Interaction of ranking, self esteem and career maturity among Kenyan secondary school students in Kimilili Sub County,"*** I am pleased to inform you that you have been authorized to undertake research in **Bungoma County** for the period ending **23rd August, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Bungoma County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

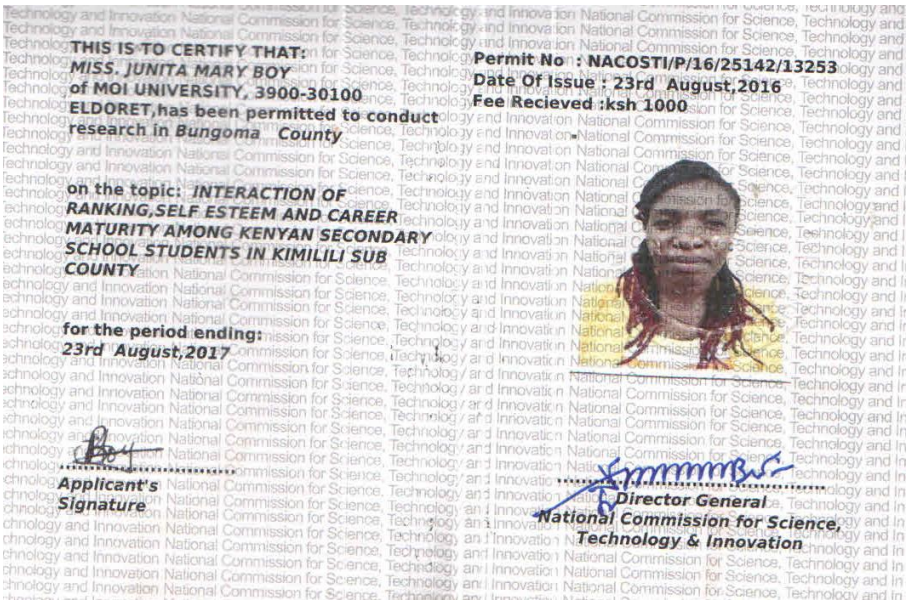
BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Bungoma County.

The County Director of Education
Bungoma County.

Appendix 4:Research Permit



THIS IS TO CERTIFY THAT:
MISS. JUNITA MARY BOY
of MOI UNIVERSITY, 3900-30100
ELDORET,has been permitted to conduct
research in *Bungoma County*

on the topic: *INTERACTION OF RANKING,SELF ESTEEM AND CAREER MATURITY AMONG KENYAN SECONDARY SCHOOL STUDENTS IN KIMILILI SUB COUNTY*

for the period ending:
23rd August,2017

.....
Applicant's Signature

Permit No : NACOSTI/P/16/25142/13253
Date Of Issue : 23rd August,2016
Fee Recieved :ksh 1000

.....
Director General
National Commission for Science, Technology & Innovation

Appendix 5: Research Authorization Letter, County Commissioner

REPUBLIC OF KENYA

THE PRESIDENCY

MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

Telephone: 055- 30326
FAX: 055-30326
E-mail: ccbungoma@yahoo.com
When replying please Quote

REF: Educ.12/7/120

Office of the County Commissioner
P.O. Box 550 - 50200
BUNGOMA

23rd January , 2017

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION.

The bearer of this letter, Junita Mary Boy, a student of Moi University sought an authority to carry out a research on ***"Interaction of ranking, self esteem and career maturity among Kenyan secondary school students in Kimilili Sub County"*** for the period ending 23rd August, 2017.

The authority granted to her by the National Commission for Science, Technology and Innovation is hereby acknowledged and appreciated.

Any assistance accorded to her in that pursuit would be highly appreciated.

P. N. Njeru
For: County Commissioner
BUNGOMA COUNTY

COUNTY COMMISSIONER
BUNGOMA

Appendix 6: Research Authorization Letter, County Director Of Education.

REPUBLIC OF KENYA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
State Department of Education – Bungoma County

When Replying please quote
e-mail: bungomacde@gmail.com

Ref No: BCE/DE/19 VOL I/252

County Director of Education
P.O. Box 1620-50200
BUNGOMA
Dates: 20th January, 2017

Sub - County Director of Education
KIMILILI

RE: AUTHORITY TO CARRY OUT RESEARCH – JUNITA MARY BOY: REF. NO. NACOSTI/P/16/25142/13253

The bearer of this letter Junita Mary Boy is a student of Moi University - Eldoret. She has been authorized to carry out research on ***"Interaction of ranking, self esteem and career maturity among Kenyan secondary school students in Kimilili Sub – County", for*** a period ending **23rd August, 2017.**

Kindly accord her the necessary assistance.

CHRISTINE OWINO
FOR: COUNTY DIRECTOR OF EDUCATION
BUNGOMA COUNTY