SOCIAL CAPITAL AND EDUCATIONAL ASPIRATIONS OF DAY SECONDARY SCHOOL STUDENTS IN KENYA

BY

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DECLARATION

Declaration by Candidate

This thesis is my original work and has not been presented for any other academic award in any other university. Any material used in this research has been properly referenced. No part of this thesis may be reproduced without the prior written permission of the author and /or Moi University.

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DEDICATION

To my husband Kimani Rurii- You inspired this. It is done.

To my children Mburu, Mwai, Mukami, Kihoto and Wairimu. It is doable.

To my grandchildren Malik, Zuri and Ella and many more to come, here comes your all time birthday gift.

To my mum Wamuyu, as you always put it, it is in God's time.

To my late dad Mwai, I kept the hope.

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ABSTRACT

Educational aspirations are linked to academic achievement at all school levels. They are formed in a process of interactions, especially at the secondary school level. Educational aspirations at this level are a major determinant of progressive academic and career choices. Educational aspirations among secondary school students are formed and developed not only in the school social environment, but also in the out of school social environment. Students in secondary schools have varied social environment that can be attributed to the home and school environments. The study therefore sought to assess the role of social capital in the formation and development of educational aspirations of day secondary school students in Kericho County, Kenya. The objectives of the study were to; identify the social capital available to individual learners to form their own educational aspirations, determine how family units develop and use the available social capital to influence educational aspirations of their children, explore how the school social capital determines the educational aspirations of day secondary school students and develop a social interaction model for use in day secondary schools. The study was guided by social capital theory of social networks and used a case study involving 17 participants in Tendeno day secondary school. The study adopted the social constructivism paradigm and a qualitative research design. Data was collected from both the primary and secondary sources. Primary data was collected from parents, teachers and students using interview guides and focus group discussions as well as researcher observation. The data included participant's voices and field notes. Secondary data was collected through document analysis. Content analysis was used to analyze data from documents and thematic analysis was used to analyze data from participants' voices and observation. The results revealed that, the day secondary school students had limited social capital to help them form high educational aspirations. Additionally the study revealed that the family units' development and use of social capital to influence educational aspirations of their children was limited by social environmental factors that the family units were part of and had no control over. Further the study revealed that the school social capital determines the educational aspirations of day secondary school students. The secondary school category determines the quality of social capital the students access from other students, teachers and other stakeholders to help them develop educational aspirations. Further, the study developed a social interaction model which contends that enhancing formation, development and accumulation of social capital would raise educational aspirations for day secondary schools students. The study thus concluded that educational aspirations are not only innate within individual students, but they are also socially acquired and enhanced by the social capital available within the student's social environment. The study recommended policy formulation to have social capital barriers tackled through improved student's social interactions, having educational social support responsible for bridging the gaps for the family unit, dealing with the masked inequalities entrenched in the categorization of schools, and having a school model interaction framework adopted to guide, enhance and access social capital resource through social networks at home, school and the community.

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ABBREVIATIONS AND ACRONYMS

B.O.M.   Board of Management

C.D.F.   Constituency Development Fund

C.U.   Christian Union

D.S.S.   Day Secondary School

FDG   Focus Discussion Group

F.D.S.E.   Free Day Secondary Education

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

K.C.S.E.   Kenya Certificate of Secondary Education

M.C.A.   Member of County Assembly

MOEST   Ministry of Education Science and Technology

M.P   Member of Parliament

NACOSTI   National Commission for Science, Technology and Innovation

OECD   Organization for Economic Co-operation and Development

NHIR   National Institute for Health Research

R.O.K.   Republic of Kenya

S.D.A   Seventh Day Adventist

TIQET   Totally Integrated Quality Education and Training

T.S.C.   Teachers Service Commission

UNESCO   United Nations Educational, Scientific and Cultural Organization.

Y.C.S   Young Catholic Students

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

The 2010 Constitution of Kenya recognizes and outlines the rights of every Kenyan. The bill of rights Article 43 (1) (f) states that every person has the right to education. Article 53 (1) (b) stipulates that every child has the right to free and compulsory basic education. The government's commitment to the same is evidenced by its ratification of international and regional legal instruments such as treaties, conventions, covenants and charters that create legal obligations to guarantee the right to education for the citizens, and also by its budgetary allocation. For example according to Ngware, Onsomu and Muthaka, (2007), the education sector received the highest public spending allocation at 27% and 26% in 2004-2005, 2005-2006 financial year. The allocation was meant to achieve the educational targets identified in the government development strategy which included increasing primary net enrollment and completion rates to 100% by 2015 through provision of free and compulsory basic education. Other targets included capping basic education to twelve years of schooling; reducing regional disparities by increasing the enrolment ratio of marginalized regions, improving internal efficiency in education by reducing dropout and repetition rates, and increasing primary school to secondary school transition rates (Ngware et al., 2007). Raising the proportion of young people transiting to secondary school and seamlessly progressing to institution of higher learning is also anchored in the constitution. Article 55 (a) of the constitution of Kenya 2010 stipulates that the state shall take measures, including affirmative action programs, to ensure that the youth access relevant education and training. However, there exists gaps in achievement of these constitutionally guaranteed rights. The reasons why it has not been possible to achieve

the set targets are varied, but key among them are school system challenges characterized by either inadequate infrastructural development or inadequate human resource development. As a result the government has invested heavily to improve the school's physical infrastructure as well as employing and deploying teachers to improve the human resource infrastructure by an average of 5,000 teachers per annum between 2014 and 2018. At the end of the five-year period the government employed 28,843 teachers including the recruitment of 8,700 teachers for secondary schools in 2018 to cope with the surge in secondary student population due to the 100% transition of pupils from primary to secondary school policy (TSC, 2018). The human resource in secondary school teachers has improved in consecutive years with employment of 5000, 4000 and 5000 for 2019, 2020 and 2021 consecutively. However, studies have demonstrated that even with improved infrastructure and improved training and hiring of human resource, educational transition and progression across levels for some groups has remained generally low. This seeks an alternative explanation, student's educational aspirations offer a different trajectory of understanding educational transition of students across different educational levels.

The concept of educational aspirations has been explored by educationists, sociologists, economists and educational researchers as it explains educational inequalities (Domina et al, 2011). The interest in this study is largely due to the positivity associated with high educational aspirations in determining educational outcomes and progression. Though studies document the positive influence of educational aspirations on academic achievement for learners (Tekwu et. al, 2012; Gutman et al, 2012; Beal & Crockett; 2010) little research has explicitly examined how the educational aspirations are formed or developed. The studies on educational aspirations have mainly focused on the individual learner's intellectual ability against their academic progression and/or the

immediate family's financial ability in determining the learner's educational progression. This study argues for conceptualization of educational aspirations neither as a result of the individual student's intellectual endowment nor the family's financial resource, but as a communal activation shaped by the normative expectations and social environment of the adults surrounding the students. As a large body of literature suggests, if its true educational aspirations have a major impact on educational outcomes, then communal activation of educational aspirations may be important in educational policy formulation.

1.2 Background of the Study

World over education is given prominence both by the governments and the citizenry. It is a priority because of the perceived immediate and accrued benefits. In Kenya for example the ministry of education 2012 policy framework puts its vision as "the provision of quality education and training to all Kenyans because this is fundamental to the success of the government's overall development strategy" (ROK, 2012). Consequently, there is heavy investment in education both at national and family levels. Investment in education implies the use of resources to ensure not only access but also positive learning outcomes. The resources are human resource capital, physical capital, and the social capital. Human resource capital addresses issues of availability of technical skills, their distribution and utilization. Because in schools teachers provide the largest portion of human resource capital, issues about human resource capital in education relate to how teachers are trained, recruited, employed and deployed (Odden, 2011). Physical capital relates to how money is managed or is invested in education to improve the infrastructure and to create better learning environments. This, the Kenyan government does by channelling tuition and infrastructural money to individual institutions to cater for the varied institutional requirements. The school board of

management mandated to manage the money. The other important, but significantly ignored capital is social capital. Social capital is the intangible resource embedded within interpersonal relationships or social institutions (Bhandari & Yasunobu, 2009). It represents the social connections and the benefits these social connections generate (Siegler, 2014). Social capital investment in the Kenyan schools is unstructured, uncoordinated and out rightly amorphous.

The school is a social institution and the first formal agent of socialization learners are exposed to. It is mandated to transmit culture through the formal school curriculum. Embedded in the formal curriculum is the hidden curriculum. These are things learnt by students by simply being in school (Gunawan, Kusumaningrum, Triwiyanto, Zulkarnain & Nurabadi, 2018). Key among them are the values and attitudes of the teacher and other stakeholders who are supposed to be positive role models (Sifuna et. al., 2006). The school values and attitudes influence the individual student's attitudes, beliefs and behaviours to conform to those of the influencing group (Saldana, 2013) therefore making students functional in the society. In the school set up much of the activity is driven by human interactions that are either formal or informal. The interactions range from teacher- student, student-student, teacher-teacher, teacher-parent, parent- parent and parent- student. These interactions and relationships represent a resource equally important in education. Kathleen, (2014) argues that the human relations can translate to social capital which leads to improved social status in life hence leads to positive social mobility, otherwise perceived as the individual's ability to better the life's circumstances. These human interactions, networks and relations are the bedrock of social capital investment. Overly, it can be said that the educational aspirations and the educational outcomes of the students are dependent not only on the physical and human capital, but also on the kind of relations and the

amounts of the social capital resource they access through them while in and out of school environment.

Though educational aspirations can be explained as the learner's, ability to identify and set educational goals for the future, while being inspired in the present to work towards those goals, Quaglia & Cobb (1996) and Anderson & Maassen (2014), assert that aspirations, educational or otherwise are culturally determined. They are shaped and constrained by many factors both in the physical and social environment. Taken as social endowment, therefore, educational aspirations and the capacity to aspire can explain the present educational undertakings and at the same time be a mirror reflecting the future educational plans of a community. Students' educational aspirations are significantly a product of the social endowment available in their human interactions within their environments (Dubos et.al, 2017). Moskal, (2014) in a research carried on social capital and education, identifies the indicators of capital in the families as the family income, the family human capital and the family social capital. The family income is the financial capital and in most cases, it is determined by the parental level of education, the parental occupation, the social class and the size of the family (Blanden & Gregg, 2004). The family human capital has to do with the knowledge and skills embodied in the parents and this forms a basis to explain differences in educational aspirations, achievement and success of learners. Social capital is seen in terms of relations, interactions and networks through sharing and modelling among members of the family, the school and the community. This has proved to have educational benefits in setting and sustaining the educational aspirations of the students (Schuller et al, 2004). Since educational aspirations are not individual in nature, the kind of social networks and human interactions a student is immersed into right from the onset of educational experiences play a significant role in determining the level of

their educational aspirations. Research indicates that engagement in education is determined by the cultural and community norms which have an impact on not only provision, but also participation (Rapp & Duncan, 2012). For the students therefore, educational aspirations have to do with the desire to attain a certain level of education that is deemed desirable by the members of that particular community.

The Kenya government enormous investment in human capital and physical capital development through construction of new schools, rehabilitation of the old ones and general equipment supply had generally improved the infrastructure and consequently enrolment, but not necessarily the educational aspirations for the communities. The education policy should not only be concerned with the infrastructure, the curricular, the teacher availability and what happens in the classroom, but also with what happens beyond the classroom because good infrastructure and facilities may not necessarily translate to educational goals attainment. The lack of high educational aspirations has been especially amplified in areas already classified as disadvantaged. In a review of National Policies for Education in Columbia 2016, it was noted that among many challenges in expanding and upgrading secondary education, was the limited career guidance and weak linkages to the world of work that hampered the students' choices and prospects of the most disadvantaged (Cover, 2016). Creating linkages and career guidance go beyond the scope of classroom teaching. They are products of social interactions. It is through the linkages and the guidance that the young people develop ambitions and achievable educational aspirations.

The interactions that students are part of at home, in the schools and in the community have value. Unfortunately parents, teachers, members of the community and education policy makers have not focused on the kind of social interactions secondary school students are exposed to. Evidence from educational research point to the fact that the

right social interactions especially among day secondary schools students would help improve students' educational aspirations consequently improving the quality of life of the citizenry through desired educational progression and better educational outcomes (Ngware et al., 2007).

1.3 Statement of the Problem

Secondary school education level serves a linking function between the acquisition of the basic skills in primary schools and the development and acquisition of professional skills in post-secondary educational institutions. Cole (2022) in the sessional paper on reforming education and training for sustainable development states fifteen objectives of the secondary school education. This level of education is meant to develop in the student's necessary knowledge , skills and attitudes for the development of self and the nation; promote love for and loyalty for the nation; promote harmonious co-existence among the people of Kenya; develop mentally, socially, physically and spiritually; enhance understanding and respect for own and other people's culture and their place in contemporary society, prepare students for global citizenship; enhance understanding of inter-relationships among nations, promote positive environmental and health practices; build a firm foundation for education and training; develop ability for enquiry, critical thinking and rational judgments; develop into responsible and socially well-adjusted person; promote acceptance of and respect for all persons; enhance enjoyment in learning; identify individual talent and develop them; build a foundation for technological and industrial development; develop into self-disciplined individual who appreciates work and manages time properly. In essence, secondary school education is meant to prepare students to make a positive contribution to the development of society, and to acquire attitudes of national patriotism, self-respect, self-reliance, cooperation, adaptability, a sense of purpose and self-discipline.

However, there exists gaps in achievement of these objectives. The reasons are varied, but key among them are disparities in access, poverty, inadequate infrastructural development and inadequate human resource development. The government has addressed the challenges through increasing the number of schools, subsidizing education, improving infrastructure, improving training and improving hiring of human resource. However, disparity in educational access, achievement, transition and progression across levels for some groups still remains low. This is especially so for day secondary school students. Social capital and educational aspirations offer a different trajectory of understanding educational disparities across different educational levels and groups. There is a general consensus that, financial capital and human capital play a vital role in the development of education but social networks are key assets too (Afridi, 2011).

Educational aspirations are important in educational endeavors and they are even are more critical at secondary school level since they also determine educational progression and career choice. Key as they are, though, little attention has been focused on how they form, how they develop and how they are achieved. The assumption has been that they are innate in individuals, they are personal and they are self-driven. This assumption obscures the role played by the 'other' in their formation and development.

By exploring the social capital of the main actors in education, the study seeks to understand the educational aspiration formation as a social process that can explain disparities in access, achievement, transition and progression of day secondary schools' students. This study explored educational aspirations formation by interrogating the social capital available to the day secondary school students, the family unit, the school and the community members and how the social capital accounts for educational aspirations formation for them.

1.4 Purpose of the Study

The study purposed to interrogate educational aspirations formation for secondary school students in day secondary schools by assessing the social capital available to individual students, the family unit, the school and the community. The study also purposed to develop a social interaction model to enhance social capital development and accumulation in day secondary schools.

1.5 Objectives of the Study

i. To identify the social capital available to individual day secondary school learners to set own educational aspirations.

ii. To determine how the family units of day secondary school students develop and use the available social capital to influences the educational aspirations of their children.

iii. To explore how day secondary school's social capital determines the educational aspirations of the students.

iv. To develop a social interaction model to enhance social capital development in day secondary schools.

1.6 Research Questions

i. How do individual day secondary school learners utilize the available social capital to set own educational aspirations?

ii. How do family units of day secondary school learners use the available social capital to influence the formation of educational aspirations of their children?

iii. How does the day secondary school social capital determine the educational aspirations of the students?

iv. How can a social interaction model enhance social capital development in day secondary schools?

1.7 Justification of the Study

Available literature in research reports acknowledge that social capital plays a role in educational achievements of students. Social relationships and human interactions are at the core of social capital. A number of studies have examined the relationship between social capital and educational achievements of various youth groups such as the immigrants, youth with disabilities and youth in private and public schools (Wenk, 2011; Zhou & Kim, 2006; Muller & Ellison, 2001). However little is documented on how educational aspirations are formed and how the governments invest in social capital in families, schools and communities for educational purposes. There is also inadequate literature on how social capital can translate into formation of educational aspirations among the students, families and communities. The study helped to plug gaps in knowledge. By appreciating the role of social capital in the educational setting, the study helped interrogate and understand the role of human interactions as an important capital worth of investment. The study also aimed to be emancipatory by understanding the implication of educational policy, bringing into insight the educational and social inequality FDSE is likely to create. This can form a basis of extending the current debate on boarding school verses day secondary school. Research done on social capital and education are mainly from the west and they have focused on the nuclear family as the key source of social capital. This research focused on the African context of the family, the school and the community as key avenues of social capital acquisition.

1.8 Significance of the Study

Social capital as concept and its role has been extensively explored by experts in different fields such as a study on Social Capital and Health (Kawachi, et al, 2008), in developmental studies such as Social Capital: Implications for Development Theory, and Policy (Woolcock and Narayan, 2000), in ICT Relations between Social Capital and use of ICT; A Social Network Analysis Approach (Fuhrer & Cucchi, 2014) and its role extensively explored by the social scientists (Field, 2003; Grootaert et.al, 2003; Kirori, 2015). The role of social capital in the educational phenomenon therefore cannot be ignored. In this study social capital is conceptualized in the human interactions students are part of both in and out of school. At a theoretical level, understanding the kind of these interactions and their implication on educational aspirations would not only help to reveal the symbiotic relationship between educational aspirations and the inherent interpersonal relationships, but also the relationship between social capital and other capitals in educational practice. On educational policy level the study outcomes form a basis for policymakers to re-examine how education policy can be formulated to support, raise and sustain the educational aspirations of students through social capital investment.

While other studies on educational aspiration have used quantitative methodology, for example Educational Aspirations- The effects of Ethnicity and socio-economic background (Anderson & Massen, 2014), this study utilizes qualitative methodology to understand the students' own educational aspirations, parental educational aspirations for their children and teachers' educational aspirations for their students. The study focuses on social capital indicators and parameters in the Kenyan families, the day secondary schools and the community. The social interactions can be used to shape and extend how schooling and education is thought about in light of the social

environment of the school. The available social capital could be used as a template for the allocation of resources for education both at home and in school. This would help the community to participate in educational activities and schooling not as passive participants, but as major players especially in light of the expectations of competency based education being implemented. With the implementation of CBC the study is timely. Educational aspirations are contextualized not as individual student's endeavor but a communal endeavor that stu0dents are assisted to acquire and internalize not only by physical, financial and structuring preparation, but also by enhancing the right social fabric as a people. The importance of the relationships in educational setup must be recognized to facilitate students' development and belief in their own and communal educational aspirations.

Lastly, this study is a contribution to the knowledge pool exploring the place human interactions hold in the development of educational aspirations of day secondary school students in Kenya.

1.9 Assumptions of the Study

Assumptions in research are beyond the researcher's control, but if they disappear the study would become irrelevant (Leedy & Ormrod, 2010). This study made assumptions that high educational aspirations lead to positive outcomes in life and educational aspirations are traits students acquire over time.

1.10 Scope of the Study

The scope envisioned sets the limits of the study. This study explored the social capital available to the students, the family units, the school and the community to influence the formation and development of educational aspirations among the day secondary school students. Limitations of the study stemmed from the methodology chosen, the

study site and the study population chosen .The study was conducted in a day secondary school through a grounded theory research design. Grounded theory require data collection in an environment constructed by the researcher and the participants. The study was limited by the number of participants and therefore the findings may not be generalizable. The study espoused the sociological aspect of educational aspirations formation and only the positive aspects of social capital were considered. The strength of the study was in the focus and the depth of the study.

1.11 Operational Definition of Terms

Day secondary school: An educational institution where secondary school students are given instruction during the day, after which the students return to their homes in the evening.

Educational aspirations: Educational goals students set for themselves, parents set for their children, teachers set for their students and the communal educational expectations of the students.

School Structure: The actors and their daily actions in the school system.

Social Capital: The intangible resource embedded within interpersonal relationships and networks and facilitates collective action and outcome. This resource includes information from friends, ideas, leads, influence, power, emotional support from parents, goodwill from neighbors and cooperation between members of the community. The social component emphasizes that the resource is not a personal asset and no single person owns it. The resource resides in the network of relationships. Capital emphasizes the productive nature of the resource for the general good. Social capital too, represents a process by which individuals in a group reinforce and reproduce another group that holds the various capitals. In

this study the contexts of social capital development and production are the home, school and the community.

Social Interactions: The process by which people act and react in relation to others within a social structure.

1.12 Theoretical Framework

Sociology of education has several theories. In this study social capital theory of social networks proposed by Bourdieu, (1986); Coleman, (1988); Putnam, (2000) and Lin, 2001 was relevant as a lens through which to interrogate the research constructs. The Social capital theory is a contemporary one (Kim & Schneider, 2002). The theory stipulates that relationships matter and social networks have value. It is premised on the thinking that collaboration and reciprocity are more important than individual effort. It derives heavily from Karl Marx capitalism theory based on the understanding of capital as an asset or resource invested for purposes of increase.

Bourdieu (1986) sees social capital as an individual property, rather than collective and it is mainly derived from one's social position and status. The Social capital accrued enables an individual to wield power on the group or individual who mobilize resources. Bourdieu argues that social capital, just like other capitals is not uniformly available to members of a group but it is available to those who provide efforts to acquire it by achieving positions of power and status and by developing goodwill (Bourdieu, 1986). Notable for Bourdieu's perspective of social capital theory is the thinking that social capital is attached to social class and other forms of stratification. He identifies three basic kinds of capital occurring in the society. The economic capital is the wealth either inherited or generated from interactions between the individual and the economy. The cultural capital are the useful and durable characteristics of an

individual such as habits, norms and they encompass linguistic competencies, manners, preferences, and orientations (Hauberer, 2011). The social capital represents a process by which individuals in a group reinforce and reproduce another group that holds the various capitals through patterns of connections. This idea of social capital is premised on the understanding of individuals in the society engaged in a struggle in pursuit of their interests. Social capital is accumulated by individuals through their investments in particular social relationships (Walseth, 2008).The amount of the social capital one possesses is dependent on the access to the resources possessed by the contacts one interacts with both directly and indirectly as well as the volume of institutional social network. Since social capital is not an individual resource, (Haunschild, 2004; Burrmann, & Mutz (2019), but the sum of the society's institutions and the bond that unifies them, Bourdieu's social capital theory explains these relationships. Social capital theory is used to explain outcomes of class structures and social relations and how they are reproduced from generation to generation. Bourdieu's social capital theory is more analytical and critical leading to a deeper understanding of the way different forms of capital interact with the process of social reproduction and consequently the access to institutional resources. The theory suggests that institutions play a crucial role in developing social networks that can be drawn upon by individuals to garner social capital (Walseth, 2008) and allow individuals to claim access to resources possessed by their associates in the right amount and quality (Portes,1998).Bourdieu social capital theory envisages a process in which one form of capital can be transformed into another using transformation labor (Hauberer, 2011). For example, economic capital can be converted into cultural capital, while cultural capital can be readily translated into social capital (Annick & Mikes 2013).

Coleman (1988) defines social capital by describing its function. He is of the opinion that in a particular social structure, there exists social capital that facilitates the actions of the actors. Social capital therefore resides in the relationships individuals create and maintain. Coleman envisages "social capital as a function of social structure producing advantage" (Coleman, 1990). Coleman (1988, 1990) defines social capital in terms of norms, expectations, and trust generated by social structures. Coleman asserts that the social capital's ability to be productive and beneficial to people makes it similar to financial and human capital, what is unique about it though is in its embeddedness in social relations. Social capital resides in the quality of relationships with others and builds on the foundations of trust and obligations. Coleman, sees social capital as a public good that consists of any social-structural features or resources that are useful to individuals for specific actions in collective action (Coleman, 1988). The existence of social capital can only be, solely as a result of interactions (Lindslay & Miller 2018) and the benefits of social capital can only be accrued, enjoyed and applied in specific contexts and in particular actions with others (Coleman 1988, 1990). Coleman (1988) similarly highlighted the significant role played by institutions or social groups in reproducing mechanisms through which individuals could generate and access social capital. Coleman proposes investment in social structures for public good (Walseth, 2008) because social capital accumulation is unintentional process arising from activities intended for other purposes (Baron, Field & Schuller; 2000).

For Robert Putnam social capital are features of social organization such as networks, norms and social trust that facilitate coordination and cooperation for 'mutual benefit' (Putnam, 2007). It is not only a collective asset , but also a common good for neighborhoods and communities (Warren, Thompson & Saegert, 2001; Putnam, 2000).Putnam conceptualizes social capital as connections among individuals and the

"social networks and the norms of reciprocity and trustworthiness that arise from them'. Social capital is a product of human relations as well as a ladder of opportunity (Lee, 2010). Social capital produces an advantage for individuals and groups and is manifested in non-material society. For Putnam social capital deals with collective values and social interaction. This is illustrated by what Putman calls 'path dependence.' That is, where one is able to get to, is dependent on where one is coming from and some destinations are difficult to get to from disadvantaged points (Martti, 2000). Putnam further identified two principal kinds of social capital: the bonding social capital and the bridging social capital. Bonding social capital is closed capital that is inward looking and generated within a group or a smaller community internally. It is found in dense, closely knit networks such as those experienced in the small rural villages. All the members of the network know one another, they understand one another and they know other members of the group very well. Bridging social capital is open capital that is manifest in inter group network that thrive on outward-looking relations that are developed through the existing relationships between people in different social groupings or strata (Beames & Atencio, 2008). Bridging social capital creates broadband social connections beyond family relationships. Though an individual may possess touchable physical capital such as a house or financial capital such as money or bonds, only a group or community can possess social capital (Beames & Atencio, 2008).Putnam places high value on supportive and communal social relations that work as 'social glue that holds societies together' (Walseth, 2008).The nature of social networks therefore, is critical to the functioning of the networks and the types of resources to which they allow access. The generation and maintenance of social capital requires interaction among actors in and inter network. Putnam's (2000) book *Bowling alone* discussing decline in social capital notes that fewer informal social

ties, lower tolerance and trust coupled with civic disengagement are pointers of low social capital.

Lin, (2001) in her book Social Capital; A theory of social structure and action explains the importance of using social connections in achieving goals. Outside of the individuals, social capital allows the access to valued resources that these relationships accord one (Lin, 2001). Social capital is the investment in social relationships with 'expected returns'. Social capital and other resources that are accessed through such connections are critical. This kind of a resource has two elements. One it is a resource, real or potential, embedded in social relations and mobilized in a purposive action and two it exists in a socially hierarchical structure. This is because most societies are hierarchical in terms of distribution of valued resources and occupants across the levels. Lin, (2001) proposes and provides a fourfold typology that inclusively articulates how and why social capital functions. Lin points out that social capital first allows for information regarding opportunities, processes, or scarce resources to be communicated and shared among members in a group and between members of different network groups therefore allowing or facilitating the flow of information. Second key decisions and specific information are influenced by key social actors who are capable of exerting influence. Thirdly the existence of one's social network ties provides the social credentials of credibility and legitimacy therefore determining the types of social capital or access to particular networks or resources at an individual's disposal. Lastly identity and recognition of an individual's network ties and social capital, provides not only emotional support to the members of a group but also an acknowledgement of the access to resources that the network or group membership provides (Lin, 2001). From the four proponents it is evident that social capital is the aggregate of the actual or potential resources which are linked to possession of a durable social network of institutionalized

relationships. The social capital theory therefore outlines four core tenets. First, social capital is not an individual resource, but a collective resource embedded in social structures and its formation and enrichment is through social relationships of members of a community. Secondly, because social capital is a resource connected to group membership and social networks, an individual's social capital is dependent on the size of social connections that they can effectively mobilize (Bourdieu, 2000). Thirdly social capital is based on mutual cognition and recognition and therefore the social capital accessible and available to a group of people is product of power relations in the community. Lastly, social capital is an important resource and its accessibility and mobilization by individuals within the social structure in purposive action is key. Like other forms of capital, social capital is productive and facilitates the achievement of certain ends that would be impossible in its absence. The nature of the social networks is not only critical to the functioning of the social network, but also to the type of resources an individual is allowed access. The formation, access and sharing of social capital requires interaction among actors in a network. The social capital theory helps to interrogate the concept of social capital, sources of social capital, social capital markers as well as the process of social capital formation. Social capital theory becomes a useful lens through which the questions of the study are answered. The theory provides a perspective to interrogate not only the markers of social capital, but also the interactions and social networks these markers confer to students.

The general focus of the theory is "relationships matter" (Field, 2003; Quitmann et. al., 2016) and "social networks have value" (Putnam, 2000; Dabback, 2008).The theory draws attention to the way human relations, interactions, ties and connections are valuable resource themselves and are important in providing access to other valuable resources.

Social capital theory has been utilized in studies across disciplines to explain mitigation measures against inequality. Guiso, et al (2004) on the "The Role of Social Capital in Financial Development," argue that social capital theory can explain financial development especially among the less educated. Dominguez and Arford (2010) suggest that social capital theory is deemed important in explaining building of capacity for community empowerment and youth development in preventive and treatment based interventions to reduce health disparities, promote wellbeing and decrease inequality. In education social capital theory has been used to explain policy and practice (Gewirtz, et al, 2005).The main weakness facing the theory is the broad nature of the concept since it relates to any aspect of sociability that has potential productive outcome making the theory complex (Claridge, 2018)

In this study social capital theory was relevant as a lens through which to interrogate the role of the family units, schools and the community in shaping the acquisition, the features, the functions and investment in social capital for day secondary school students' educational aspirations formation.

1.13 Conceptual Framework

A researcher's explanation about how concepts in the study relate is referred to as a conceptual framework. It is a theoretical structure which a researcher believes can best explain the natural progression of the phenomenon to be studied (Camp, 2001). The conceptual framework used for this study is derived from the social capital theory. Students' educational aspirations as conceptualized in this study are formed in a process of human interactions. These interactions are constructs that include; student-home interactions, student-school interactions and student-community interactions. The study associates students' educational aspirations to social position and status, relationships of key actors in the social institutions and the investment in social relations for goal

achievement. As illustrated in the conceptual framework, the development of educational aspirations is influenced by the kind of interactions the student is part of. Every group of people possess forms of interactions that guide their thinking and this allows them relate in certain ways. The conceptual framework focusses on the connectedness of these interactions and depicts different levels of interactions and how each has a bearing on what transpires in the development and formation of educational aspirations.
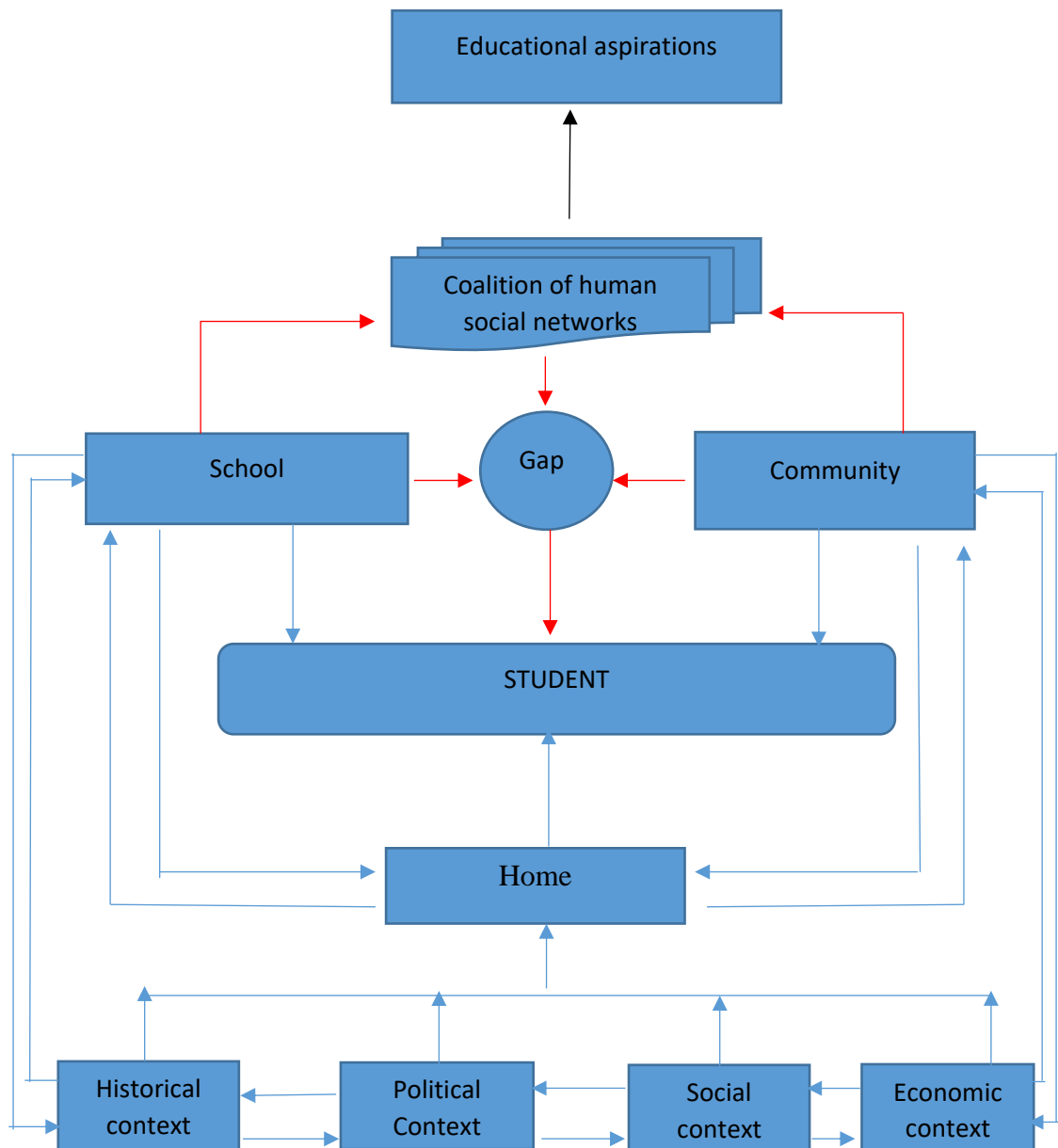
Fig. 1.1: A conceptual Model of Educational Aspirations Development.

1.14 Chapter Summary

This chapter gives a general overview of the study. It presents the background of the study, statement of the problem, purpose of the study, research questions, and justification of the study, significance of the study, scope and limitations of the study, assumptions of the study, operational definition of terms, theoretical framework and conceptual framework.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The concept of educational aspirations is a crucial one in educational research. This is probably motivated by the notion that educational aspirations may predict academic achievement, grades, progression and general educational outcomes. Studies done bring to the fore the many aspects that influence and shape learner's educational aspirations. Key among them are parental influences (Rahim & Azman, 2010); parental immigration status, (Minello & Barban, 2011) and racial differences (Cheng & Starks, 2002). Byun et al (2012) in a study on social capital reveals that various process features of a family and school social capital are important for predicting rural youths' educational aspirations beyond the socio demographic background. The overarching question of this study is how social interactions form, shape and drive educational aspirations. The literature review provides a critical interrogation of the place of social interactions in formation and shaping of educational aspirations among secondary school students.

The literature reviewed focused on an overview of secondary education in Kenya since independence, educational aspirations, social capital, day secondary school education, the knowledge gap and the chapter summary. These key areas provide an understanding of the area of study and form a basis of answering the research questions which were namely how the students' shaped their own educational aspirations, how the family units' interpersonal relationships shaped the educational aspirations of the children and how the schools' institutional and interpersonal relationships determine the educational aspirations of the students as well as giving insight to a model of interaction to enhance social capital formation. Understanding the role of social interactions in the educational

set up is valuable in terms of building and improving the quality of the same in day secondary schools.

2.2 Overview

Secondary school education in Kenya was initiated aggressively with great reforms after the political independence in 1963. This was through funding from the government, religious organizations as well as community financing. For the government this level of education was deemed appropriate for social mobility and national economic development (Wanjohi, 2011). For the citizens the enthusiasm was not only driven by the prior lack of the secondary school educational opportunities under the colonial government, but also by the emerging employment opportunities previously held by the colonial administrators (Mwiria, 1990). The existing secondary schools lacked the capacity to meet the growing demand for secondary education and the establishment of Harambee secondary schools was therefore a community's initiative towards bridging the demand gap. Harambee secondary schools at independence and the day secondary schools now, represent initiatives by both enthusiastic communities and the government of Kenya to bridge an educational gap by increasing the transition rates from primary schools to secondary schools and improve the general wellbeing of the citizens. The Kenyan government's goal this far has been to increase access to secondary school education by increasing the number of students who continue with secondary education after the free and compulsory primary education and later the acquisition of skills through training. This is important in the development and supply of not only educated and trained workforce for the economy, but also for the social mobility and increasing of life chances to the majority of the youth and their families (ROK, 2007). However, there are many barriers to provision of quality secondary education by the government and access of the same by

individuals, especially those that are from disadvantaged backgrounds. While some are more obvious and pronounced like infrastructural inadequacy and inadequate human resource in public secondary schools, others are more subtle, such as the educational aspirations gap among the students.

2.3 Educational Aspirations

Aspirations matter in every aspect of education. An aspiration is an individual strong desire, a longing, an aim or an ambition to be achieved (Gale & Parker, 2015). Tafere, (2014) argues that people cannot achieve what they have not aspired for. It is the aspirations that motivate people to work hard and achieve more. Educational aspirations are not any different. Decades of study have drawn conclusions of the factors that influence them. Largely, the students' educational aspirations are affected by their social economic status and their mental ability (Acar, 2018).

Educational aspirations can be measured by the desire of the student to enrol in post-secondary education and earn a certificate, a diploma or a degree. Conceptualised as so, educational aspirations fall under agency, which refers to the individual capacity for free thought, independent choices and action (John & Gordon, 2009). Individual desire is however formed and shaped in different circumstances and social contexts. These social contexts provide the structure. The structure refers to the aspects of social landscape that appear to influence or limit the choices made by individuals. The structure is formed by patterns of actions that are legitimised by ideologies and they shape the individuals (Scott & Marshall, 2009). Consequently, socialization takes primacy over individual autonomy. Societal contexts matter in shaping educational experiences and outcome of individual children and youth (Park & Kao, 2018).

Though with no universality in the definition, Quaglia and Cobb, (1996) assert that "educational aspirations are the student's ability to identify and set educational goals for the future, while being inspired in the present to work towards those goals". Sirin et al. (2004), define educational aspirations as the educational and vocational dreams that students have for the future. Trebbel, (2015) refers to educational aspirations as the individual plans and aims inside an educational setting. Looking at these definitions, three aspects of educational aspirations emerge. First, the educational aspirations are about the individual student in the school setting, that is, the student is at the core of educational aspirations decision making. Secondly, the decision of the students' educational aspirations is made in the present and lastly the decision on educational aspirations made in the present relates with future ambition.

Research on educational aspirations is often motivated by the thinking that educational aspirations may predict school achievement, educational attainment, school grades, school progression and general educational outcomes. OECD, (2023) has determined the home and school as key sites for educational aspirations development and social capital acquisition. In the school set up education research has focused on academic performance of students as yard stick for educational aspirations. This view has given statistics about academic achievement, performance or non-performance, statistics on how many students transit to the next level and the infrastructural challenges that hinder schools from academic achievement. Consequently, the recommendations have been two directional and targeted towards the school. That is fixing the infrastructure by having more learning resource and creating more physical space by constructing more classrooms and/or fixing the human resource by employing more teachers. This is the assumption made in the policy discourse. However, educational aspirations relate to other aspects of social life (Hart, 2016). Little or no attention has been paid to these

social aspects such as the role of social interaction in developing, raising and sustaining educational aspirations. Loic (2013) model of raising attainment through understanding aspirations illustrates this. The model proposes that the students' attainment is low, and they cannot achieve their aspirations because they do not know how to achieve their aspirations. Because of the lack of this knowledge and their low attainment, students lose faith in their ability to achieve their aspirations and by extension lose the educational aspirations.
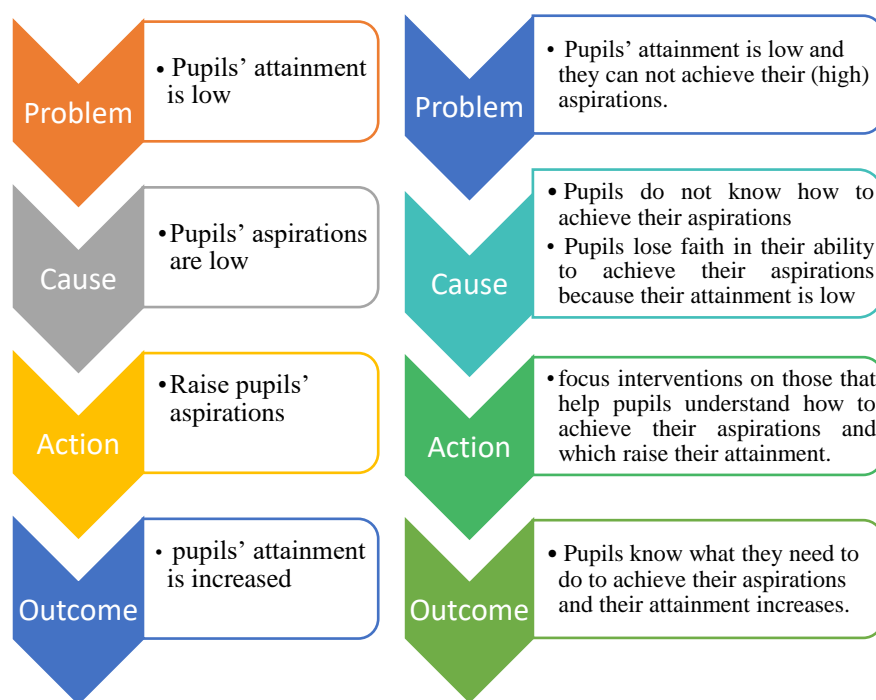
Fig. 2.1: Raising attainment through understanding aspirations. Adapted from Loic, M. (2013), "Educational aspirations: how English schools can work with parents to keep them on track.'

There are at least three general ways that aspirations emerge. First, aspirations can be innate, or interest and ability based, meaning they originate, derive, or develop in the absence of relative nurturance. Second, aspirations can have an experiential origin, meaning they develop from specific expectations, encouragement, education, and/or experiences that spark certain interests and goals. Further, aspirations may develop

through some combination of innate interests, abilities, and skills with career-related guidance and experiences (Grimmett, 2006). The view of educational aspirations in this study is critical, however, what it suggests is that educational aspirations are dependent solely on the student. It is important to note that educational aspirations are not only about the individual attributes or student's perceptions of their own personal attributes, neither are they about the government and the perceived provisions. Educational aspirations are also about the student's social environment which includes the community and its orientation towards education. (Leslie & Akerman, 2008). This can be considered as cooperate aspirations.

A range of factors or determiners have been identified as key in developing and shaping educational aspirations. The social setting of significant others and the structural dimensions such as type of school and the parental position in the social strata are important mediating factors in educational aspiration development (Alloway, Gilbert, Gilbert & Musspratt, 2004). This concurs with Garg, Kauppi, Lewko, Urajnik, (2002); Mamta, (2018) who assert that educational aspirations determinants are beyond individual inherent factors such as age, gender, personal attitude towards education, attitude towards the school and the intellectual abilities. They include the social background factors, and the social environmental factors. Background factors comprise of social and demographic attributes such as the socio-economic status and the family structure. The environmental factors include aspects of social support such as the parental involvement, school support and the significant others affecting the individual.

Educational aspirations therefore are an interplay of social factors. The social conditions in the human society are a source of and a product of the social structures, systems and relations. These social structures are institutionalized in the family,

religion, education, economy among others. Through the social structures, individuals in society adopt a system of behavior that guides them in the social relations and social actions. Education as an institution of the social structure embodies these relations and actions, of not only individuals but also the community. The individual actions are always oriented to those of others in a social context and are social actions (George, 2000). Social actions are key in development of individual student's educational aspirations. Bourdieu (1986) asserts that the capacity of people to project forward is dependent on the social conditions of the present.

Educational aspirations are complex social and cultural phenomena. They begin to form early in life, but are gradually modified by interactions, experience and the environment. In the family unit educational aspirations are determined not only by the student, but also by their parents/ guardians based on the social relationships available to them and their own educational aspirations (Leslie & Akerman, 2008). Educational aspirations in schools are subtly captured in the school ethos, school motto, school anthems and slogans, vision and mission statement. It is therefore rare to find a school mission or vision statement without reference to educational aspirations (Quanglia & Cobb, 1996). Education is regarded as the linchpin that has the potential to be the great equalizer or even the solution to a host of social problems (Robson, 2019). It is therefore becoming a necessity in the planning role both in present and future especially for the youth globally, raising the educational aspirations is part of the grand plan in realizing the educational and vocational dreams for and of the students.

Aspirations, educational or otherwise are the way a person or people project forward things they intend to achieve in their lives. Education is in itself one of the strategies for the future aspirations while at the same time grounding the student in the present in

preparation of the future. Leslie and Akerman, (2008) in their study determinants of aspirations concluded aspirations tend to decline as children mature in response to their growing understanding of the world, constraints imposed by previous choices and achievements. This decline is particularly marked for those, who face multiple barriers. This is particularly so for students admitted to the day secondary schools in Kenya through the Free Day Secondary Education and one hundred percent transition policy. Though with minimal exception, this is a group with multiple entry behavior characteristics to their disadvantage. These includes their social economic background, their KCPE mark and consequently their school choice; possible barriers to their educational aspirations.

Drawing from the available literature on educational aspirations day school Students' capacity to aspire for higher education is marred with challenges that hinder and limit them based on their structural position in the education system. Simply put, the students' educational aspirations are measured by looking at what level of schooling a student wishes to progress to. Aspirations for higher education are considered to be private matters for students and their families (Anderson & Maassen, 2014), consequently, decisions about their futures and how to get there, draw on a limited archive of experience and knowledge.

Educational aspirations, are as a result of an interplay of both intrinsic and extrinsic factors. Though day secondary school students may possess the intrinsic factors determining intrinsic aspiration, similar to those of all other students at this level, in most cases they lack extrinsic factors that are characterized by the interactions and social engagements determined by their environment both physical and social. The interactions are limited by lack of quality significant others. These extrinsic factors

determine extrinsic aspirations. Social interactions are key extrinsic factors. Extrinsic aspirations are gained or acquired through social engagements with the significant others in the social network. Day secondary schools lack of extrinsic factors that are key at raising students' educational aspirations.

Extrinsic aspirations as indicated are generally acquired through social interactions with the significant others. Aspirations are formed "in interaction and in the thick of social life" (Appadurai, 2004). These interactions create capital referred to as social capital. Social capital does not only have value in itself, but it can be transformed into other capitals or aid in the development of the other capitals. Building networks and focusing on the whole community is pertinent in creating the social capital and have social imaginary for the students where the social day to day living become part of the realizable aspirations for higher education (Gale, Parker, Rodd, Stratton & Sealey, 2013)

The stereotypical view of day scholars especially in the rural areas is that they have lower educational aspirations (St. Clair & Benjamin, 2011). Bashir and Kaur, (2017) in their study 'educational aspirations with school environment' found out that rural and urban students differ in school environment but not in the educational aspirations. However, they also concluded that the school environment plays a significant role in predicting educational aspirations. This is critical for the day secondary school students. In addition to their disadvantaged family social backgrounds, the experiences of students in day secondary school environment continue to inhibit their educational aspirations. With secondary school completion and graduation remaining a strong indicator of the students' academic aspiration and progression, there is need, to have an understanding of educational aspirations for day secondary school students based on

their experiences and environments so that we may not lose sight of the major strides made in provision of educational opportunities and narrowing of the access gap.

Educational aspirations, attainment and success of students is pegged on the availability of the various capitals. It is therefore important to interrogate the amount of social capital input by governments, the individual schools, the communities and the learners in attaining the educational aspirations. Among the Day Secondary school students there exists a disconect between, the learners' background; the school and the schooling process, and the learners' educational aspirations. To develop educational aspirations especially of day secondary school students both tangible and intangible capital must be incorporated. The intangible is the development and utilization of social capital to address this disconnect. Social capital is meant to create a bridge between the process of schooling by virtue of availed opportunities and the educational aspirations of day secondary school students.

The real challenge, therefore in the provision and expansion of secondary school education in Kenya is not only access, inadequate physical facilities or the inadequate human resource but the constrained social network ideal to sustain the educational aspirations especially among the day secondary school students. For the Day Secondary school students, their greatest drawback as Gordon, (2007) asserts is not reaching the stars, but the lack of capacity to identify the stars that they feel they are reaching for. The government needs to engage in raising the educational aspirations of this section of the population because addressing the poverty of educational aspiration is a necessity in building a society of fairness and opportunity (Jowell, 2004).

Educational aspirational gaps persist where individual group actions are not congruent with the dominant social actions. This could be due to differences in social groups,

social environment and most important, social interaction networks. Day Secondary school students' educational aspirations are affected by either or all of the above factors. This study proposes using of Loic's model (2013) of raising attainment through understanding aspirations to further understand aspiration formation in the social environment. In the proposed model there is need to develop the educational aspirations of students not only by individual student, but focus be placed in raising social interventions meant to form, develop and sustain educational aspirations among Day Secondary school students.
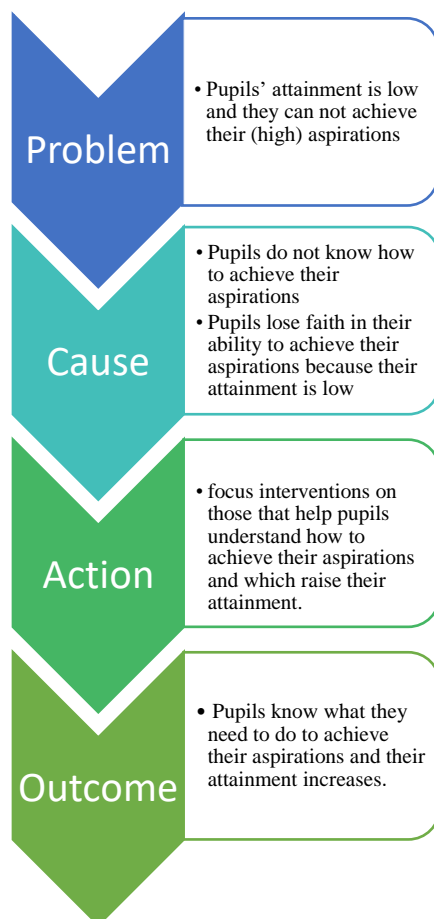
Model A   **Model B**
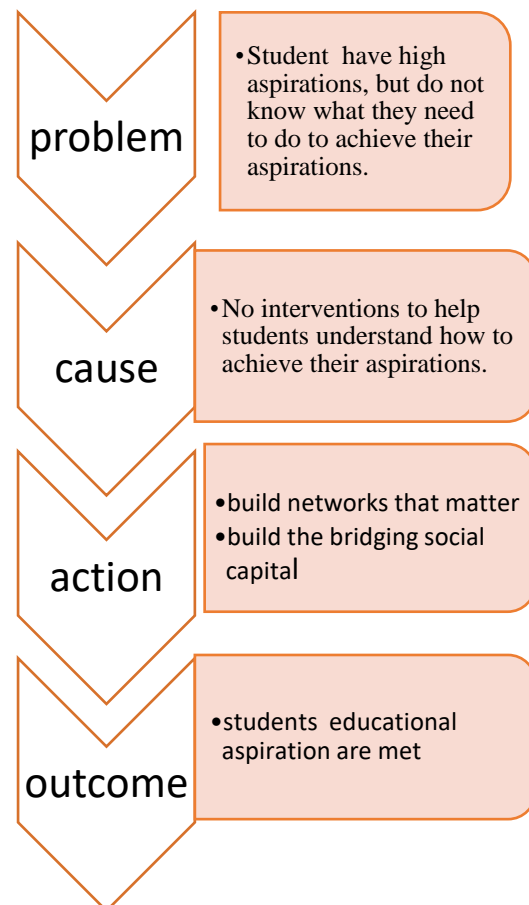
Fig. 2.2 Developing and sustaining students' educational aspirations through social interaction interventions

Students' educational aspirations are not individual in, but are intertwined with the social imagination of the people (Gale et al, 2013). The social imagination of the people allows access and sharing of resources crucial to formation and development of the student's educational aspirations as well as transmission of life chances.

2.4 Social Capital

The concept of social capital has been used severally in history as a means to understand the relative strength of families and communities. The role social capital plays in the communities has been extensively explored by researchers in various disciplines such as health, sociology, psychology, economy and education. While there are many studies on social capital and its role especially in academic progression of students, the focus has been on the nuclear family as the carrier of social capital with emphasis drawn on social capital markers and indicators in this family institution (Hattie, 2015; Kaur, 2012; Ahmed & Najeemah, 2013). Dika and Singh (2002) in their report affirm that social capital has a positive association not only in educational attainment, but also educational aspirations, however, the research findings are often based on narrow variables such as number of parents, number of siblings, the social economic status of the parents and the occupation of the parents (all quantitative data). While these variables are important parameters, they are limited in their ability to fully encompass the concept of social capital. While conceptualizing social capital there are many valid differences in opinion as to how best to distinguish social capital from other closely related concepts. The researchers have tended to label any positive social function associated with social relationship as social capital generating. The many definitions of social capital that exist, testify to the complexity and multifaceted nature of the concept. Broadly the concept of social capital is intertwined with many social functions, but labelling this phenomenon as social capital excessively magnifies the meaning (Lee,

2010). However, the identification of social capital is dependent on the definition and the meaning used in the various disciplines and the intended purpose.

Very broadly, social capital refers to the social relationships between people that enable productive outcomes (Szreter, 2000). Charles (2000) defines social capital as a resource embedded in a social structure and can be accessed and or mobilized in purposive action. Social capital can also be conceptualized as the network of connections among individuals and organizations in a community (Freuchte, 2011). By these definitions three pertinent dimensions of social capital emerge: It is a resource embedded in a social structure; the utility of the resource is premised on the individual's access and mobilization and lastly the presence, the access and the mobilization of this resource healthily in a community is dependent on the nature and quality of relationships that exist within and between people and their communities. The term social capital has been used to describe the impact of such relationships (Neil, 2011).

Social capital requires cooperation, trust, reciprocity, civic engagement and collective well-being. (Putnam, 1993). These conditions foster individuals' development, as well as support growth and development for the society. The conditions under which people learn to cooperate matter a great deal to the outcomes. Cooperation, trust and reciprocity depend on norms built over time, and on a network of interdependent cooperative arrangements that makes it costly for a person to exploit the reciprocity principle, by taking but not returning (Putnam, 1993). To reap the benefits collaboration and reciprocity are a requirement. Siegler (2014) emphasizes the capital approach which states that: economic, natural, human and social capital are all resources that matter for the present and future well-being of individuals. Woodcock, (2001) associates social capital with a resource that is useful in achieving common objectives. Education of the members of the society is one such objective. Education is the lived process and

experience that is mandated with the task of improving and developing the individual first and the society by extension. Perceived as the social process in which an individual is born, grows and attains maturity (Kimengi & Lumallas, 2009), education is synonymous with socialization. It is through this process that an individual achieves social competence, growth and actualization. These lived experiences do not happen in isolation, but in the thick of social interactions among actors of a specific group making education and the socialization process a public good.

Though the documented history of social capital in Kenya may be recent, the concept underlying it dates back to activities before and after Kenyan political independence. This was mainly epitomized in the call of pulling together (*harambee*) of communities to build a new nation after political independence in 1963. Kirori (2015) in his study "Social Capital as a strategy for promoting Rural Livelihood" alludes to social capital as a major component in the success of education development in a community. Social capital use is therefore not a new concept especially in the Kenyan education arena. The focus though has been pulling together of financial resource. Pulling together of other capitals such as social capital and possibly the human capital has not been practiced or explored. Studies in education have conceptualized social capital as the family income, level of parental education and geographical location and their effects on educational achievement and outcomes among the youth, the children of the immigrants, the pushed out learners and children with disabilities (Grace & Lindsay 2007; Loic & Sam, 2015). This research focused on social capital as a resource embedded in the social interactions, how accessible the resource is by Day Secondary school students and how this resource matters in the formation of educational aspirations among the students.

2.4.1 The Family Social Capital

The family as a unit has had changes in its structure, ranging from the traditional family set up to the current, more embraced, single parent families and blended families (Minello, & Barban, 2011.) Studies have cited the family as the bedrock and source of social capital (Coleman, 1988; Bourdieu, 1986; Portes, 1998; Lin, 2001), as well as the main site of accumulation and transmission of the same (Winter, 2000). The study 'Towards a theorized understanding of family life and social capital' argues that the family is also the foundation of all the other forms of capital (Barker, 2012). Financial capital is a function of the household income. This is an endowment of the physical resources that can aid in education. These may include provision of all the human basic needs, putting up the infrastructure, the ability to acquire learning materials and the ability to pay school fees and levies. Human capital can be measured by parents' hard and soft skills, intellectual abilities and their level of education. "This provides the potential for an environment for the child that aids learning. The human capital though, may yield no educational results for the children if 'parents are not an important part of their children's educational lives' (Rob, Andrew, Lisa, 2003). A parent being an important part of children's lives presupposes a level of interaction. The interaction between the parents and their children creates benefits for the children. The family social capital describes relation among family members especially between parents and children. Coleman,(1988) investigated whether the family structure, the number of siblings, the mother's expectations of the child going to college and the frequency of discussions about academic issues predicted children high school dropout. The focus for Coleman was the parent- child ratios and the quality of parent child interaction. Smith et al (1995) conceptualizes social capital as a component of structure and a process. These two attributes according to him determine the opportunity, frequency

and duration of parent child interactions. Israel et al., (2001), like Coleman, (1988) and Smith et al (1995) focuses on family social capital as a function of structure and process. The structural characteristics are manifest in the presence of parents and the number of children in the family. The process attributes are manifest in the specific forms of interactions such as the parent child discussions, parental involvement in schooling and parental educational expectations and they mattered in the academic achievement among the youth.

The cited studies epitomize the family as the bedrock of social capital through the structural and the process attributes. This study while staying true to these attributes focuses on the interactions these attributes confer to the family so as to be able to build the social capital necessary for the children's educational aspirations. The study interrogates not the physical presence of the family members, not the number of children in the family, but the kind of interactions germane to the physical presence of the parents and the number of children. Studies have shown that physical presence alone does not always guarantee social capital if there are not strong social relations between and among the children and their families (Rob, Andrew, Lisa, 2003). Msila (2009) argues that family social capital involves family members investing time and effort in shared activities with the children. While time and effort present the opportunity, duration and frequency as argued by Smith et al (1995), they too do not guarantee family social capital. In fact, other studies have associated low educational aspirations with multiple factors inherent in the family, such as the family's social class; the household financial abilities, a world view that might limit sociability and strong family ties that are antithetical to the global social capital (Winter, 2000). Understanding the structural and the process attributes that create family social capital does not explain how educational aspirations are formed within the family. This study interrogates how

educational aspirations formation in the family is a process determined and shaped by the quality of the basic attributes that is the social structure, the social capital markers and the processes of social capital formation.

2.4.2 The School Social Capital

There are different social institutions in the society. All of these institutions play an important role in every individual's development and socialization. The key social institutions are the family, education, religion, the government, and the economy. The school is a key socializing agent in education institution. It plays functionally specific roles in the socialization process of the students that is educating the young members of the society with the desired skills, competences, attitudes and experiences that are considered to be basic, important, beneficial and functional to every member in executing the different mandates in the society. It also provides an avenue of interconnectedness between members at the school level and outside the school.

The social pillar in the Kenya vision 2030 has singled out education and training as the vehicle that would drive Kenya into becoming middle income nation, but embedded in this school core function are the latent aspects that are learnt and internalized by the learners such as culture, social efficiency, personal refinement and setting of educational goals and aspirations. These latent aspects are dependent not only on the learner as an individual, but also on the home and school environment both physical and social. This is consistent with Harding (2011) who asserts that the social context in which schooling occurs is more important than the schooling concerns. Learners need deliberate interactions with the right actors in order to acquire these latent competences of education. This can be acquired through investment in social capital. A simple definition of social capital in schools is the relational quality between all stakeholders. It is what happens between teachers and students, between peer groups in both the

classroom and staffroom, in the interactions between executive and staff and communications between the school and the family (Tsang, 2010).

The taskforce on the realignment of the education sector to the Constitution of Kenya 2010 noted that despite the importance placed on molding and mentorship to nurture national values in education, there were glaring gaps in the implementation. There was no clear policy or guideline on mentorship by the government, save for what takes place in guidance and counselling which is not comprehensive enough (ROK, 2012). The taskforce made recommendations to bridge the existing inadequacies in the mentorship and molding of the learners through:

i.   Proper positioning of mentoring and molding at all levels with a clear policy registration in place.

ii. Partnership and collaboration with the relevant stakeholders including parents and local communities be encouraged.

iii. National values be mainstreamed in the curriculum.

iv. Institutional managers and teachers be provided with necessary resources to deal with emerging health issues, substances abuse, violence and national values and cohesion (ROK, 2012).

The recommendations transcend the classroom delivery of content and brings to the fore the latent functions of education as well as the latent roles played by institutions, educators, rules, regulations, practices and policies in addition to as assigning roles and powers to individual actors in the structure. The recommendations envisage advantages that come from different experiences and stimulations that school provides (William, 2012). Schools therefore are avenues of social capital formation. Because of the variations in collective assets and structural positions, the different groups of people possess different quality and quantity of social capital (Lin, 2001). School characterizes

weaker and less dense family ties but more close cutting ties that would build and create the social oil referred to as bridging social capital (Putman & Robert, 1995).

Parcel and Dufur (2001) studies identified school social capital as a function of teacher student ratio, counsellor student ratio, parental involvement in school activities, whether a school is public or private and the various dimensions of school environment. The study found out a positive effect of parental involvement and school environment on math's achievement. A study by Tsang, (2010) outlines school social capital as a function of both internal and external social networks. The internal social networks are hierarchical in nature and present at individual level or organizational level such as teacher-teacher, teacher- student, teacher- principal and student-student. These interactions yield social capital such as positive relationships and expectations. External school social networks on the other hand may present as vertical (school and state); horizontal (school and other institutions such as family, church, other schools) and connection between school members and non-school members (teacher-parent, teacher-community, student- community, teacher-donors to the school). From the social capital thinking the connections between the school members and non-school members are more likely to have a greater social utility. This premised on the thinking that social capital is a vehicle for generating a sense of inclusive belonging (Roffey, 2013). Social capital is not synonymous to social networks and so the intangible resource may emerge or fail to emerge depending on the quality of the network. The quality of the network is determined by the structural position of members and the quantity of accumulated assets members poses. How day secondary schools navigate through this process of social capital formation to develop educational aspirations of their students is key for this study.

2.4.3 The Community and Social Capital

Families come together to build a strong community. Family social capital helps build community's social capital. "Social capital at the community level can be described as the social glue that holds people together in families and communities and gives them a sense of belonging in an increasingly fragmented and uncertain world"(Murphy, 2007). Social capital at the community level is centrally concerned with the value and implications of relationships as a resource for social action. It is developed in the relationships, through doing things for one another and in the trust that is developed in one another. The social capital that has value for the development of the youth does not reside solely within the family. It can be found outside as well in the community consisting of the social relationships that exist among parents (Josiah, 2010), in the structure of relations, and in the parents' relations with the institutions of the community. The sociological imagination relates to how the individuals lives fit into and interact with the social structures. This imagination sees the individual troubles as social issues (Fuller, 2006). Whether social capital is seen from the individual level, group level or societal level, scholars remain committed to the view that it is the interacting members who make the maintenance and reproduction of this social asset possible (Ronald, Karen, Nan 2001). Social capital cannot exist without the individual nor can it be reduced to the individual, however, in communities social capital refers to both individual and group variables. The presence of these variables influence levels of social capital which in turn facilitates formal and informal collective action. A community is said to possess social capital when the number and variety of associational groups is high with dense and overlapping social networks (Plagens, 2011).

At the educational level, the school has always been thought of as the one educating, and the rest intervening where possible, however it is the rest especially the community that educates. The school is forced to adapt and come to terms where it may, hence the school character is flavored by its host community. The school is an agent of social affirmation (Scorgie & Forlin, 2017).

Intra community relations involve the young members of the society socializing with the elder members of the community. The effect of this social capital outside the family on educational outcomes especially of day secondary school students can be assessed by examining outcomes for students whose parents lack in a particular of social Capital (Rob, Andrew, Lisa, 2003). These debates and clarifications lead to the suggestion that social capital, is rooted in social networks and the benefit is not accrued from the social networks alone, but in tapping from the embedded resource within the networks (Lin, 2001). How these relationships shape educational aspirations in day secondary school students is the concern of this research.

2.5 The Day Secondary School Education in Kenya

Provision of education is not only a human right but it is also a means of social mobility, national cohesion and social economic development (ROK, 2018). The government is committed to provision of education to the citizens as demonstrated in The Kenya 2010 constitution. Encompassed in the constitution are economic and social rights. This include the right to education (article 43) as well as Kenya's ratification of the international education commitments and international conventions which the Kenyan government is a signatory. Key among them is The Universal Declaration of Human Rights article 26, The United Nations Convention on the Rights of the child article 28, 29, 30; The African Charter on the Rights and Welfare of the Child article 11 and Kenya's ratification of Incheon Declaration adopted at the world Education Forum

(WEF, 2015). These world declarations oblige governments to make primary education free and compulsory, secondary education progressively free and access to higher education equitable. Governments have invested heavily in infrastructural and human resource development in education (UNESCO, 2002). Secondary education is critical in a students' life. It prepares the student to join the field of skill acquisition and is the only pathway to college in Kenya. The secondary education accords the student academic preparation, educational aspirations formation and an avenue to actually apply for college and university enrollment.

Before Kenya became independent in 1963, secondary education was being provided along racial lines through European schools, Asian schools, and African schools. The European schools were more endowed with learning facilities while African schools, mostly attended by children of the pre-independence African elites, were few and had few facilities. Like most countries in Sub-Saharan Africa, Kenya inherited from colonialism an education system that only allowed a minority to continue with secondary school and higher Education. As an independent nation it faced the task of re-evaluating and reshaping the education imposed on it by its colonial masters in order to develop education that would be linked to its realities and needs. The post-independence education commissions were to do so through educational policies. The Kenya Education Commission Report of 1964 (ROK, 1964) recommended among other things establishment of day secondary schools to address the shortage of secondary schools. Harambee schools were a community initiative and were established with an aim of expanding opportunities of access to secondary education, which previously were constrained by limited school places and cost of secondary education. The establishment of day secondary schools was a mitigating response to the rising need for secondary education and the need to address the space constraints in the available

boarding schools. With the implementation of the report, there was drastic increase in the number of day secondary schools in Kenya bringing in more students to this level than any other time before. The dominant argument in favor of day secondary schools then was reduction of the cost implication on the government (ROK, 1964).

Subsequent educational commissions tended to favor day secondary schools for   the same   reasons. They recommended future secondary schools to be established as day schools as a more cost- effective way of expanding and providing accessibility to secondary education. Unfortunately, harambee schools, which were seen as a panacea to the problem of access to secondary education, were perceived as providing low quality education. This led to government intervention and began supplying teachers and learning equipment to all secondary schools except private schools, thus improving quality and partly financing community initiatives.

Among the recommendations of presidential working party on education and manpower training for the next decade and beyond (ROK, 1988) was the policy of admitting students nationally to mix young Kenyans from different parts of Kenya in boarding schools be extended to more secondary schools. This was later articulated in the Report of the Commission of inquiry into the education systems of Kenya for unity equity and development TIQET (Totally Integrated Quality Education and Training) (ROK, 1999) which noted that quota system in basic education cycle be rationalized with the view of encouraging students from different parts of the country to learn together. This may seem as a contradiction because it is evident from the recommendations that day secondary school have been seen as the easier and more cost effective way in provision and access of secondary education. The sessional paper No.

1 of 2005 on education, Training and Research emphasized on not only access, but also equity, quality and relevance among other recommendations.

Day secondary schools form a major category of secondary schools in Kenya and they have expanded access to this level of education. The launch of FDSE in 2008 was meant to address high illiteracy level, low quality education, low completion rates, high cost of education and poor community participation (ROK, 2005).Though the day secondary schools improved access as evidenced by the increased enrollment from 2 million students in 2013 to 2.8m in 2017 (ROK, 2018), the day secondary schools have not been able to address other challenges like disparities in access, equity, and quality among others. This has raised the question of fairness of competition bearing in mind the main determinant of the secondary school choice is the KCPE mark of the students. The locality of the school, the resources available both material and non-material and the year of establishment are additional determiners.

The intense race for admission to secondary schools in Kenya is unfortunate because the quality of the school is measured by the number of students they send to public and private universities annually. Public secondary schools in Kenya are categorized into, national schools, the extra-county schools, the county schools and sub county schools (Onderi & Makori, 2014; Makori et al., 2015). This is an elitist categorization of public schools akin to what United Kingdom had prior to the early 1960s where students with different abilities were sent to different type of schools (Hansen, & Vignoles, 2005). Admissions to any of these schools or categories is mainly based on the KCPE mark scored at the primary school level. Those who score highly join the prestigious national schools. National schools are elite government schools in the country (Ayodo & Too, 2010). The National schools stakes are so high and only the academically endowed get

admission. Learners with high scores in their primary school examinations get the privilege to learn here. Students from these schools are likely to be singled out as excellent and ambitious and therefore stand to have better chances in education and life compared to their counterparts in day secondary schools. Notably, national secondary schools are public boarding schools that enjoy the best of the resources that the government offers. National schools are prestigious for they have better physical facilities and resources; wider subject selection; excellent performance in KCSE; and by extension, better social networks. The national schools and the best extra county schools account for about sixty percent of all students joining public universities and eighty per cent of those studying medicine and engineering programs (Kigotho, 2017). They also have higher quality peer groups (Onderi & Makori, 2014).The extra county schools come after the national schools. They are boarding institutions that admit sixty percent of the students from the host county. They perform highly and many top the counties in the national examinations. The 'qualified mark' and the 'diversified entry' is a social configuration meant to disadvantage the already disadvantaged. The county schools come after the extra county schools. They are boarding schools too and they admit students from the host counties. Sub county schools form the last cadre of school categorization. Day secondary schools fall under this category. These schools admit students from the host sub-county and might include some from neighboring sub-counties (Oduor, 2019). They are basically day schools and students commute from home.

Though students make choices of schools, it is clear from this categorization that getting a slot to a boarding schools is dependent purely on the academic endowment of the student but getting admitted or joining the boarding school is dependent on the economic ability of the parent. Day secondary schools, therefore become schools for

students who cannot join the other categories due to their relatively low KCPE mark or economic ability of the parents.

According to Basic Education Statistical Booklet, a report by Ministry of Education Science and Technology 2014, secondary schools in Kenya had a population of 2,331,697 in 8734 schools both public and private. Of this population a remarkable number were in day secondary schools. KNBS (2018) indicated that there were one hundred and five (105) national schools, eight hundred and three (803) county schools and eight thousands nine hundred and ninety six (8,996) sub county schools. This is of interest particularly for this study since Day Secondary schools in Kenya are on the increase and they also carry the bulk of secondary school students though they seemingly have unique internal and external systemic challenges. First, they admit students who fail to get admission to boarding schools due to their low Kenya Certificate of Primary Education mark, and those who join day schools with a good KCPE mark are children from families who cannot afford the high boarding school fees. On the basis of the above discussion, therefore, it is evident that those who get admitted to day secondary schools in Kenya start this level of schooling at a disadvantage either academic or financial. The question is whether the social environment at home, the Day Secondary schools and the communities are endowed with the right social capital to bridge not only the academic and financial gaps but also the interactional gap the students encounter as compared to those in boarding schools. This is important because it would have a bearing on the students' educational aspirations.

Suleiman (2010) in his study 'Determinants of Academic Performance in Public Day Secondary School,' cites resource challenge, low educational aspirations and poor

academic performance as the main challenges. Other challenges include students' entry mark, and parental level of education, family size, parents' attitude towards education, parents' financial burden, school infrastructure and teachers' teaching experience. These challenges are still prevalent especially in most of the day secondary schools that are located in rural areas and in most cases as annexes of the primary schools. Ideally these day secondary schools have served as rescue centers for the many primary school graduates who would have otherwise not joined secondary schools due to the low primary school mark or the inability to pay the high school fees required in boarding schools. This is consistent with Gale et al. (2013) who asserts that there are powerful mechanisms of privilege and exclusion that exist even when universal access is ensured. This implies that the same policies that are mandated to provide equity in access can also exclude certain groups because ensuring universal access does not function in a universal way. Provision of FDSE to is a major milestone in educational access and equity, however there is a policy assumption that increasing access and human resources are independent of all other social factors. This, in many ways has disadvantaged Day Secondary school students. Day Secondary schools are limited by their categorization and the FDSE policy that allows school internal and regional differentiation.

Secondary school education is recognized as the springboard to tertiary and /or higher education and training. For this matter, it is significant in the national and educational development. However, this level has had challenges of high dropout rates among the learners (ROK, 2003) and one of the perennial causes of secondary school education dropouts is the inability to pay school fees due to poverty (Achoka, 2006; ROK, 2003). With the FDSE the school dropout rate due to school fees has been minimized. Although FDSE has mitigated against school dropout and enhanced retention and

completion every secondary school student's failure to proceed to the next level signifies unmet secondary school education objectives both for the individual and the community. As a result of this it is important to understand how other capital not necessarily financial play an important role in determining how the students who join Day Secondary schools that lack all the attractions of ideal secondary school, set, sustain and attain their educational aspirations.

2.6 An interaction model

A model is merely a human construct or a representation of a system to help understand the real system better. It is made of concepts which are used to help people know, understand or simulate a subject the model represents. It is an abstraction of things in the real world physical or social. A model has information input, information processor and output of expected results (Ford, 2009).

Educational aspirations, it has been argued are communal in nature. The data collected will inform a visual representation of how actors within and without the educational institution can interact with the school to create and accumulate social capital for educational aspirations formation.

2.7 Knowledge Gap

Secondary school education is opportunity filled and secondary schools are places that are supposed to provide rich learning experiences. Achoka (2007) argues that secondary school education delinks one from primary education, provides a chance to complete basic education and acts as a spring board to tertiary education and higher education. The learning experiences are meant to provide aspirations, educational and otherwise to the students. The learning experiences are not only about the school content alone, but also about every interaction the student encounters at the different relational levels

such as student- student; student- teacher; student- chaplain among others. The introduction of FDSE in the year 2008 envisioned this. It was intended to enable more children access and attain the minimum basic secondary education by reducing the cost burden on families. Students in national schools, extra county schools and county schools which are all boarding schools enjoy varying quantities of these learning experiences by virtue of the heavy investments in not only financial and human resource but also the rich social networks created by their status such as strong and functioning alumni, collaborations and partnerships. Day Secondary school students have to contend with a number of challenges. Chief among the challenges faced by Day Secondary schools students are students low entry marks, constrained relational networks, less challenging classes and limited activities. These students are less likely to have access to college counseling leading to limited information on access to post-secondary education and employment opportunities (Asayo, 2009; Simatwa, 2010; Sureiman, 2010). These challenges lower the educational aspirations of the students and heightens the educational inequalities making FDSE a tool of social exclusion. While FDSE has enabled access to more children and possibly completion rates by reducing the cost burden on families, which is financial capital, FSDE has done little to develop social capital that would foster interactions that are key in raising the educational aspirations of the students. This is evidenced by The Secondary Education Quality Improvement Program (SEQIP) launched in 2018 which basically focused on funding for infrastructure, resources, and teacher training. Though it highlights what ought to be done, there is no evidence of implementation. Consequently the limitation in social interactions has created a deficit in educational aspirations. The fact that some schools are perceived to be superior to the others academically and socially, coupled

with the reality that, actually they do deliver different outcomes, naturally leads to concerns about inequality in the school system (Schütz, & Wöbmann, 2007).

2.8 Chapter Summary

This chapter presented an introduction, an overview and reviewed literature related to educational aspirations for the students and their parents; social capital at home, school and the community; the history of day secondary school education in Kenya; a focus on a possible interaction model and finally the knowledge gap. The literature formed the basis of interrogating these key constructs. Educational aspirations have been discussed not as an individual's endowments, but as socially constructed by the actors within an individual's social space. It has been evidenced that social capital at home, the school and the community is not guaranteed by the physical presence of the actors, but the quality of interactions germane to the physical presence of the members, such as the family's social class; the household financial abilities, the family world view and their sociability, the structural position of members, the school category ,the quality and quantity of accumulated social capital the actors poses and the communal engagement in the education endeavor. A model of how Day Secondary School could benefit from a network of social interactions was created. The study interrogated the role of social capital as a resource that is crucial in forming, developing and enhancing the educational aspirations of students in Day Secondary schools in Kenya. Focus was on the kind of social interactions available in families, schools and communities and how these social interactions influence and shape educational aspirations of Day Secondary school students.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents a detailed description of the research design and the research methodology used in the study. The description is based on the following sub-headlines: the research design, the research paradigms, the research approaches, the study area, the sample size and sampling procedure; the research instruments; trustworthiness; the data collection procedure, data analysis, ethical approval and the chapter summary.

3.2 Research Design

Research is a process that has been variously defined. Jwan and Ong'ondo (2011) define research as a deliberate, systematic, critical, trustworthy and ethical process of inquiry that is undertaken to make a worthwhile contribution to knowledge within a particular aspect of life. Research has also been defined as a systematic and methodical manner used by a researcher to ascertain scope and increase knowledge and this is characterized by: clear purpose, a systematic data collection process and a systematic data analysis and interpretation process (Collis & Hussey, 2014; Saunders, Lewis, & Thornhill, 2009). In conducting research Creswell (2013) asserts that there should, be a research design. Denzin and Lincoln, (2011) refer to a research design as a strategy of inquiry. The strategy of inquiry are the steps that a researcher follows to complete their study from the start to the finish. A research design is the overall plan for connecting the conceptual research problems to the pertinent and achievable empirical research while reflecting on the purpose of the inquiry (Pattoo, 2002).It directs research questions based on a theoretical orientation, selection of research respondents, data

collection, and data analysis procedures and the reporting of results (Guba & Lincoln, 1995).

In discussing the research design, the terms method and methodology are often used interchangeably. However, methodology, according to Schwadt, (2001) "refers to a theory of how inquiry should proceed and it involves analysis of assumptions, principles, and procedures in a particular approach to inquiry". Methodology is the overall approach to the research process, starting from the theoretical support, data collection and finally the data analysis. It is the general orientation about how research is done (Marvasti, 2004). It embodies the theory, the epistemology and the philosophical assumption of the study. In a nutshell, methodology is concerned with, why certain data is collected, what data is collected, where data is collected, when data is collected, how data will be collected and how data will be analyzed (Holden & Lynch, 2004). Methods on the other hand are the specific research techniques used to study a topic (Silverman, 2001). Methods involve the forms of data collection, data analysis, and data interpretation that a researcher proposes to use for the study (Creswell, 2014). Methods generally refer to the procedures, tools, or techniques used by the inquirer in generation and analysis of data (Schwandt, 2007). They are the specific research techniques used to collect and analyze data.

This study is a sociological research in an educational setting. Guided by the nature of the research problem, the researcher did not know the exact variables to be observed but sought to understand the complex social environment and the meaning people within this environment brought to their experiences. The researcher adopted a grounded theory research design. Grounded theory is a design of inquiry in research which begins with no educational theory that must be proven. The researcher derives a general, abstract theory of a process, action, or interaction grounded in the views of

participants as they experience the phenomenon of study. This theory is therefore grounded in data (Ary, Jacobs, Razavieh, & Sorenson, 2006). The choice of grounded theory was based on the researcher's inability to know beforehand what the essential matters are and how these matters relate in the formation of educational aspirations. The grounded theory process constructs the theoretical components as they emerge from the data collected (Corbin & Strauss, 2007; Charmaz, 2014).

3.3 Research Paradigm

Paradigms are "abstract underlying ideas and beliefs that inform the research" (Creswell & Porth, 2017) and "basic set of beliefs that guides action" (Guba, 1990). These beliefs are brought to the process of research by the investigator and they may be referred to as worldviews (Creswell et al., 2011) or philosophical standpoints. Creswell (2011) underscores the importance of deciding which philosophical standpoint to adopt when carrying out research. The philosophical standpoint, world view or paradigm implies the use of a framework that functions as a map or a guide for the scientific community. Though a paradigm remains silent in the research, it dictates important grounds for the researcher to address as well as defining acceptable theories or explanations, methods and techniques to solve the defined problem (Usher, 1996). A research paradigm therefore does not only provide a research model to conducting research that has been verified by the research community (Louis, Lawrence & Keith, 2000), but a research paradigm is also "a framework or philosophy of science that makes assumptions about the nature of reality and truth, the kinds of questions to explore, and how to go about doing so" (Rehman, & Alharthi, 2016). Essentially, there is no paradigm that is better than or superior to the other. The choice of the paradigm to be adopted in any study is informed by the ontological, epistemological and the methodological assumptions of the researcher. Ontology is concerned with the nature

of reality. Epistemology is concerned with what can be known and the relationship between the knower and what can be known. Methodology is concerned with how knowledge is gained (Scotland, 2012; Guba & Lincoln, 1994). Any research undertaking, therefore is informed by a particular philosophy or paradigm (Corrine, 2011). Understanding and comprehending the research paradigm before embarking on any research becomes imperative because it not only clarifies the nature of the inquiry, but it also determines the methodology and the characteristics of the outcomes expected.

There are varied paradigms based on the ontological foundations of the scholars. The paradigms are distinct in how they define knowledge and how knowledge is ascertained. Creswell, (2014) proposes four paradigms: Positivist/post positivist, social constructivists, transformative worldview and Pragmatism. Neuman, (2011) proposes three main paradigms: Positivism, Interpretivism, and Critical research. Kishun and Vashishtha (2019) classify research paradigms into positivist and phenomenological paradigms. The choice of a paradigms is based on the researcher's ontological foundations, the nature of the problem under study as well as researcher's preference.

Positivism is a paradigms that view the social world as comprised of a set of facts that simply need to be uncovered and described in neutral terms" (Marvasti, 2004).The philosophical perception is that reality is describable by measurable properties and therefore it is objective (Opie & Brown, 2019). In this world view, the world can be investigated in an objective way because it is ordered and not random.

Critical paradigm takes "life as a virtual reality shaped by social, political, cultural, economic, ethnic, and gender values crystallized over time" (Lincoln et al., 2011). The

assumption is that social reality is produced and reproduced by people and the focus of critical research should be empowering the people to transcend the constraints placed on them by race, class, and gender (Kenneth & Brian, 2017; Asghar, 2013).

3.3.1 Social Constructivism

Social constructivism is a key research paradigm (Denzin & Lincoln, 2011). As the Social constructivists are concerned with how human interactions help to create social reality. Social constructivists believe that human beings 'do not find or discover knowledge so much as they construct or make it' (Roya & Hanieh, 2015; Schwandt, 2000). The meanings are negotiated socially and historically and they are therefore subjective. There are multiple realities, and knowledge is subjective and value laden. Social constructivists believe that individuals seek understanding of the world in which they live and work. In so doing they develop subjective meanings of their experiences, objects, things and interactions in their social environments (Bada, 2015; Lincoln et al., 2011).The meanings and realities are social constructions. Because the meanings are varied and multiple, the researcher's focus is the complexity of the views rather than a constricted and narrowed view as is the case with positivists. The goal of research according to this paradigm is to rely as much as possible on the participants' views of the phenomenon being studied. The aim being to understand and reconstruct the constructions that people initially hold, looking for consensus but still open to new interpretations (Guba & Lincoln, 2000; Schwandt, 2007). Social constructivism research is dependent on qualitative data and the main aim is to understand the social life by interpreting this data to understand the phenomenon being studied" (Bryman, 2016; Neuman, 2011). The emphasis here is not on 'why' but on 'how' phenomena is socially constructed and the works and practices that go into creating the social world (Gubrium & Holstein, 2001).

The researchers' philosophical assumption in this orientation is that reality is complex and multiple; subjective and ever changing (Merriam & Grenier, 2019). Because reality is made up of experiences, interactions, events, belief systems and discourses that people are part of it becomes a social construction. Access to reality can only be done through social structures such as language (Wielder, 2015). Meaning too is not definite but it is dynamic and socially constructed through interactions and interpreted through the actors, based on the definition that people attach to it. The researchers are not neutral because the research is conducted in the peoples' natural social setting. Qualitative data is preferred. The researcher expects multiple interpretations and explanations for what happens in the research (Saunders et al., 2000). Social constructivists focus on how people interpret and make meaning of some objects, events, actions and perception with the context defining the situation (Myers, 2013; Corrine, 2011). This research paradigm allows the researcher to "understand how others understand their world" (O'Donoghue, 2018).

This study aims not at finding a fixed reality for generalization but at understanding human behavior in specific contexts. Saunders et al. (2016) assert that there is no better philosophy than the other because each one can only be better than the other at doing different things in the research process. Thus, the research questions and the research context determine the research philosophy to be adopted. For this study the assumption of the nature of reality being studied presupposes a social world that cannot be studied using the rigor in positivism with highly structured methodologies, testing of hypothesis and generation of numerical data or the social critique advanced in the critical paradigm. For this study, social constructivism paradigm offers a more analytically sound approach to understanding the social problem under study. This research sought to explore the role of social capital in the formation of educational aspirations of Day

Secondary school students. "Rather than testing a hypothesis, the research questions are concerned with "how" in a specific social context" (Saunders et al., 2016; Oates, 2013) and this has the possibility of leading to multiple explanations and interpretations. In justifying the choice of the social constructivism paradigm Crotty (1998) assumptions guide the arguments.

    i.   Meanings are constructed by human beings as they engage with the world they are interpreting. Qualitative researchers tend to use open-ended questions so that participants can express their views. The rationale behind this being that human beings engage with their world and make sense of it based on their historical and social perspectives (Creswell, 2013).

    ii.   Human beings are born into a world of meaning bestowed upon them by their culture. Thus, qualitative researchers seek to understand the context or setting of the participants through visiting this context and gathering information. The strength of the data analysis therefore is in linking findings to the context to form a web of interrelated meaning.

    iii.   The basic generation of meaning is always social, arising in and out of interaction with the human community. The process of qualitative research is largely inductive, with the inquirer generating meaning from the data collected in the field. This, unlike with a positivist approach, allows the researcher to be flexible with the methods. Furthermore it can capture the meanings, understandings and perceptions of what makes reality.

The assumptions above are key in understanding the social process of meaning construction. This paradigm is appropriate in social study cases in educational settings due to the uniqueness and the complexity of the school set up, especially in teaching and learning which encompasses social behaviors resulting from interactions of

learners, teachers, members of the community and their social environment (Saunders et al. 2009, 2016). This paradigm speaks to my research and was deemed appropriate to investigate the social problem which as much as possible was to rely on the participants' views of the situation under study. The choice is also based on the assumption that the researcher's only way of understanding and exploring the research problem is through the meanings people assign to the issues within their specific social context.

3.4 Research Approach

A research approach articulates the broad assumptions, what data is required, what methods are going to be used to collect and analyze the data, and how all of this is going to answer the research question (Creswell, 2014). Creswell (2013,) identified three approaches to research: Qualitative, Quantitative and Mixed methods approach. As is the case with the positivistic/constructivist debate, quantitative and qualitative methods do not represent disciplinary absolutes. There is much overlap between the two, both in practice and theory thus, these methodological approaches should not be viewed as diametrical opposites (Marvisti, 2004). The choice of either qualitative, quantitative, or mixed methods approaches, is not only determined by the philosophical paradigm, research design, and research methods, but also by the problem under study, personal experiences of the researcher, and the audience(s) for whom the report will be written (Patoo, 2002). Eyisi (2016) argues that qualitative and quantitative approaches should not be considered as two distinct categories. Instead, they should be thought of as equally valid but two different ends of a continuum. Following this argument therefore, a study is more quantitative than qualitative or vice versa (Kaya, 2013) with mixed methods, which ideally includes both qualitative and quantitative approaches existing in the middle of the continuum. Both quantitative and qualitative research involves an

explicit (auditable), disciplined and a systematic approach to finding things out using the method most appropriate to the question being asked (Silverman, 2001).

3.4.1 Qualitative Research

Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem (Creswell, 2014). Jwan and Ong'ondo (2011) define qualitative research as an approach to inquiry that emphasizes a naturalistic search for relativity in meaning, multiplicity of interpretations, particularity, detail and flexibility in studying a phenomena or the aspects of it that a researcher chooses to focus on at any given time. Qualitative research provides a detailed description and analysis of the quality, or the substance, of the human experience (Silverman, 2011). In a qualitative inquiry, the researcher describes a research problem that could best be understood by exploring a concept or phenomena. For this reason the studies are detailed and in-depth when following a qualitative research route (Patton, 2002). Characteristics of a qualitative research problem include among others the nature of the phenomenon being not suited for quantitative measures (Morse, 1991).The qualitative research process includes questions and procedures where data is collected and analyzed inductively to build general themes or theories (Creswell, 2013 ; Kaya, 2013). In qualitative research, the researcher approaches field work without predetermined categories of analysis. This contributes to openness, depth and a level of detail. Qualitative research also focuses on meaning to individuals and the importance of causes of contextual complexity. The emphasis is on words describing people in real in-context situations and observations rather than numbers that quantify data (Creswell, 2013). In comparison to quantitative research, Bryman (2016) describes qualitative research as being more fluid and flexible form of research, as it seeks to discover new findings that may lead the researcher to flex their research plan.

This form of research is related to context and in fact it is sensitive to it, giving the research the ability to examine deeper understanding of the complex social phenomenon (Punch, 2005). According to Hashimov (2015) qualitative data focuses on events that occur in their natural surroundings. Additionally, it provides enhanced descriptions, and through flexibilities in data collection tools and time, qualitative data provides a fuller guide of the research context. Denzin and Lincoln (2005), explanation of a qualitative approach places emphasis on the qualities of entities and on processes of meaning creation that are not experimentally examined or measured in terms of quantity, amount, intensity, or frequency. Qualitative researchers therefore stress the socially constructed nature of reality, the intimate relationship between the researcher and what is studied, and the situational constrains that shape inquiry.

"Analysis of words is the main criticism facing qualitative research, as it is argued that they do not often provide enough details regarding data analysis" (Almalki, 2016). Regardless of this, Newman and Benz (1998) stress that "qualitative research frequently provides foundation strategies and starting points that may be followed up by quantitative research".

3.4.2 Current Research Approach

This study is social in nature. The focus is on unquantifiable attributes such as views, perceptions and aspirations of people, thus a qualitative research approach is deemed appropriate for the kind of data required for the study. The approach allows for an in-depth study with fewer participants and gives room for flexibility with methods. This enables the researcher to interact with the participants by conducting interviews and focus group discussions as well as observations and document analysis. A qualitative approach was adopted as a tool to help "describe and interpret interviewee experiences" (Creswell, 2013). The approach capitalized on the principle strengths articulated by

Maxwell (2012) through its ability to: Understand the meaning from the participants' perspective of their social experiences.

3.5 Description of the Study Area

3.5.1 Location and size

This study was carried out in Kericho County, Kenya. The county is in the South Rift of the Great Rift Valley about 256 kilometers from Nairobi the capital city of Kenya. The county boarders Nakuru County to the East, Kisumu County to the West, Bomet County to the South, Nandi County and Uasin Gishu County to the North West, Baringo County to the North and Homabay County and Nyamira County to the South West. The county occupies an area of 2,479 square kilometers (Appendix X). The study targeted the day secondary schools and it was done in one public day secondary school.

Kericho County has six sub counties /administrative units.

Table 3.1: Area by Sub-County and Administrative unit

S/NO.	Sub county	Area (Km^2)	No. of locations	No. of sub locations
1	Kericho East	239.9	11	24
2	Kericho West	337.4	12	27
3	Soin/Sigowet	473.2	13	38
4	Kipkelion West	333	16	35
5	Kipkelion East	774.4	14	32
6	Bureti	321.1	19	53
	TOTALS	2479	85	209

Source: County Commissioner's office, Kericho, 2013

3.5.2 Justification of the study area

The county is known for its rich and diverse agricultural produce and specifically as the home of Kenya's tea farming. It hosts multinational companies that grow tea in large plantations creating employment for not only the residents, but also people from other counties. This makes the county cosmopolitan. The other areas with no tea plantations

are endowed large tree plantations and small scale agricultural farms. According to the Kericho County Integrated Development Plan 2018-2022, the mean land holding size is 0.9 ha for the small farm holders, and 14 ha for large scale holders. The plan also notes that 53.4% of the population is economically inactive leading to poverty and high dependency. Employment in large scale tea farming, small scale subsistence farming and trading are the main sources livelihood. However, the forests which cover 68,028 ha as illustrated in the table below are a reprieve for the residents as they support the economy through timber processing business as well as providing free farming land to residents between tree harvesting and tree planting season, a mandate executed by the Kenya Forest Service. This in a way compensates for the small pieces of land residents own.

Table 3.2: Areas of Natural and Planted Forests

	Natural forests (Ha)	Plantation (Ha)	Total (Ha)
Makutano	1,913	3,561	5,474
Tendano	5,847	877	6,724
Kericho	24,102	1,000	25,102
Londiani	5,311	3,705	9,016
Malagat	1,749	1,389	3,138
Kuresoi	5,021	2,346	7,367
Sorget	3,501	3,555	7,057
Masaita	3,112	1,040	4,152
Total	**50,554**	**17,474**	**68,028**

Source: Kenya Forestry Service, Kericho 2017

In a county with unemployment rate of above 50%, poor transportation network, poor infrastructure and no modernized agriculture among the small scale farmers, families are not able to meet the educational needs of their children. The social capital deficit has been exacerbated by minimal interactional network, low investment in education by the community, poorly resourced schools that are distances apart, high school dropout rate and low transition rate from secondary school to post-secondary

institutions. Day Secondary School students who have to contend with these multiple challenges every single day. This has had a devastating effect on social capital formation and by extension their educational aspirations.

3.6 The Sample and the Sampling Procedure

"Sampling is the process of selecting a subset or a sample unit from a larger group or population of interest in order to address the research questions" (Tashakkori & Teddlie, 2010). Together with selecting individuals for the study, sampling is also about decisions regarding the settings and the social processes (Miles & Huberman, 2014). Sampling offers an alternative when the researcher cannot interview or survey the whole population and when there are time or budget constraints" (Saunders et al. 2016). A sampling design is a plan of action meant to obtain a sample from the target population. Two major sampling techniques are identified, probability sampling and non-probability sampling (Saunders et al., 2016). Probability sampling is closely associated with quantitative research while qualitative researchers tend to use non-probability sampling. Qualitative research is characterized by small number of participants (Creswell, 2013) as opposed to a representative sample expected in quantitative research (Strauss, 1987). Ritchie, Lewis, Elam, (2003) identify three reasons why a representative sample meant for generalization is not of importance in qualitative research.

i. The point of 'diminishing return'. This implies that using larger samples will not contribute to the study simply because the phenomenon needs to appear only once in order for it to be part of the analysis. The sample size is dependent on the idea of saturation. Charmaz, (2006) asserts that one stops collecting data when the categories or themes are saturated and fresh data no longer sparks new insights or reveals new properties.

ii. Qualitative research is concerned with understanding the phenomenon under study and therefore the frequency of incidents is not the main concern.

iii. Rich detailed information is usually retrieved from qualitative research and in order to do this thoroughly sample sizes need to be kept to a reasonably small scale (Ritchie et al., 2003).

Therefore qualitative researchers work with small populations and sampling is not meant for generalizations. Qualitative studies aim to illuminate and understand complex social issues and are useful in answering humanistic why and how questions. An appropriate sample for qualitative studies is one that adequately answers the research questions (Dworkin, 2012).

"In qualitative research, purposive sampling is the most used sampling technique" (Bryman, 2012; Miles & Huberman, 2014). Since proportionality is not a concern, the logic and power of purposeful sampling lies in selecting information rich cases for in-depth study (Patton, 1990). Representativeness of the sample is not important either since the results are not meant for generalization. The main idea is to focus on particular characteristics that are of interest and those that will enable the researcher answer the research questions. It involves selecting participants who have key knowledge and information related to the purpose of the study (Suri, 2006). "Information rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research" (Pattoo, 2002). Purposive sampling is also referred to as criterion based or judgment sampling. The researcher makes a decision to pick out a sample using a criterion considered important for the particular study (Yogesh, 2006).

The sampling procedure started with a purposive sample framework including the number of secondary schools in each of the counties in Kenya. The counties were categorized according to the total number of secondary schools in the county as per the

Ministry of Education Statistical Booklet 2016. Ten categories were created as illustrated in the table below.

Table 3.3: Purposive sample framework of secondary schools

Number of secondary schools	Name of the counties	Total no. of counties
0-50	Isiolo, Lamu, Marsabit, Samburu, Tana River, Wajir	6
51-100	Garissa, Kwale,Mandera, Taita Taveta, Turkana	5
101-150	West Pokot, Narok, Mombasa, Laikipia, Kajiado, Elgeyo Marakwet	6
151-200	Baringo, Busia, Kirinyaga, Nyamira, Tharaka Nithi, Vihiga	6
201-250	Tranzoia, Siaya, Nyeri, Nyandarua, Nandi, Kericho, Embu, Kilifi	8
251-300	Uasin Gishu, Kisumu, Bomet, Migori	4
301-350	Homabay, Muran'ga Nairobi	3
351-400	Bungoma,Kisii, Meru,	3
401-450	Kakamega, Kiambu,Kitui, Machakos, Makueni	5
451-500	Nakuru	1

Counties categorized as per the number of secondary schools.
Source: Ministry of Education 2016 statistical Booklet

Categorized above are counties based on the number of secondary schools in each. Taking the lowest number of secondary schools in each county to be one and the highest to be five hundred, the category where the highest number of counties fell was sampled. Eight of the counties that fell within that category (201-250) were selected. This category had the highest number of counties as illustrated by table 3.3. In each of the counties in the selected category the total number of secondary schools was listed and the average secondary school size was considered as the table below illustrates.

Table 3.4: Total number of secondary schools listed and the average secondary
school size

Name of the county	No.of Sec. Schools	Average school size
Tranzoia	244	285
Siaya	243	315
Nyeri	242	288
Nyandarua	224	255
Nandi	249	223
Kericho	213	295
Embu	205	226
Kilifi	206	267

Number of schools and the average school size of the sampled counties.
Source: Ministry of Education 2016 statistical Booklet

Out of the eight counties that that had between 201-250 secondary schools Kericho
County was purposively sampled. Though it did not have the highest average school
size as illustrated in the table above it offered more diverse social cultural experiences
evidenced by the multinational companies that hire human resource across the country
and therefore deemed more cosmopolitan.

Secondary schools in Kericho County were categorized as per the ministry of education
status and the projected form one slots presented as the table below illustrates.

Table 3.5: Category of secondary schools in Kericho County and their projected
form one slots in 2019

School category	Projected form one slots 2019 Kericho county
National Schools	672
Extra County Schools	2847
County Schools	4725
Sub County Schools	13795
Private Schools	495
Totals	22534

Source: Kericho County Education office.

The sub county schools which are mainly day secondary schools were purposively
sampled. They had a pivotal significance in this school level since they carried the bulk
of students. The day secondary school students have their unique characteristics.

Compared to students in national schools, extra-county schools and county schools, they have lower KCPE marks. Being in day schools, the students are also in constant social contact with the home and community. This social environment and its role in formation and development of educational aspirations is the focus of this study. The study aims understand the process of their formation.

The distribution of the secondary schools in each of the six sub counties was considered. The table below illustrates the distribution of different categories of secondary schools in the sub counties.

Table 3.6: Distribution of different category of schools in Kericho County.

Sub county	National Schools	Extra County Schools	County Schools	Sub county Schools	Private Schools	Total
Ainamoi	1	5	3	24	1	34
Belgut	1	4	5	19	2	31
Bureti	-	8	15	37	4	64
Kipkelion East	-	3	6	29	-	38
Kipkelion West	-	1	4	27	1	34
Soin/Sigowet	-	2	3	28	1	34
Total						**235**

Source: Kericho County Education office.

Kipkelion East Sub County was purposively sampled for the study. Qualitative research samples are purposively solely selected by their capacity to provide information relevant to the phenomena under study the focus being the researcher to understand the social life of the participants beyond the ordinary and manifest meaning (Crouch, & McKenzie, 2006). Kipkelion East was the only sub county without a private secondary school. Studies have found that the emergence of private schools is an outcome of the desire to pursue higher quality education (Bold, Kimenyi, & Sandefur, 2013). Though costly, in Kenya private schools are not only demand driven, but are also quality driven. The absence of a private school in the sub county was indicative of not only economic

inability, but possibly also lack desire and demand. This had a bearing on investment in education by the community.

From the table above Kipkelion East Sub County had twenty nine sub county secondary schools. The choice of the sample school was based on qualitative research approach principles. The small sample also supports depth of data collection and analysis which is fundamental in this model. This agrees with Thomson, (2010) who posits that the number of the participants needed is determined by the usable data provided. The sample size in a grounded theory study must be representative of everything that can possibly be observed (Ary, Jacobs, Razavieh & Sorenson, 2006).One day secondary school in the sub county was purposively sampled. The sampled day secondary school was deemed information rich case related to the phenomenon. Its location in between areas of natural and planted forests namely Tendeno, Sorget and Malagat forests naturally delinked it from other areas. The forests also offered farming land and logging business opportunities. Purposive sampling method was also used to gather information rich participants. The form four students were purposively sampled for the study. Being in their last year of secondary education cycle, the group was deemed more appropriate to respond to questions of their educational aspirations. The form four class consisted of forty nine students. Sixteen girls and thirty three boys. Based on a ranked examination they had done, the students were stratified into three strata that is the top students, the average students and the below average students. The top strata had seventeen students and the other two had sixteen students. Eight participants were purposively sampled from each strata with consideration for gender balance making a sample of twenty four students. The sampled students were divided into three focus groups for easy management of the FDG. Data was however collected from two focus groups that comprised of eight students each. The participants met the

"representativeness" and saturation goals. The school had a total of fourteen teachers. The principal and the deputy principal were theoretically sampled. By virtue of their administrative positions of management and leadership in the school their input was of particular interest to the developing theory either through contrast or confirmation of that theory (Bloor & Wood, 2006). They were deemed information rich since they understood the learners beyond the routine class attendance and therefore gave more insight about the phenomenon under study. They also served as the link between the school as a social institution and the other social institutions in the community. The form four class teacher was also sampled, but in this case the deputy head teacher happened to be the class teacher. The dual role gave the class teacher some administrative insights when discussing about the class. Teachers were stratified into two strata based on the employment and deployment status, that is, whether they were BOM or TSC employed. This was an important attribute that had a bearing on other teacher characteristics that were important for the study. The TSC employed teachers were sampled for the study. One subject teacher was purposively sampled based on the willingness to participate in the study.

The school chaplain, the school guiding and counselling teacher and the career guidance teacher were also part of the sample, however, the school had no one assigned to be in charge of these areas, however the data gaps were filled by the class teacher and the principal who gave insights on the areas of chaplaincy, guiding and counselling and career guidance.

Parents of the sampled students were selected for the study. Two parents, a man and a woman were conveniently sampled. This was done through the guidance and advice of the deputy head teacher. They were purposively sampled based on their willingness to attend and participate in the school functions when called upon. The area chief was to

be interviewed, but the researcher did not get an appointment with him. The absence of his voice however did not affect the study since during the interviews and the FDG, the other participants alluded to the role the chief had played in education matters in his location. The data collected from the participants, documents and observations helped the researcher understand the phenomenon under study.

Table 3.7: Sample size for the study

Category of participants	Number	Sampling strategy
Principal	1	Purposive
Deputy Principal	1	Purposive
Subject teacher	1	Stratified/Purposive
Parents	2	Purposive/ convenient
Form four class	1 stream	Stratified/Purposive
Students	12	Stratified/purposive
Total	**17**	

3.7 Research Instruments

Generally research has are two types of data: primary data and secondary data. Primary data refers to the data collected through surveys, interviews, observations and focus groups while secondary data refers to the information collected from existing sources such as publications, internal records and databases (Collis &Hussey, 2009; Saunders et al., 2009,). Qualitative researchers collect multiple data themselves through examining documents, observing behavior, or interviewing participants in their natural setting (Creswell, 2014).They do not tend to use or rely on questionnaires or instruments developed by other researchers (Tashakkori & Creswell, 2007). Patton, (2002) advocates the use of multiple methods by stating that combining methods through triangulation strengthens a study. This study collected both primary and secondary data. Primary data was in voices from interviews, FDGs and field notes from observations. Secondary data was from the documents availed.

3.7.1 Interview Guide

An interview is a method of collecting data that involves presentation of oral verbal stimuli and replies in terms of oral verbal responses (Kothari, 2004). Interviews are a common tool used in most of qualitative research. The process of "interviewing is one qualitative data collection tool involving questioning the interviewee" (Anyan, 2013). Interviews can be conducted face to face, on the telephone or over the internet. According to Kvale and Brinkman (2015), an interview is where "knowledge is constructed in the interaction between the interviewer and the interviewee." Because qualitative research deals with human issues of a social nature, interviews allow participants to report their thoughts and experiences thereby giving important insights, this therefore makes interviews one of the most important sources of data in qualitative research (Jwan & Ong'ondo, 2011).

Interviews are either structured, semi-structured, or unstructured (Saunders et al., 2009). The Semi-structured type were used because it provided a structure focusing on the main points, with the ability to design and redesign the interview structure depending on the flow of the interview (Adams, & Cox, 2008). Using one-to-one in-depth interview was advantageous since it encouraged personal thoughts, and gave the interviewer the ability to notice the non-verbal feedback (Legard, Keegan, & Ward, 2003). In qualitative research the number of interviews required is dependent on the purpose and the saturation point when no new information is reached.

The aim of the semi-structured interviews with the parents was to gain data pertinent to answering research questions one and two, the teachers to answer questions three. The researcher used a structured interview schedule to conduct a face to face in-depth interview (appendices IV, V). The semi structured schedule was suitable for the study because it not only gave a focus on the main points, but it also allowed the flexibility

to redesign the interview structure depending on the flow of the interview. In qualitative research this is considered a means to increase reliability and credibility for each of the subsequent questions. The structured interview schedule also allowed the researcher to focus on understanding the central problem and probe on the issues of concern. The interviews were guided by the research questions and were structured but open- ended enough to allow the discovery of new ideas and themes. The tool was used to collect data from the principal, the deputy principal, the subject teacher and the parents and they lasted between forty five minutes and one hour. The interviews were an appropriate tool for these participants to report their thoughts and experiences thereby giving important insights about their reality. The interviews were tape recorded to allow the researcher capture all the data and later transcribed.

3.7.2 Content Analysis of Documents

Content analysis of documents is a systematic procedure for reviewing or evaluating documents both printed and electronic (Bowen, 2009).Documents are tools in data collection meant to corroborate information collected through interviews. This involved perusing and sifting through a collection of documented items for information. The researcher had access to various school documents that produced relevant information for the research. The researcher focused on documents ranging from the year 2014-2018. These were deemed more appropriate because they captured the same time period the sampled class had been in school. The data was collected after data from the teachers and the parents was collected. The data was used to corroborate the interview data.

The BOM minutes files and the teachers' staff meeting minutes for the same period were analyzed. The minutes are a record of deliberations of a group or organization. The ten full board of management minutes, gave a snapshot of the activities of the board for the specified period. Data from the teaching staff meeting minutes had insight to

aspects of the school that could not be captured in the interviews. Other documents analyzed included the visitors' book which keeps a record of names of important visitors and purpose(s) of the visit.The content analysis of documents was guided by the themes created for interview data. Document analysis included looking at the policy documents of the school such as the mission statements, vision statement, strategic plans, annual reports, and any other availed relevant document. The process entailed turning the data into useable evidence. The data gathered from the documents was selected based on the research questions. This was quite crucial when interrogating some of the information collected in the interviews. Date gathered was crucial in corroborating interview data to do with the school and general interaction with the social environment out of school through the visitors. The staff attendance register was crucial too in interrogating some aspects of time that the teachers would be reluctant to talk about. The daily class attendance register records school attendance for each student. Regular absenteeism in particular the absence of some particular students helped the researcher to probe more on the same. The Daily Occurrence Book is a daily record of significant happenings and events in the life of a school as recorded by the teacher on duty. The record gives a summary of the activities of the school at a glance. The data was crucial in guiding the direction of the probe in the interviews. The school albums gave a glance at the recorded events in history. The documents allowed the researcher to have a glimpse in history and allowed for understanding the human interactions and the school network in and out of the school environment. The documents were key in validating interview data.

3.7.3 Observation

The goal is to view the setting in the real world in real time as it is occurring without making any type of intrusion or change (Ary, Jacobs, Razavieh, & Sorenson, 2006).

Observations provide a chance to learn things that people may be unwilling to discuss in an interview (Sipho, 2007). It can be observation of the physical setting, people's gestures, postures, activities, interactions, conversations, positions and movements (Corrine, 2011). Observation data in research can be used to authenticate interview data by verifying or nullifying information provided by the face to face encounters (Morgan et. al., 2017). The observations were carried out to answer the third research question, which was to explore how school social capital determines the educational aspirations of day secondary school students. The target for observations was the physical setting such as the classrooms, physical structures, the field and the social setting such as the student- student interactions outside class, the teacher – student interactions, the teacher- teacher interaction, the school and the community interaction through any visitors and any other interaction in the school. Data was gathered through taking field notes (Ary, Jacobs, Rzazvieh & Sorenson, 2006). The researcher was a participant observer, this allowed for flexibility as well as getting an opportunity to follow up on anything that related to the research. Observation data about the physical environment was collected the first day and field notes made, however, observations went on simultaneously with other data collection procedures. This was deemed authentic because apart from the principal, the rest of the school was not aware of the researcher's visit. The observations were not structured and neither were they based on any observation protocol but were made in the process of interaction with the participants and the environment. Data collected was key in corroborating interview and document analysis data and was analyzed along the same themes.

3.7.4 Focus Discussion Group

"Focus groups are in-depth, qualitative interviews with a specifically selected small number of people. The discussion is normally guided by a researcher using carefully

designed questions to bring out the desired information.Through moderated discussions, focus-group participants respond to open-ended questions designed to elicit responses on a range of issues and ideas. Focus groups provide new ideas and assist researchers in developing more refined questions" (Edmunds, 1999). The aim of FDG was to gather data pertinent to answering research question one which was: what is the social capital available to individual learners to form their own educational aspirations? The discussion centered on their interactions at home and school. The study had two focus groups. Each FG had eight students who participated in the discussion. The researcher as the moderator of the discussion purposed to understand the social interactions of the participants at home, school and the community, aspects that were crucial in the formation of educational aspirations. Data collected from the participants reflected the participants lived experiences which had a bearing on their educational aspirations. Each FG had a session of between eighty and ninety minutes. The sessions took place in the course of last day of data collection. The focus groups discussions were tape-recorded with the permission of the participants and transcribed verbatim. Data from the focus groups was incorporated into the thematic analysis.

3.8 Trustworthiness

Trustworthiness in qualitative research is the equivalent of validity. In quantitative research, "the terms internal validity, external validity, reliability and objectivity have been used to demonstrate trustworthiness of a research" (Denzin & Lincoln, 2011; Creswell & Miller, 2000). In qualitative research different terms for validity are used (Lincoln & Guba, 1985; Cho & Trent, 2006). Qualitative researchers have a criteria that addresses validity and reliability in qualitative research. Jwan and Ong'ondo (2011) assert that this is justifiable because the way trustworthiness is evaluated in qualitative

research is different from the quantitative approach where the validity and reliability are predominantly in use.

In qualitative research scholarship, the general argument is that a criteria cannot be created to ensure that something is true or accurate if the belief is that the concepts are socially constructed (Corrine, 2011; Tracy, 2010). Jwan & Ong'ondo, (2011), citing Lincoln and Guba (1985) define "trustworthiness as ensuring the research process is truthful, careful and rigorous enough to qualify to make the claims that it does". The table below presents comparison of terminology used to define trustworthiness in qualitative research, its equivalent in quantitative research, and the meaning.

Table 3.8: Terminology used to define trustworthiness in qualitative, quantitative research and the meaning

Terminology in qualitative research	Terminology in quantitative research	Meaning
Credibility	Internal validity	Extent to which the study actually investigates what it claims to investigate and reports what actually occurred in the field (Yin, 2003; Mason, 2002; Creswell and Miller, 2000; Bassey, 1999; Nunan, 1992).
Transferability	External validity	Extent to which the research findings may be generalized to other cases or contexts (Yin, 2003; Mason, 2002).
Dependability	Reliability	Extent to which the research procedure is clear to enable other researchers replicate the study and get similar results.(Yin, 2003)
Confirmability	Objectivity	How neutral the researcher is and to what extent s/he influences the findings Hammersley and Atkinson, 1995).

Source: Adapted from Qualitative Research: An Introduction to Principles and Techniques (Jwan & Ong'ondo, 2013)

3.8.1 Credibility

Credibility parallels internal validity in quantitative research. It interrogates the question of whether the researcher has accurately represented what the participants think, feel and do and the processes that influence their thoughts and feelings (Lincoln & Guba, 1981). For this study credibility was ensured by reviewing of key concepts, triangulation of data collection tools, chain of evidence and member checking. Supervisors who are experienced researchers were involved in reviewing the key concepts and operationalizing them. Triangulation of data collection tools was ensured by using different tools. These were- content analysis of documents, observations, focus discussion groups and interviews. Chain of evidence was ensured by varying data collection time and schedule. Interviews, observations and focus discussion were done interchangeably. The head teacher and the deputy head teacher were interviewed first, the data collected made it possible to seek clarification and explanations in the subsequent interviews. Observations on the physical settings were made the first day while observations on social interactions went on throughout the data collection period. Data from the documents was collected depending on the documents availed. Focus discussion groups were done last. The researcher gave drafts of the report to one research participants to verify whether the reporting was accurate.

3.8.2 Transferability

This is a criterion that parallels external validity in quantitative research. This refers to the degree of similarity between the research site and other sites as judged by the reader. It is the extent to which the findings of the study could be relevant to or applicable to other contexts in which the study was not done. Generalizability or transferability may not be possible in qualitative research (Misco, 2007). It is agreed that in human behavior, generalization from one group to another is often suspect because there are

often too many elements that are specific to the group or institution. However, in qualitative research transferability is not about the extent to which research findings may be generalized to other contexts, but is about how well the study would help the reader to make an informed decision on whether similar processes would work in their own contexts by understanding in depth how these processes occur in a research site. Transferability was achieved by describing the steps of the study in a manner that another researcher through the same manner of gathering and analyzing the data can reproduce the same, though with different results.

3.8.3 Dependability

This is a criterion that parallels reliability in quantitative research. It refers to whether one can track the procedure and processes used to collect and interpret data. Yilmaz, (2013); Ponterotto, (2006) as cited in Jwan and Ong'ondo, (2011), assert that, care has to be taken to make a thick description of the entire research process, and to clarify the constructs in such detail that a similar study could be done again in another context, if necessary. Dependability entails a thick description and interpretation by the researchers of observed action, the setting and the procedure in adequate detail that provides a context for understanding the voice of the participants and the study results. A thickly described discussion section merges the participants' lived experiences with the researchers' interpretations of these experiences. Dependability was ensured through consistent steps in research and close examination of raw data against the coding. All interviews were recorded and transcribed word for word and reported thoroughly in order to help the reader understand the process.

3.8.4 Confirmability

This is the degree of neutrality or the extent to which the findings of a study are shaped by the participants and not the researcher bias, motivation, or interest (Lincoln & Guba,

1985). A detailed process of data collection, analysis and interpretation provides a confirmability audit trail. Data checking helps to avoid the reality of subjectivity in qualitative research (Trochim, 2006).

3.9 Data Collection Procedure

3.9.1 Preparation before field

3.9.1.1 Pilot Study

After getting all the research approvals, a pilot study was conducted. Wilson, (2010) defines the pilot study as a smaller scale study conducted prior to the main research. It is carried out to test ideas, refine different aspects of a study such as research design, data collection tools, as well as analysis and presentation (Yin, 2009). The main purpose of the pilot study was to increase research trustworthiness by trying out the research methods and their appropriateness. A pilot study was necessary for this study to assist the researcher make appropriate changes before field work. The pilot study took place in a Day Secondary school in Uasin Gishu County. The school was comparable in characteristics to the case school. Both schools were day secondary schools in a rural setting and were similar in infrastructural and human resource development. Access to the school was gained through personal contacts gained earlier. The school neighborhoods shared characteristics demographically and economically. The same cadre of participants was targeted. The pilot study was conducted with ten members, the principal, one focus group of eight form four students and one guidance and counselling mistress. Piloting was to ensure that the research instruments were appropriate and would capture data accurately prior to being transcribed and analyzed. The insight gained helped to refine the interview schedules by reframing the questions to avoid repetition and redundancy as well as eliminating some interview questions. It also helped to assess the approximate time for an interview.

3.9.1.2 Field Work

The data collection exercise begun after obtaining all the ethical approvals. The procedure started with the researcher visiting the study area before hand for familiarization and booking of appointments with the targeted participants. The field work was intended to take three days, but it took five days. The deputy principal was instrumental in assisting the researcher get the participants. All the participants voluntarily participated in the research after being informed of the purpose of the study. Data was collected by observations, document analysis, and focus discussion group with the students and face to face interviews with the teachers and the parents. Observation of the physical environment and the school general structures happened first and field notes taken. Observation of the interactions within the school happened throughout the research period. The interviews were guided by the research questions that were open ended enough to allow for probing, clarifications and follow up. The deputy principal's interview were done first, then the principal. One FDG followed, then the subject teacher interview, then the second FDG, the parents' interview and lastly the document analysis was ongoing depending on the availed documents. The purpose of the document analysis was to corroborate the data collected and the preliminary findings of the study. Data from the documents and observations was analyzed and coded thematically for corroboration of findings from the interviews and focus discussion groups.

The interviews and focus group discussions were tape-recorded with the permission of the participants and transcribed verbatim.

3.10 Data Analysis

Data in qualitative research is mainly in form of words. Jwan and Ong'ondo, (2011) summarize data analysis in qualitative research as a systematic process of transcribing,

collating, editing, coding, and reporting the data in a manner that makes it sensible and accessible to the reader and the researcher for purposes of interpretation and discussion.

3.10.1 Transcribing the Data

This is the first step in qualitative data analysis (Braun & Clarke, 2013).This step involved the researcher turning all data from verbal form (all interviews and focus group discussions) and non- verbal forms to the written form. This involved transcribing everything, all the utterances, speech fillers, pauses and repetitions. The observations and documents were already in transcript form. The researcher got an assistant to aid in typing the transcriptions.

3.10.2 Re-familiarizing with the Data

This process is also known as pre-coding. It is purposive reading aimed to question the record, add to it, comment on it and look for ideas that lead the researcher from the particular text to themes in the research *(*Watt, 2007*)*. This enabled the researcher to re-familiarize with the data (Jwan & Ong'ondo, 2011). This was done after the initial transcription phase. The pre-coding phase also shaped the researcher's reflections and thinking about the data and influenced the coding stage. The researcher read each and every transcript for purposes of forming a general idea of what the data was presenting in relation to the study objectives. The stage formed the researcher's initial thoughts about the data.

3.10.3 Coding

The process of coding is central to qualitative research and involves making sense of the data collected from the FDG's interviews, observations, and documents. Coding involves aggregating the text or visual data into small categories of information, seeking evidence for the code from different databases being used in a study, and then assigning

a label to the code (Creswell & Porth 2016).Coding is how the researcher defines what the data being analyzed is about (Green et.al., 2007). It is a progressive process of sorting and defining and defining and sorting those scraps of collected data (Glesne, 1999). A code is a label or headline that is given to a particular chunk of data that is highlighted and grouped as making a particular point relevant to a study (Jwan & Ong'ondo, 2011). The codes emerged from the data through open and in vivo coding. Open coding allowed for several codes from the data collected while vivo coding allowed the researcher maintain the participants' wording of their views in the coding itself (Charmaz, 2006). The data from the head teacher's interview was coded first, then the deputy head teacher, the subject teacher; the parents and lastly the focus group discussions. Codes generated in the first set of transcripts were used in the subsequent sets in addition to any new emerging codes. The same codes were used for data emerging from observations and documents analyzed. The open and in vivo codes were analyzed in to themes that aided in the interpretation of data.

3.10.4 Reporting

This is the stage when the researcher takes the story from the mouth of the participants and reports it to the readers by paraphrasing the statements of the participants and only retaining a few direct quotation to give credibility (Jwan & Ong'ondo, 2011).The study objectives were considered when reporting. This phase gave rise to the presentation chapter. This involved reporting on what the participants were consistent about and /or what they differed on. The reporting section involved ensuring that each research question was responded to by the themes identified.

3.11 Ethical Approval

Zimbarbo, (1984) as cited in Obuya & Ong'ondo, (2020) define research ethics as the moral principles that guide research from its inception through to its completion and

publication of results. Ethics embody individual and communal code of conduct based upon adherence to a set of principles. Ethical approval procedure started with an introductory letter from Moi University, introducing the researcher as a student at the institution. The letter also confirmed that the research was solely meant for academic purposes. A research permit was obtained from National Commission for Science, Technology and Innovation (NACOSTI) before data was collected. The permit was used to secure permission from the principal where the study was carried out. The researcher visited the study area before to book appointments with the participants. Before conducting the interviews and FGD the participants was briefed about the research. The information sheet that stated the purpose and aim of the research was given before starting the interviews. Participants were informed about their rights to privacy and of data confidentiality. They were also informed of their right to withdraw from participating in the study at any time they felt uncomfortable with it. Participants signed the consent forms. The consent forms clearly stated that participation was voluntary. In order to record the interviews, participants' approval was sort. This was clearly and explicitly stated in the consent forms. Permission to have a FGD with the students who were assumed to be under eighteen years was sought from the school principal who gave consent on their behalf. Anonymity was maintained by replacing participant's names with labels.

3.12 Chapter Summary

Chapter three presented the methodology adopted for the study in order to answer the research questions. The choice of social constructivism paradigm was justified; the approaches and their relevance to the social nature of this study were discussed; the sampling procedure and how it was done explained; trustworthiness in qualitative research and how it was ensured detailed; the step by step research procedure in

qualitative approach explained; ethical approval and procedure followed explained and finally the data collection and analysis procedure presented.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

The section presents the study findings. The purpose of this study was to interrogate the role of social capital in the process of educational aspirations formation specifically for Day Secondary school students. There were four guiding questions that provided the basis of the study: (a) What is the social capital available to individual learners to form their own educational aspirations? (b) How do family units develop and use the available social capital to influence educational aspirations of their children? (c) How does the school social capital determine the educational aspirations of day secondary school students? (d) How can a social interaction model enhance social capital development in day secondary schools? The description of the rich data collected during the study and the results after analysis is presented to answer the research questions.

4.2 What is the Social Capital Available to Individual Learners to Form Their Own Educational Aspirations?

Social capital is a resource that can be mobilized for purposive results. It is key in facilitating educational endeavour especially the educational aspiration formation. Just like financial and human capital are key in educational setting, so is the social capital in students' educational aspirations. After coding, the learners' social capital was put into three significant categories: the family, the learners' social interactions and the learners' educational aspirations.

The family.

The learners' Social interactions.

The learners' educational aspirations.

4.2.1 The Family

To the leaner, the family is at the core of any educational endeavour through the physical presence and the resources inherent in it. Data on the family was key in understanding the educational aspirations of the students.

The family size.

The students' ranking in the family.

Siblings with post-secondary education.

Parents/ guardians' occupations.

4.2.1.1 The family size

Family size decisions are personal and contextual, based on religious, cultural, health or economic factors.

Table 4.1: Number of children in the family

Number of children	Number of families
3	4
4	3
5	4
6	4
Total	12

In this study the participants came from families of between three and six children. Literature discussing social capital relates a large number of children in a family with low income and general lack of necessities. Research has also proven that a family size of fewer children is more advantageous to the children as evidenced in the ability to

provide the basic needs as well as the educational needs. Studies show schooling is negatively correlated with sib ship size. That is, children with fewer brothers and sisters obtain more schooling than those with more siblings (Maralani, 2008). Young people are more likely to achieve higher levels of education if their family is limited to one or two children. In this context therefore family size of between three and six children is a large family that literature attributes general lack of resources to.

4.2.1.2 The participants' Ranking in the Family

Table 4.2: The participants' ranking in the family

The table presents the birth order of the participants.

Birth order	Number of participants
1	3
2	4
3	1
4	2
5	1
6	1

Literature about the youth points to the key role that interaction with siblings plays in the formation of social capital (Gillies & Lucey, 2006; Morrow, 1999; Seaman & Sweeting, 2004).The twelve participants represented twelve families. The participants' ranking in the family revealed that, most of them were either the first ranking in the family or among the first children in the birth order. Naturally, therefore the level and quality of interactions among siblings in those families would be dependent on them. For this study the participants, had no sib ship advantage, and consequently limited social capital formation. This meant that they lacked the relational advantage of older sibling. This also meant that, participants being among the first in the birth order were looked upon by their younger siblings as information bureaus in not only academics, but also in social life.

4.2.1.3 Siblings with post-secondary education
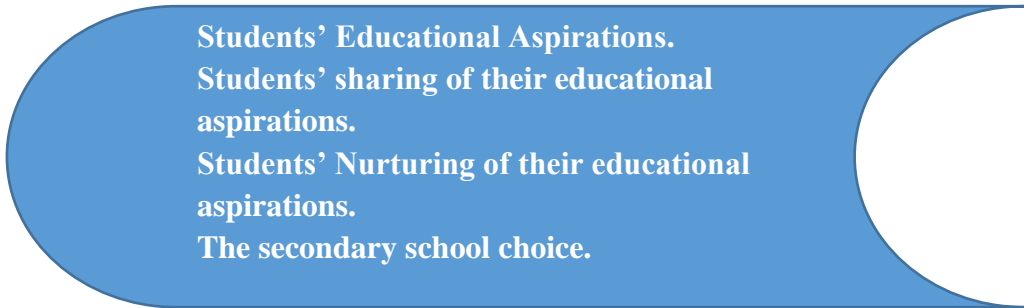
As illustrated earlier siblings are key in the development and use of social capital. Though seven out of twelve students had siblings with post-secondary education, it is also important to note that five out of twelve of the students did not have siblings with post-secondary education. Older siblings are influential as role models and most of their school experiences spill over to the younger siblings. They become information bureaus in matters education ranging from school choices, subject choices, college choices and even guidance on educational options available. Kaczynski (2011) opines that older siblings are influential role models and they aid in transmission and creating convenience for the younger siblings. This kind of resource is shared through sibling interactions and can only be enjoyed by them that have siblings endowed with the resource. In families where the participant was among the first in the birth order or older siblings had no post- secondary education, the participants lacked the social capital created by the conveniences such as school choices, subject choices, college choices and even guidance on educational options available that siblings with post-secondary education transfer to the siblings. Consequently educational aspirations and progression to college for such would possibly not be a definite transition.

4.2.1.4 Parents/ Guardians occupations

The parents to all the students interviewed were small scale farmers. Small scale farming is mainly a rural based occupation. A typical Kenyan rural context for the small scale farmers connotes limitation of not only physical resources. Due to the nature of the occupation, the social interactions are limited and the social capital available in is inward looking. In the FDG participants described their experience of the parents' and guardians' occupation. The participants referred to the occupation as farming. Participant B6 described his parents' occupation differently B6 "*Mine, it is somehow*

aside from those others because my mother is somehow mentally. Mentally handicapped. Now I usually get food let's say from other family. Now I am living with my grandmother." This statement clearly indicates that the participant lacked not only the basic needs, but also the likelihood of the necessary guidance and social support. Occupations determine to a large extent not only the economic status, but also the social networks and the neighborhoods that this occupations afford the people. The social and economic circumstances determine not only the schooling decisions but also the parents and guardians financial limitations translate to aspirational limitations in terms of transmitting or transferring any social advantage to their children. This is consistent with Tafere, (2014) argument that poor people in rural areas have a limited vision of their future hence they achieve less because they invest little in their future. Research has noted that college attendance and completion vary by family background (Belley & Lance 2007; Bailey & Dynarski 2011). Occupations are determined by level of education and the level of education together with the occupation determine earnings. Earnings for parents determine school quality for their children. The participants were limited on the resources parental occupation afforded them.

4.2.2 Students' Educational Aspirations Level

Students' Educational Aspirations.
Students' sharing of their educational aspirations.
Students' Nurturing of their educational aspirations.
The secondary school choice.

4.2.2.1 Students' Educational Aspirations

All the participants aspired to join post-secondary institutions. This is inconsistent with Sureiman, (2010) who in his findings stated that students in public Day Secondary schools had low educational aspirations due to the low KCPE mark. Joining a college or university represents high educational aspirations. For the participants what was of utmost importance was not only the educational aspirations they had, but also the completion of secondary school level bearing in mind the many competing activities such as motor cycle business, logging business, availability of menial jobs, teenage pregnancies, drug and substance abuse and early marriages prevalent in the community. However, participants believed education paid off. For the participants the high educational aspirations were based on different motivations. Though in the FGD participants expressed their desire to achieve their educational goals for individual satisfaction, underlying the self was the communal expectations of what education ought to do. The participants were in agreement that education would improve the living standards of their families and impact on their livelihoods. The following expressions from the participants support this A1 *"I would like to go to the university so that I can earn that knowledge so that I can change the society"*.B2 expressed it thus *"to assist my parents".* B3 said *"to raise the living standards of my family"* B4 focused on role modelling to the younger siblings and neighbors *that is "to help my younger brothers and my sisters".* For majority of the participants joining the university was the only way to acquire higher education because parents were poor and could not afford the high fees in other tertiary colleges. Take for example this response from A6

> *"For me I have seen I am the first born in the family. So let me be sincere somehow. I am a form five in this school… the reason that made me to repeat here is the determination… I want to go to the university to pursue my course. My parents cannot afford to take me to other levels because of money shortage."*

The participants' responses represent their aspirations. Repeating a class as expressed by one of the students is an indicator of high educational aspirations. Repeating a class to get a better grade is based on a notion that the students need the best grades to transit to the next level of schooling. The students aspired to have a university degree. These expressions are the individual's desire to obtain a status, achieve an objective or a goal such as a particular occupation or level of education (Kao & Thompson, 2003). This is consistent with Blandford and Knowles (2013) assertion that keeping the level of aspirations high could enhance the achievements of students. The same argument is emphasized by Garret and Wrench (2012) who assert that raising the educational aspirations of students remains a priority for educators who emphasize the role of education in moving out of poverty. What the students lacked in the Day Secondary schools is not the high educational aspirations, but they had a limited capacity to achieve their aspirations because they lacked the social endowments required, the in and out of school diverse activities that would make a difference. These interactions, experiences and activities form the basis of social capital. These, they lacked based on the minimal interactions and information on post-secondary education in general as illustrated by A2 who expressed minimal knowledge of progression after secondary school as *'I don't know the levels'.* These participants had no educational aspirations deficit. Their educational aspirations were high as illustrated by the responses.

4.2.2.2 Students' Sharing of their educational aspirations

Educational aspirations have a social characteristic. The discussion was meant to determine the level of interaction between the students, their parents, their teachers and the rest of the people in their social network concerning their educational aspirations and sharing of information regarding post-secondary school educational opportunities. Reviewed literature suggested that all educational aspiration aspects such as effort,

chance, talent and even education itself are never individual, but are intricately intertwined with social networks (Fuhse, 2015, Stanton-Salazar, 2001). For the participants the sharing of educational aspiration was limited to a closed social network. Some participants had shared their educational aspirations with their parents though some had not despite the fact that they were home every day. *A4* had this to say: *"When we close school they usually ask me about my performance. Where there is a failure they normally ask what the problem is."* The study revealed minimal sharing with the parents and this was mostly at the end of term. One of the reasons some had not shared especially with their parents was based on the students' knowledge of their parents' limitations on matters education. One of the students, A3 put it thus '*Maybe they (parents) do not know about the levels in the university. I usually tell them what I would like to be. I decided myself."* Parental education is a determinant factor in the children's schooling. Anderson (2007) asserts that the parents' social networks are constrained in terms of the effort, chance, talent and education that they can endow their children with. Educational aspirations could be influenced by family backgrounds, socioeconomic status, living areas and neighborhoods (Stewart et al., 2007). Students failed to share with their parents who, as already indicated had a low level of education. This agrees with (Loic & Sam, 2015) while discussing education in disadvantaged groups who assert that living in a family who did not make it at school is like being asked to go somewhere you will probably not make it as well. Lack of sharing of the educational aspirations between the parents and their children was an indicator of a glaring gap that needed intervention if the students' educational aspirations for education were to be sustained.

The discussion about who else they shared their academic aspirations with, it emerged that many did not share and those who did, shared with their siblings, teachers, other

relatives and friends. These responses captured the circle of interactions. A6 *"My uncle and my cousin at the university."* A2 said *"I have uncles and aunts who have succeeded"*. A4 *I have a friend who joined university this year."* From the above responses the family remains key in determining educational aspirations. Research has shown that young people's social capital is influenced by the family and the peer group (Holland, 2008). The students also shared with students from other schools, but the sharing was confined to academic content. *A1* had this to say *"We compare ourselves on how we study. I borrow some revision material and also compare my timetable."* *"*A6 shared with friends, *I have a friend in campus and also from high school in fact in a boarding school…..he is my neighbor, I spend a lot of time during holidays discussing about education."*A4 suggested that sharing about his educational aspirations is good for motivation but he had this to say, *"I can say you can get motivation from a person without necessarily talking to him and you strive to be like that person.* "In contrast one of the student shared his academic aspirations with unexpected group. *A1 "I share with those who did not go to school they tell you to go so that your life is not like theirs. If you go to school you can avoid such a life we are living."* From these excerpts it was evident that there was minimal meaningful academics sharing between parents and their children. Students shared with friends and relatives who formed a close interactional network with them and therefore are an important influence. The students expressed greater reliance on friends and family. The family members and the friends in this case too had limited social capital in terms of educational experiences and interactions. Therefore the students were in a network that was constrained by the limited interactions and experiences. Although FGD expressed church leaders, speakers on career guidance, role models, siblings, friends, biographies and talk shows on television as part of sharing as *A2 put it "I don't talk with others, but*

I try to look at magazines…listen to stations, listen to someone advising in the media…"
It was clear from other corroborated data that the students had no interactions with mentors or even the media both at home and in school. The alluded fora by A2 is in possession of social capital that the student network could not access unless they were linked by other people within another level of social network. Therefore the source of social capital remained largely the family. Magazines, T.V and radio were resources that most of the participants did not have access to.

Students' educational aspirations also entail having information about post-secondary institutions. Majority of the participants in the FDG thought post-secondary education was necessary as B5 put it. *'It is important because it determines what you are going to be in future,"* Post-secondary education accords one avenues for creation of social networks. This is consistent with (Sadegh, 2011; Horvat et. al., 2003) who asserts that, the networks of social ties that a person or group can call upon for resources and support constitute their social capital. However there are those participants who thought that post-secondary education was not important as expressed by B2 *"I do not need college education to succeed in life".* What this statement portends is a situation where participants treat post-secondary as unnecessary and the potential social networks as unimportant in their social well-being. Consequently, participation of these individuals in the educational, social, political, and economic activities remain constricted.

Dissemination of information is the hallmark of social networks. An enquiry on where the students would seek information about post-secondary education especially after leaving school gave the following responses: A6*"Friends at campus".* B1 *"I will come to the principal because he knows other people especially those he went to school with…..I was his student so he will not leave me....".*A4 *"My cousin at the university"* B6 *"Information from the internet".* The responses above indicate a shift of social

network, from students sharing aspirations with the close family members and parents as key members of the family to creating another level of interactions. Unlike in secondary school education where school choice decisions are made by the parent in a closed social network, post-secondary education decisions are about the student's social network. The grade, aptitude, interests, career options, availability of job opportunities and availability of resources in a comparatively open society are key network markers. Though the parents had high educational aspirations for their children and none wanted their children to be like them (Tafere, 2014), they lacked the capacity to offer guidance on options available for post-secondary education due to their educational, social and economic network limitations. This is corroborated by earlier data that indicated students had not shared their educational aspirations with the parents. The sibling factor is important in college selection. The kind of college selected by an older sibling is strongly predictive of the kind chosen by a younger sibling and younger siblings are more likely to follow the college choices of their older siblings (Goodman et al., 2014).In this case most participants being the first in the family and others having sibling with no post-secondary education, the sharing of academic progression was limited.

The internet has become an open source of self-taught information. This agrees with Hattie (2015) who asserts that students who learn need to be their own teachers. Nevertheless, the interaction with the internet as a tool to help the students make a choice for their post -secondary education was limited for these particular students bearing in mind the challenge of accessibility of the internet both at home, school and the neighborhood. The inaccessibility is further compounded by lack of the necessary infrastructure, gadgets and technological skills. From the above discussion educational aspirations of students are not only determined by the students' school entry mark and

the school characteristics, but also by the available interactions that help shape their perception of the educational possibilities and the openings available in the colleges and universities.

4.2.2.3 Students' Nurturing of their educational aspirations

In trying to understand how learners made sure they nurtured and sustained their educational aspirations, the researcher focused on the student and their social network such as parents and other members of the immediate family, extended family, neighbors and friends. The participant's expressions about nurturing their educational aspirations are interpreted as their strategies for higher educational aspirations.

4.2.2.3.1 Individual learner's efforts

The individual efforts to nurturing educational aspirations included studying, listening to parental advice, repeating a class when need be and being disciplined. These excerpts from participants' FDG's illustrate this:

> A1 *"By knowing myself, knowing what I want and planning so that … and trying to look for and know what I can do so that in whatever that am doing I try to rethink so that if this thing that am doing will it make me get what am planning to do"*
>
> A2 *"By working hard in specific subjects, even in the specific subjects which lead, for the courses that I want. Now am working hard on it".*
>
> A6 *"For me to do Nursing. In fact I need to pass all the subjects. I usually revise on all the subjects but mostly I revise on Science subjects for example Chemistry, Biology and also Mathematics, I usually revise on it"*

These outlined aspects of the learner's efforts ideally do not focus on nurturing their educational aspirations because they are individual academic efforts as opposed to aspirational efforts. Though important in academic progression these efforts reside in the human capital realm, that is, the knowledge and abilities one has and the skills one possesses. Educational aspirations are about the social networks and the experiences

shared from the activation of these social networks (Shahidul, Karim, Mustari, 2015).The participants are in a closed type of social network that affords them no new experiences.

4.2.2.3.2 Parental effort

The Parental efforts expressed included payment of school fees, giving advice, support and motivation. The parental efforts too, bordered on offering financial capital or human capital with none offering new experiences and interactions. This too could not account for nurturing of the educational aspirations. Nurturing of educational aspirations for the parents would involve access and activation of social interactions beyond the social environment and the ability to participate in the educational engagements at home, school and the community. An interactional capacity the parents did not have.

4.2.2.3.3 Siblings Efforts

Sibling efforts included assistance in class work and assistance in tackling general life challenges. A2 had this to say '*my brothers and sisters have been there, there is certain information they can give me to proceed'*. Though literature attributes sibship relations, as key in developing social capital (Burton & Cooksey, 2005), it is important to note that most of these participants ranked among the first in the birth order and therefore did not have the sibling experience advantage.

4.2.2.3.4 The Extended Family Efforts

The extended family efforts to nurture the educational aspirations was discussed. The participants' discussions about how they related with the extended family members was meant to capture educational aspirations of the other members of the extended family through reconstructing their discussions and sharing. Focus was on whether they had

family meetings. Most of the participants indicated they had scheduled family meetings. Further discussion on what they shared when they met ranged from family concerns such as solving conflicts and family feuds; talk about basic sustenance, prosperity, family integration and cooperation, family guidance and giving hope to one another. One of the participants had this to say:

> A1"We discuss how we can help each other… and ensure that family has sustained itself and in future live a better life for ourselves.
>
> A6 The main aim of that family gathering is giving hope….. guiding others".
>
> B1 Those with differences solve them then.

From the above discussion it is evident that most families had focus on issues not necessarily educational. The family focus on survival, cooperation and integration meant that the families were confining themselves further by building strong bonding social capital and closed social network as opposed to open networks where experiences are shared. There was indication though that one of the families discussed education matters. One participant affirmed that the cousins who were in colleges or had completed college championed for education in the family by forming a cousins' group. These statements affirms so.

> B4"My cousins help raise funds for the needy among us to continue with education and those at the university motivate us to be like them'.

It also emerged from the discussion that the parents in some groups encouraged one another to take their children to school. This participants cited the cousins and other relatives as social support in education.

> A6"I have a cousin who scored grade A…..I have an uncle who is a teacher, he encourages us by assuring us that the family will cater for financial problems".
>
> A4 "I have a cousin who is a teacher. She usually advises us not to drop out of school."
>
> A1"They encourage one another make sure their children succeed so that the family background improves."

These statements are consistent with (Tafere, 2015) who argues that largely, students' aspirations are shared with family. Khattab (2015) asserts that families have a home based resource and much of it is gained and acquired through participation in activities outside the home. The extended family meetings in this case formed a better social interaction network for the participants who had them. The family meeting also afforded the participants, with new ways of thinking and acting through what Khattab, (2015) refers to as passive transfers.

Though family and community social capital can emerge as an important resource in raising educational aspirations, thereby upholding student beliefs in their ability to realize their aspirations and, eventually, reach their goals (Tang, 2012) it is evident from the above discussion that the students are limited by their own family social interactions. The kind of interactions the students have, confine them to what Putnam (2000) refers to as bonding social capital that is inward looking and homogeneous enabling conformity and getting by among the members (Edwards, 2004).What day scholars need is a more robust and heterogeneous kind of social interactions to allow them learn from external interactions and experiences.

4.2.2.4 The secondary school choice.

The school is more than the buildings and it is more than a learning institution. The school has a role in facilitating networks that enable the acquisition of more social interaction networks. The school promotes friendships between youth, school values and community values. The researcher sought to find out how and why the participants choose the school. In the discussion it emerged that, for all the participants except one, this was not their school of choice. The reasons why it was not were varied for different participants as it emerged in the FGD. The participants had this to say

B3   *The school is in a remote rural area and the general standards are low".*

A6*"Education in this school is low….In my former school…you were motivated…..you drop, you are given an advisor".*

A4 *"I don't like teachers…they beat students badly."*

A5*"The diet in this school…I don't like it." The way they run the co-curricular activities"*

A1 *"They depend so much on education. They do not encourage you. If you are talented they don't push you, they push you to education, but not all of us are good in education."*

A3 *There are so many things you do not like until it is hard to say".*

B1 *The boarding school has enough time to study and other things like sports which may not be available in a day school.*

The students' sentiments were a pointer of what they thought about the school. The school was not attractive to the students and it can be concluded that it was not helping the students build high educational aspirations. The school was far from the homes and therefore it was tedious to walk every school day. The physical facilities of the school were inadequate and there were no extracurricular activities like football. This was corroborated by observation data where the researcher noted the fields were not leveled for any extracurricular activities, but they were grazing fields for the dairy animals. The student teacher interactions were not friendly because of the beating. The push to perform academically ignoring other talents for students who indicated they were talented in extracurricular was bound to make students dislike school hence lower the educational aspirations. This was consistent with Hattie (2015); UNESCO (2010) who assert that schools encourage knowing more rather than encouraging faster, more efficient and socially wired connections. According to UNESCO (2010) schools should reduce work burdens so as to give enough time to students to learn about the society, think deeply, practice more and do exercise to amuse themselves. This UNESCO

envisioned dimension of the school is one that puts social interactions at the core of the schooling process. It recognizes the importance of students having time to explore their interests, develop their talents, and build relationships with others. Though clubs and societies were mentioned such as science club; mathematics club and volleyball, there was no corroborated evidence of any activity in these areas. The above expressions about the school total up to a social disadvantage for the students further constraining the acquisition of social capital necessary for formation of educational aspirations. UNESCO (2012) underscores educational achievement (quality) rather than just attainment (participation) as a determinant of the holistic development impact of education. This has not been achieved. All the participants preferred a boarding school away from their home environment. A boarding school good in both curricular and extra-curricular activities as compared to their school. They had this to say,

> B3*"I wanted to study in Nairobi Pangani girls…. You compare Pangani girls with our school…this it is too low".*

> B1 *"The boarding school students has enough time to study and other things like sports which may not be available in a day school."*

Further discussions about the school and whether they wished they were in a boarding school confirmed that majority, though not comfortable, were satisfied with the school. The satisfaction and preference of the Day School was based on a combination of factors. One, the student's KCSE mark.

> A4*"I came here because I found nowhere to go".*

This confirmed that admission to secondary schools is mainly based on the performance of the students at the Kenya Certificate of Primary Education (Makori et al, 2015). First, Day Secondary schools admit students who never attained the required mark to join boarding schools which are categorized as national, extra-county or county. Secondly,

the financial capital available to the family also determined the school the children join. The participants had this to say. This was corroborated later by the parents.

B1 *"This is what my parents can afford and we are satisfied"*

A3 *"My father got sick ....I had no other choice"*,

A1 *'My parents were not able to take me to another school'.*

B6 *' I never attained the required mark for boarding school"*

Thirdly, daily parental contact was given as the other reason the participants preferred the day school. Lastly, repeating the form four class after failing to get a good grade in a previous national exam attempt in most cases a boarding school was given as another reason for choice of the school.

A6 *" I came to repeat here."*

From the above discussions it can be concluded that for these participants, these particular day school was not just a choice, but the only option available to pursue secondary school education. Those participants who expressed discomfort being in a Day School raised concerns about time spent on non-school issues leaving little time for their study.

A3 *"When I leave school I go home to work while the rest are studying"*.

B1 *"In a day school when you get home one does not get time to study."*

The 'rest' here implies those students in boarding schools. While study time was not a measure of social capital, with whom time was spent while doing the other activities was crucial. Students in Day Secondary school have enormous challenges that are different from those of students in boarding school, different from those of children of educated parents (Marjoribanks, 2005), different from those of parents with a better

economic status (Erola et. al., 2016) and different from those who live in medium and high income urban areas. One of the participant wished he was in another day school.

> A5"Yes, one that was more accessible and with better facilities. This place (shrugs the shoulders) when it rains like today you get home late and tired….."

The shrugging of the shoulders expressed some indifference on the part of the participant. The statement also brought out the issue of facilities in the day secondary schools.

The above discussion brings to the fore the challenges that characterize Day Secondary schools. Pertinent among many are the low KCPE mark, high poverty levels, lack of new and significant social networks and weak social ties (Loic & Sam, 2015). However, the participants were also positive about the school. They agreed the school offered them the best in their prevailing circumstance. Among the positive aspects listed were order and discipline; the principal and the teachers did their best; the students could access revision materials and they also had the freedom to use school facilities for personal studies even at night. These aspects of the school go beyond the cognitive realm of the school formal structure. These aspects denote the social aspects embedded in the student and teacher interactions.

The lack of access to new social interaction networks in the day school left the students marginalized in a system that is highly formalized, hence a perpetual struggle to develop social networks necessary for educational aspirations formation. Unlike the peers in boarding schools who enjoy considerable and significant diversified amounts of social interactions from other students, teachers and the new social environments, day scholars do not have access of the same at home and the school is inadequately compensating for the deficit.

The public secondary school choice and admission is a policy issue. The policy directs the distribution of secondary school students across different public secondary school categories based on the attained KCPE mark. This has resulted in greater sorting and segregation of students by ability, parental income, social background and residential areas (Musset, 2012). The system is inclined towards mere participation rather than achievement. Research has shown that parents with a better-off background tend to avoid schools with a significant number of disadvantaged students (OECD, 2012). These day secondary schools attract already disadvantaged students and therefore developing, raising or sustaining their educational aspirations should be a deliberate policy intervention.

4.2.2.5 Career Aspirations

Careers are about jobs and the world of work. Careers are directly formed by the content of education, however, educational aspirations and career aspirations of the student are a product of the school socialization rather than education (Baraldi & Corsi, 2017). The table below outlines the career aspirations for the participants and the source of career information.

Table 4.3: Career Aspirations

CAREER	MENTOR
Nursing	A cousin who is a nurse.
Security officer	Uncle who is a soldier and says the work is easy.
Medicine	No mentor
Computer science	No mentor
Engineering	A cousin who did engineering but is a policeman
Law	A youth member in the church studying law.
Accountant	My friend.
No plan	To be determined by the KCSE grade.

A career is a temporal imagination of a student's future. The parents and the teachers are participants in shaping and directing the career aspirations. The participants had

high career aspirations. This was consistent with Loic and Sam (2015) who argue that young people of secondary school age tend to aspire to highly skilled professional and managerial positions. It is also clear that the family was a key information bureau in deciding on the careers. The friendships are also valuable source of information. Nurturing the career aspirations without antecedent social support for the student was difficult. Having a sibling, a relative or a friend who had aspired or acquired the careers enhanced the students' capacity to nurture their own career aspirations. The career aspirations with no mentor both at home or school are therefore more likely not to be pursued. This finding were consistent with King (2008) who asserts that secondary education is mandatory and it is aimed at equipping young people with advanced knowledge, skills and competences to enable them succeed in the world of work, provide security for their parents and participate effectively in the social and economic development. These skills, knowledge and competences are never acquired individually and formally but are a product of interactions both in and out of class and day secondary school students fail to acquire them. There is need too for student abilities and experience to be reoriented so that the career aspirations reflect the possible reality (Tafere, 2014).Though the parents and the teachers are participants in shaping and directing the career aspirations, they had not shared any information about the same with the participants. Some parents had shared their career wishes for their children.

> A3*"For me, my father and his brother and his father, my grandfather, they are all teachers. They want me to be a teacher. I have not decided."*

> A3*"They want me to be a teacher. I think that is what they wanted to be but they were unable to become. Now they want me to become."*

> B6*"They usually tell me that I suit to be a policeman. They learnt about police through my uncle who is a policeman."*

Discussing why the parents would like them take certain careers, it emerged the parents were inclined to careers that would seem to give immediate income.

> B6 "*They say advantage of being a soldier you can acquire high income and be able to run your family.* "*I am also a good athlete.*"

This is consistent with Kuchung and Migunde, (2011) who in their research about factors influencing career choice among secondary school students found out that forty seven point three per cent (47.3%) were based on availability of jobs.

The teachers had not shared with the students about individual career options. Only one of the students had a personal sharing and interaction with the teachers and had this to say

> B6 "*….some of them told me I am tall so most of the policemen are tall so when they look at me they usually see a policeman…even some call me police*".

The school system is key in development of career aspirations and teachers are key players in career aspiration formation of the students. The fact that many had not shared with the teachers but relatives may explain the limited selection based on parental characteristics and can possibly explain the career changes within limited options expressed if they did not attain the required grades. The student's flexibility on career choices brings to fore the question of whether they understood what is required of them in their first options. A discussion on the options available if they do not manage to get grades to enable them pursue their dream careers brought out the following options.

i) Change careers to suit their grades or Join technical institutes.

> A3"*Am talented and perfect in hair dressing…I will ask my parents to take me there*".

The above response indicates that the student educational aspirations need to be reoriented to suit the reality. The student does not necessarily need a college education

to pursue what she knows she is good at, but apprenticeship skills. The reorientation, though may imply lower educational aspirations (Tafere, 2014).

ii)   Pursue the same at a lower level.

> A1"*If I fail to attain marks to campus, I may decide to go do nursing at college level*"
> This participant was focused on the career aspiration and would only change the

level of study depending on the KCSE grade requirement.

iii)   Repeat form four class to get a good grade. *A2 "If I don't get the required grade I will repeat form four".* Academic grades determine the aspirations for higher education for students. Though repeating a class may not necessarily guarantee a good academic grade, it is an indicator of not only high educational aspirations, but also high career aspirations.

iv)   Starting a business was an option given as an alternative to pursue post-secondary education. This was corroborated by interview data from teachers and parents. The data indicated other competing interests were business in farming, logging and motorcycle business. The bigger challenge emanating from pursuing local business ventures was that this option would not add interactional value to the participants and their siblings and therefore a more likelihood of no break of the cycle.

From this discussion the participants lacked access to relevant information that would assist them to make decisions regarding their post-secondary school futures. For instance, participants indicated that they needed to go to university when the career path they opted for their future did not require a university qualification (Tafere, 2014). All the same day secondary school students held high career aspirations, what was required was to input necessary social capital to support them create the right interactions to

orient and reorient themselves to the right career options available and consequently sustain the aspirations for pursuance of the same.

4.2.3 Student Social Interactions

A community is a group of people with common interests and values. Community is characterized by "wholeness incorporating diversity" and may include people of different ages, ethnicities, educational backgrounds and incomes (Gardner, 2003). Local communities unite members living in one social space. The formation of social capital is dependent on who one knows within and without a particular social space. The discussion was meant to determine the level of interactions between the students and the members of their community in and outside their social space. The students' community included the people they know directly and those they know indirectly by virtue of being known by their first network. The research results indicated that the participants' community included their parents, siblings, relatives, immediate neighbors as well as friends, relatives and neighbors from other schools who they interacted with over the school holidays. The interactions within this social space was crucial as the participants' excerpts from the FDG discussing the role of the members of the community in their education exemplify.

> *A1..They are very important because if they can ensure that there is peace in the society even for your education is good....if they won't ensure peace we won't be able to study hard*
>
> *B3If you have challenges like school fees or you are sick and the parent is not home they can help.*
>
> *A2...Not all are important....others will be happy when you fail...others motivate you.*

Neighborhoods characteristics influence educational outcomes since they form an important mediating process for the students. The neighbors' views were important in the education of the students. The neighbors were part of the social space by virtue of

their advice; school fees support, and the shared learning materials. The neighborhood strength was in the ability to address the local challenges. There was agreement though that some neighbors within this community were negative. One very important way neighborhood would affect students was by influencing their educational aspirations. The community played a crucial role in the education of day secondary school students. Students understood that the community was a buffer for individual deficits such as poverty as well as the solution for meaningful peace. Educational aspirations therefore could only thrive when students would be enabled to draw on the many resources of expertise and numerous possible forms of support within and without their social space (Darling-Hammond, Hyler & Gardner, 2017).

The participants had their teachers as part of their community, though the sharing with the teachers outside class time was rare, when it happened it was only on school academic work. This could possibly be attributed to unfriendly nature of the teachers as corroborated by earlier data. However, the participants expressed that teachers' views were important in planning the students' academic futures. The admissibility of teachers in the students' community was based on what students thought of as characteristics of a good teacher. For the participants a good teacher was non-discriminate, social, responsible, disciplined, motivating, understanding, ready to assist, guide and counsel the students and more importantly one not aggressive or short tempered. The standard measure of who was admissible in the student community was based on the teachers' individual characteristic as exemplified by this FDG quote.

> A1"*Looking at their character…character is the main thing.
> Character speaks more than the words they say*".

Teacher characteristics indicated minimal non-classroom interactions and the frequency was also low. The implication therefore was that the teachers were at the

periphery of the students' community and consequently they would not provide the neighborhood characteristics required of them as role models to influence the students. Outside school, social networks with the members of the community could be formed through voluntary community service. For the participants time spent out of school while on weekends and over the school holidays could be used to build social networks and engagements with the community and consequently develop communal aspirations, however this too revealed that, for the students activities revolved around the home. Participants indicated they did participate in communal engagements such as cleaning of public spaces such as the church and cattle dip, mending village bridges and foot paths or assisting neighbors with the farms chores. The following excerpts from the FDGs exemplify this.

> A4"The villagers engage in pool game and abuse drugs and therefore not the right ones to advice".
>
> A1"I cultivate and cut some grass for the cows";
>
> B2"I go to church and engage in weeding the church farm."
>
> "Mending broken bridges. We do it as a team."
>
> A3"After church I plait other students' hair. Students come to our home."

Since the students had no new external interactions, these activities gave them no social advantage. The implication of this was that no new social networks were created at the communal level and therefore no social capital was accrued. Other key persons that the participants interacted with in the community were religious leaders and they too offered no social network advantage. The community leaders such as the chief and the M.P. were key in the student's educational wellbeing. This excerpt from the student illustrates this:

> B2"Our chief is pushing people to study….he takes those who have succeeded to talk to you."

> *"For those not able to pay fees. The chief talks to the principal to keep them in school, gets them bursary and they learn free". "Our chief is doing a good job……if anyone drops out of school he follows up to know why and takes you back…."*

> *B6"The M.P offers school bursaries to orphans"*

Neighborhoods characteristics and leadership can influence the students 'educational aspirations by creating social spaces that would offer diverse perception of opportunities that are educationally beneficial, the leaders in this neighborhood offered the physical capital. Important as it was, it did little to create social interactions necessary in the formation of educational aspirations of the students. The limited and confined interactions created limited experiences and further reinforced more bonding than bridging relationships leading to social isolation.

There was indication that there were few collective activities that brought people together such as initiation ceremonies, local football matches, national holidays and prayer days in schools, but these too were socially constrained by the neighborhood. The neighborhood had no new social networks created and no influence on the educational aspirations of the students (Ainsworth, 2002). Though the neighborhood and the leaders seemed to be doing their best in their various capacities, more needed to be done for the day secondary school students in terms of offering varied interactions and networks that would result to addressing their educational aspirations gap. From the discussion it was revealed that the day secondary school students did not have educational aspirations deficit, but they are constrained by a social space deficient of open social networks with information and opportunities that are educationally beneficial. There was limited social capital available to individual learners to enable them form high educational aspirations. The students' need a community that is socially
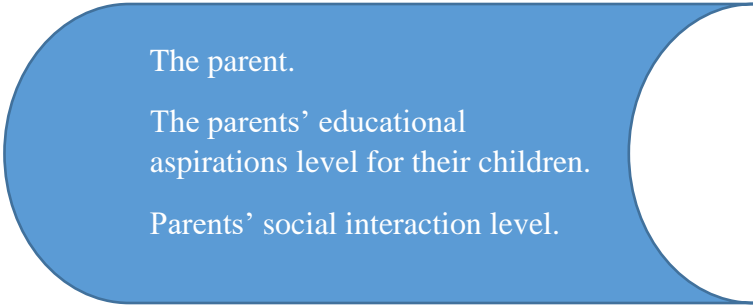
connected to the right networks that would make a difference in their educational aspirations.

4.3 How Do Family Units Develop and Use the Available Social Capital to Influence Educational Aspirations of Their Children?

A family creates and shapes systems of social relations both within and without. It promotes certain social environments, strengthens relationships, increases trust and it is intended to create a human being able to fit in a social environment outside the family (Arregle, Hitt, Sirmon, & Very, 2007).

4.3.1 Family social capital
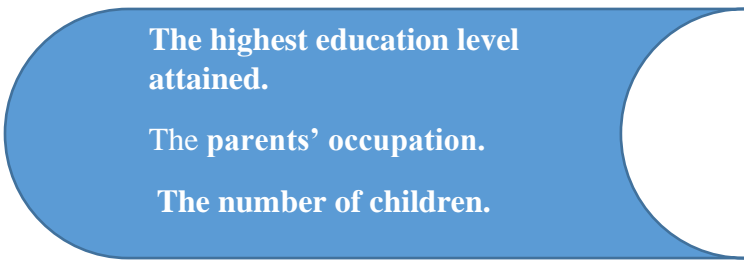
Data on the family social capital was put into three categories. The parents, the parents' educational aspiration level for their children and the parents' social interaction.

The parent.

The parents' educational aspirations level for their children.

Parents' social interaction level.

4.3.1.1 The Parent

This category of data looked at parents' personal characteristics as the figure below illustrates.

The highest education level attained.

The **parents' occupation.**

The number of children.

4.3.1.1.1 The highest education level attained.

The interviewed parents indicated that the highest level of education they reached was completion of primary school education at class eight. The reasons they never attended secondary school were given as their parents' decision based on the prevailing circumstances at home as illustrated below.

> P1*"My parents did not see the need….after class eight they saw me as an adult who could work at home."*

> P2*"Those days the school fees were high. The parents were not serious about education of their children and that's why I never proceeded."*

The level of education of the parents determines the educational aspirations of their children (Ahmad & Najeemah, 2013; Gupta & Bashir, 2017).Research has shown that having literate parents confers additional advantage to their children in terms of school preparedness and support with school work. The students whose parents' level of education was low missed out on this advantage. However, Gillies and Lucey (2006) argue that lack of this additional advantage amongst parents should not be conflated with a lack of support for their children. Indeed it is pointed out that these parents are often desperately anxious and trying their best, to make it possible for their children. Though the low education level of the parents did not indicate lack of educational aspirations for their children, it does definitely affect their capacity to offer meaningful educational interactions that would develop and nurture the educational aspirations of these children.

4.3.1.1.2 Parents' Occupation

Household income is found to be an important factor in determining the levels of education for the children. This is because there are many costs associated with schooling and the educational process (Ahmad & Najeemah, 2013). The parents were of low income as is characteristic of small scale agriculture in Kenya. Small-scale

agriculture is the production of crops and livestock on a small-piece of land without using advanced and expensive technologies on family pieces of land (Gidi, & Nkoana, 2018).The parents indicated they grew crops especially potatoes and also kept dairy animals. In addition to growing potatoes and keeping dairy animals they also kept poultry to supplement their household budget. With resources from the small scale farming they ensured that their children did not drop out of school.

> P2*"I do this so that my children don't remain where I remained. I have known the importance of education … I know the difference between farming for the educated… I know the difference between farmers who have gone to school and those who have not."*

Though day secondary education is said to be free, it is more of reducing the costs than being absolutely free as there are costs that parents incur directly such as buying of school uniforms and paying for the meals. Palardy (2008) finds that parents of low social economic status are more likely to live in less advantaged neighborhoods, these neighborhoods have difficulty in mobilization of resources. The social economic disadvantage is limiting and many times gives no room for development of social contacts that can spur different aspirational thoughts. Consequently this disadvantage affects the parents' capacity to not only aspire, but also to offer guidance and sharing of the right attitudes leading to lower levels of social advantage for their children. This echoes Hattie (2015) arguments that what needs fixing is not really the schools, but the poverty learners encounter outside the school set up. Social capital development can be one of the aspiration raising strategies.

4.3.1.1.3 The Family Size

A family is a fundamental social group in society typically consisting of one or more parents and their child/ children. There is no universally acceptable family size. Family size decisions are contextual, based on individual preferences, religious beliefs, cultural

orientation, health status or economic abilities of the families. As is cultural in many Kenyan communities, the parents did not disclose the exact number of children they had. P1 indicated that he had children in the primary school and one had completed secondary school and did an artisan course and was already working. One though had dropped out of school at class eight. P2 indicated the student in the school was the first born and had others in primary school. The number of children in the family has a bearing on the use of the available resources. An increase in the number of children in the family reduces the resources allocated on each child (Kacznski, 2011).These parents already held a limited economic and social resource and this decreased with the rise in the number of children in the family. From the data on the number of siblings from the students, it is expected that the number of children would put not only financial pressure on the household income, but also the quality of family relationships as well as limited quality time with the children. This is bound to affect the available social capital.

4.3.2 The parents' educational aspirations level for their children.

The Parents' educational aspiration level for their children was the highest level of education that the parents expected their children to attain. This category included the following:

a. Parents' educational aspirations for their children.
b. Parents' sharing of educational aspirations.
c. Parents' nurturing of their children's educational aspirations.
d. The parents' secondary school choice.

4.3.2.1 Parents' educational aspirations for their children.

According to a World Bank report (2018), parents have incredible faith in the power of education. Parents' educational aspirations for their children has been identified as a key mechanism through which parental socio-economic status is transmitted to the children in terms of investing in the child's education (Oketch, et. al., 2012).The data revealed that the participants had high educational aspirations for their children. They did not want their children to become what they had become themselves as is illustrated below.

> P1"I would like him to go to high level. He did the exams last year but he did not do well.
>
> Because I did not want him to stop where the brother stopped. I decided he repeat form four. I hope he will do well to join the university."
>
> P2 "They should join, even if it is not the universities, the colleges. They should know a lot. They should go to agriculture colleges. My daughter loves agriculture and I will strive to take her to an agricultural college. If she goes for an agricultural course she is able to assist herself in future."

According to Gupta and Bashir (2017) parents get involved in setting aspirations for their children by parental representation in school, home school partnerships and being part of their children's learning while at home. It is evident from the data collected that, though the participants aspired for a high level of schooling and in this way set high educational aspirations, they were limited by their biographical characteristics which hindered parental representation in academic matters, constrained home school partnerships and totally disabled learning at home. Parental representation and home school partnerships depended on how well socially connected actors were or the extent to which there were gaps in social connections between actors (Bridwell-Mitchell, 2017). The parents possessed limited inter and intra social connections resulting in social relational gaps as exemplified by the excerpt.

> P1 "If I got education I would have succeeded …If only I got
> assistance… Somebody without education…. there are things he
> cannot do. For someone without education life is an uphill task.
> Somebody with education can live anywhere including the cities. He
> can work anywhere and he can discover many things."

These sentiments are consistent with the World Bank Report, (2018) that noted that parents had incredible faith in education and they believed education could transform lives. However, the parents did not know what careers their children would pursue to transform their own lives. This is evident from the interview.

> P1 "I have never thought about it because that is up to him to decide".
>
> P2 "I have told her to work hard we shall decide. She loves agriculture,
> they visited Nakuru agricultural show and only liked agriculture".

The responses above indicated that though the parents had high educational aspirations for their children, they were not well versed with the courses that are available for their children and relied on their children to make the pertinent decisions. This is inconsistent with research that indicates parents in particular have been seen as the most significant others in shaping aspirations because they provide the opportunities, encouragement and support for their children's learning (Garg et el. 2002; Hung & Marjoribanks, 2005; Majoribanks, 2003). These participants lacked the capacity to shape the educational aspirations of their children because in this particular case the participants were not only constrained by financial and human capital, but also by their social capital. This is evidenced in the interview data when discussing whether their children needed college education for a better future.

P1 responded "It is not a must". Though this participant had indicated the desire to have the child join a university, this response is not consistent with the commitment to the same. The participant is not quite convinced about the need for post-secondary

education. However, the data from the excerpt below is an indicator of a parent who is consistent on the resolve about the need for post-secondary education.

> P2"*College or university widens one's life. Life has steps. At secondary level the thinking is as per that level. When they join the university or college they continue learning more*".

The parents' educational aspiration for their children influences the way the parents socialize their children on the importance of education in general and how they perceive opportunities offered by the post- secondary education and consequently assists them set educational aspirations for their children. This argument supports what Hornby and Lafaele (2011) opine that if parents were truly the first and most important teachers, the government and policy makers need to start by understanding the parents own aspirations for their children and subsequently offer the needed support.

4.3.2.2 Parents' sharing about educational aspirations with their children.

Sharing of educational aspirations can be broad or specific. Parents sharing their children's educational aspirations either with them, with the teachers or with other members in their social network was an indicator of the effort towards sustaining the educational aspirations developed innately by having certain interests, having specific expectations or by having some combination of innate interests and specified expectations and experiences (Grimmet, 2006). Data from the interview excerpts with the participants indicate they shared with their children broadly on education, but nothing specific on academics.

> P2 *"We have talked severally. I have told her that this is the way to succeed. I make a follow-up because I see her ability to perform."*
>
> P1 *"I have talked to my son severally because as a church elder I am at home all the time as other men go to liquor dens, so when my children come home we talk about education and I encourage them to work hard so that they can benefit in future."*

Though the educational aspirations by the parents may not be explicitly expressed due to inherent limitations, it's evident that they aspire so highly for their children. The drawback for them is that they lacked the capacity to support the development of the high educational aspirations due their social context. This is consistent with Welshman (2006) who argues that from ones birth social context it is possible to anticipate how far scholastically or otherwise one goes. This he calls the "cycle of deprivation." In this study, the parents' birth social context, perpetuates the cycle.

Specifically the parents' child academic sharing was how often the parents and their secondary school children shared about the academic aspects of schooling and the aspirations each had in this regard. From the interview the participants indicated they had not interacted with their children in regard to the academic work. Below are the responses

> P1 *"We have not shared. He has said nothing. When time comes I will seek advice".*
>
> P2 *"We have not". "Unless she has something to tell me".*
>
> *"We have many options though".*
>
> *"For now let her finish". "What she proposes I will assist".*

The participants' inability to share on academics, minimal participation in education and setting of educational aspirations was associated with low parental level of education. Low level of education leads to no parental socialization in the formation of educational aspirations. This, compounded by lack of frequent parental communication on the academic expectations disadvantaged the students. This is consistent with Yamamoto & Holloway, (2010) who argue that overly the children are disadvantaged by their parents' inabilities and by the parents' failure to assure them that they are capable.

Having literate parents confers significant advantage that may be associated with parental confidence in engaging with school and teachers. The parents rarely shared with teachers about their children academic progress. This echoes Wanat, (2008) who argues that the parents lacked the prerequisite experiences and knowledge to have a meaningful academic sharing with the teachers. The parents did not have the resources or knowhow to share and help out and therefore felt unimportant, unappreciated or lacking any knowledge the school needed. This was expected bearing in mind their inherent limitations. Lack of sharing, however, must not be construed as lack of support to the teachers.

Parental involvement in all spheres in and out of school is often considered an effective strategy in the child's education. Apart from the teachers the participants expressed that they shared about education of their children with, relatives and neighbors. Educational aspirations come from the social environment and they form the goal templates for the future by assuring the children that they are capable. They are therefore communal in nature.

> P1.I have neighbors that are friends, we share about children so that
> we can assist our children to progress."

According to Khajehpour and Ghazvini (2011) parents and the community can get involved in academics of their children in two ways: one by engaging in school activities within the home that could range from assisting in assignments, choice of subjects, career choice and college choice. These, neither the parents nor their neighbours were able to do because of their level of education. Two, by setting the pace for the sharing of aspirations and the possible attitudes for the same. This too, did not happen because both the extended family and the neighbours had the same capacity as the parents therefore not much was gained in their sharing. Conclusively, the students

had no guidance and meaningful sharing about educational aspirations with members of the family unit.

4.3.2.3 Parents' nurturing of their children's educational aspirations

To sustain the educational aspirations of the day secondary school students, nurturing of the aspirations is of importance. A nurturing environment is meant to prepare the learners with realistic expectations as well as equipping them with the right experiences. In this study, the nurturing focussed on both the parental efforts and the extended family's effort to provide a nurturing environment. Data from the excerpts below capture the parental efforts.

> P1 *"I make sure we meet their needs, their school fees. My wife and I make sure that they got all that they need and they get to school in good time. We also give them time in the evening to study. We don't give them a lot of work."*
>
> P2 *"I work so hard to make sure that I provide all that she needs. I will make sure I keep something financially for her to continue".*

While the participants have high educational aspirations for their children, the only way they understood and saw as important in the academic progression of their children was financial support. It is evident that they lacked the capacity to nurture the educational aspirations and to provide the necessary environment for the same because nurturing of others aspirations is dependent on one's own experiences. Experiences are made in the richness of interactions within and without the social groups. These participants had a high social interactions deficit constraining their experiences. The parental financial support could only do so little in sustaining the learners' educational aspirations.

The extended family is a cohesive unit that ideally provides economic, social and psychological security to all involved (Amos, 2013).It is a strong tool too in socialization and education in Kenya. However data on how often the extended families

engaged, indicated that they had not had any family get together and therefore the learners had no extended family experiences to draw from. Absence of extended family nurturing environment alluded to meek familial relations heightening further the lack of social ties and benefits that could be accrued from these ties. For the learners' educational aspirations, lack of a nurturing environment is a precursor for suboptimal development of educational aspirations.

4.3.2.4 The parents' secondary school choice

School choice in Kenya involves the right of a parent to express a preference for a particular school, however, the choice of a school and more specifically a secondary schools is attached to academic performance. Schools are clustered according to a given status. Parents can choose between three and six schools in different clusters in order of preference. Admission to secondary is however dependent on the KCPE mark attained by the student. Day secondary schools fall in a cluster of schools with learners who scored the least marks. Data from the interview excerpts capture the participants' choice of school.

> P2 *"For me I like a day school because she will remain my daughter and I will be able to monitor her character".*

The participant preferred a day school so that she could stay with her daughter and monitor her progress in academics and character as opposed to a boarding school where the daughter would be away and come home for a short time and she would not be able to know how she was doing. While the data is positive about the choice of a day school, it contradicts data from the same participant as illustrated below.

> P2 *"There was a time I liked to take her to a boarding school but my home environment would not allow it, that is, financial ability at home. I took the money and decided to develop myself first because my family was not stable. Where I come from, people have gone to school up to the university. It is only that I did not have money but a boarding school is good….A boarding school has good education that child progresses direct… It's only that I did not have money."*

From the above data it is evident the participant had a preference for a boarding school and only admitted the daughter in the day secondary school due *to lack of financial resource.*

> *P2"Things did not work well for me. She had been admitted in another school far from here, but I couldn't manage".*
>
> *P1"I have never thought about it. Others love day schools while others love boarding schools".*

The choice of a school is based on several factors about the school. Knowledge about schools is important in making informed school choices. More knowledgeable parents have options in their school choices and they are more likely to believe in their schools of choice. P1 did not seem to know the difference between the different categories of schools and based the school choice on preference. This in itself is an indicator of some information gap on the secondary school categories. The participants' experience and interactions on education matters and school choices was limited and therefore they may not have likely made informed choices. Though the two participants were in agreement this was their school of choice, it can be concluded that the choice of a day secondary school was determined by other factors, such as limited information on secondary school categories, financial constraints and the learners' KCPE marks other than being the first preference or choice.

The participants were quite hopeful that their children would do well. The only barrier was the financial challenges they were facing. The other barrier to high educational aspirations was the students' failure to work hard enough in the academics to go to the next level. Data from the interview had this;

> *P1"He failed to work hard. May be it is my thinking he did not put enough effort". Opportunities are there they only need to work hard and get good grades".*

"I don't want him to be like me I have faced many challenges. I wouldn't want him to remain in the village, those there are drunkards and abuse drugs. I would wish he goes elsewhere and does business".

P2"She is quite hopeful. I need money to take her further". "She has no problem, she works hard all the time unless I have given her some work. There is hope".
"There are many options. We hear of the many people who wanted to do one thing but did not manage. There are many options you only need to work hard. If the agriculture one fails she can still be a policewoman".
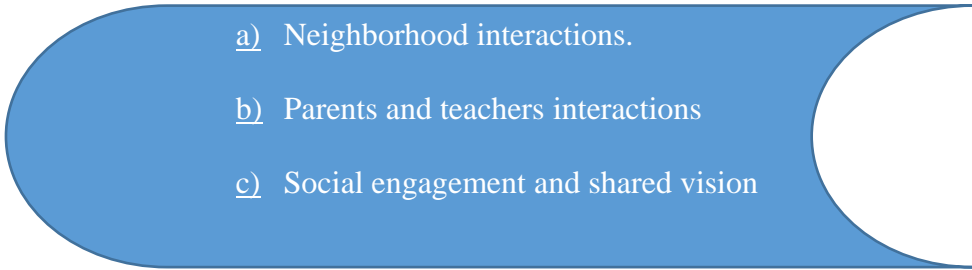
The participants were positive about their school choice and they expected their children to surmount the challenges they had by performing well and proceeding to the next level. For the participants the school choice had no role to play in determining the academic progression of the students.

In response to research question two, it is evident that the family units had limited social capital for use by the students to influence their educational aspirations positively. It was also evident that the family units had no capacities to amass or accrue any social capital due to factors pertinent in the community.

4.3.3 Parents' social interaction level.

This category focused on data relating to how parents related with their social environment.

a) Neighborhood interactions.

b) Parents and teachers interactions

c) Social engagement and shared vision

4.3.3.1 Neighborhood interactions

The social interactions are a product of the relations within a social network. Mitchell, (1969) perceives social network as "a specific set of linkages among a defined set of

persons, with the additional property that the characteristics of these linkages as a whole may be used to interpret the social behavior of the persons involved". Scott and Carrington (2011) define social interactions as a set of relevant nodes connected by one or more relations. The members in a social network are the nodes that are connected by the relations. The pattern of these relationships creates social capital. This category of data focused on the kind of social network the participants were part of and the kind social interactions their children had away from school. This was of importance because it directly related with the social network created. That is, the kind of social interactions the parents and their children were part of and the likelihood of these social interactions to create academic advantages for the learners. Data from participants indicated that the learners had minimal nodes away from school therefore limiting their social interactions further.

> *P1"He is in school on Saturday morning, later he goes to church for preparations. On Sunday he is in church and over the holidays we work together in the farm. They don't visit anywhere, it's rare".*
>
> *P2"She does the home chores on Saturdays and goes to church on Sunday and over the holidays they don't go anywhere, they work in the farm. They don't even visit uncles".*
>
> *"There is a lot of farm work we don't release them".*
>
> *"We don't release them from home…..if they had friends they would visit…. Where I come from in Nandi County, over the holiday children visit their cousins in Nairobi. Our shortcoming is, ours have not gone out to work…We don't see the link, we ask what are they going to see. Our children don't move out. When the close school we are happy we can run around".*

The religious community formed a social network beyond the family and the data indicates learners are active participants in the church activities. The challenge was that the church was also confined to the same kind of social network and therefore it conferred no social network advantage to the student.

Neighbourhoods form social communities. Healthier and more successful neighbourhoods are the ones where a range of different social relationships are available, rather than similar types of relations based on family and wider kin. Diversity of types of relationships seems to make for more successful neighbourhoods (Bridge, 2002).This was a homogeneous neighbourhood. The neighbourhood lacked diversity of relationships and interactions. Having children in the same school was an indicator that participants and their neighbourhoods shared a common network and it was also an indicator of lack of diversity as envisioned by Bridge (2002).The neighbourhood sharing was also limited as captured in this data.

> P2*"We share mainly from what we get from the media about schools.*
> *Such as burning of schools…..we share about how we will talk to our*
> *children to make them know there is danger in some of the*
> *groupings".*

This interview data excerpt strongly indicated limited exposure, experiences and knowledge to share in education matters and the neighborhood relied on what they picked from the popular media. This, in most cases was negative reporting that hardly had any impact on the educational aspirational wellbeing of their children. The interview excerpt below possibly captured the neighborhood's attention to matters education.

> P2*"When I talk about education I feel bad….we waste time saying*
> *we are working hard. We talk so much about farming. We are not very*
> *aggressive in matters education. You get children dropping out of*
> *school and I wonder if it is because of farming in this area that we are*
> *not serious with education. I tell my children to work hard. I have not*
> *realized my dream."*

The neighborhood thinking created by the nodes relations is the focus here. Though the participant had high educational aspirations for the daughter, the feeling was that the society was making no effort or progress to make it count for the children. Neither the churches nor in the neighborhoods had social interactions of value that would account

for formation of educational aspirations. Consequently, there had been no social capital formation for high educational aspirations. Since social capital that has value resides in a functional community (Wilson, 2006) it can be concluded that this neighborhood, had not conferred any social advantage to its members to allow them spur educational aspirations in their children. This kind of closed network sharing characterizes what Putnam (2000) refers to as bonding social capital. Bonding capital is inward looking and reinforces homogeneity. Homogeneity just allows people to get by. In the social world homogeneity is a tool of exclusion, marginalization, and constrain. What day scholars need to sustain their educational aspirations in not necessarily physical neighborhood, but a linked and a diverse social network with the right nodes that they can leverage on.

4.3.3.2 Parents and teachers interactions

Parents and teachers are key nodes in the academic progression of the children and the learners they are in charge of. Janet, (2011) argues that parents ought to be good models of constructive social and educational value and parental contact with the school should be through the sharing of information and participation in school. The study sought to understand how the parents interacted with the teachers. The parents had this to say about the relationship with the teachers.

> P1 *"If there is a problem or anything else I want to know, I come directly to the teacher because I know him"*.
>
> P2 *"I come to school too if I have an issue"*.

These data indicated parents whose involvement with the school was contingent upon emergence of a problem. Though the parent teacher relationship is a symbiotic one based on the shared responsibility, the participants lacked avenues for social interactions that could create any social advantage for them and the students. The

participants placed a lot of trust on the teachers' ability to nurture the learners just as the teachers valued the parental involvement in their children's school work.

Data indicated the participants' view of a good teacher were:

> P1 *"The teacher is like a parent. The teacher should be hardworking and ready to assist the students"*.
>
> P2 *"A teacher should share. After I part with the child she comes to school to share with the teachers"*.

The parental role of the teacher comes out here. The teacher parent relationship is only strengthened on the basis of the participants' expectations of the teachers on their responsibilities. The parent teacher relationship in this set up is a casual one based on what the teachers are supposed to do for the children and devoid of any social interaction with the participants. This data attests to this.

> P1 *"He is my close friend. We know each other. When we meet we greet"*.
>
> P2 *"Teachers are hardworking so they are good"*.

Though the participants affirmed that the teachers' views were important in planning for their children's future their relationship with the teachers had minimal sharing that could not create the social environment necessary to build social interactions for the mutual benefit of not only the participants and the teachers but also the learners. The participants portrayed a relationship with teachers that could only be assessed through the students' academic work.

> P1 *"As they teach they share with them about life and how to succeed"*.
>
> P2 *"They report to us that teachers share with them"*.

This is consistent with Fletcher et al, (2000) who argue that the community has an attitude where every elder is expected to take a paternal interest in the young of the community. In the teacher preparation curricular, the teacher trainees and later the

graduates are inducted into the roles of the teacher. Key among them is the parent surrogate, the challenge though for the teacher, is the inadequacy of the training and the inexperience on how they are expected to carry out the roles. The execution of these roles by the teacher in the school becomes part of a process of social capital formation. The teachers by virtue of their experience lack the capacity to carry out these roles.

4.3.3.3 Social engagement and shared vision

social engagement is participation in collective activities(Johnston, 2018), it can be a web of interactions between individuals and groups such as students, parents, teachers, and members of the community. Key in the focus of social engagement is the very important contribution these collective activities make in the student educational experience. A community's shared vision encompasses a community's values, purpose and aspirations for a better future. Though it may not be written, it is clear, it compels members to aspire for a better future and is evident in the social engagements members of a community share. Communal sharing on education matters both in formal and informal fora can indicate social engagement. Interviews data indicated no communal fora to necessitate sharing. The participants shared only with their kin.

> P1 *"My wife and nobody else".*
>
> P2 *"My brother who has interest in education. I tell him to write letters to my children about education so that they can read."*

Family sharing draws from similar archives of experiences and sources of knowledge (Gale et al., 2013) and may not help in the formation of a communal vision. However participants shared with their immediate relatives more than any other based on trust.

> P2*" I trust what my brothers say".*

Trust plays a key role in the formation of social capital especially for the closed communities like this one. The participants' level of social engagement was tested on

who they would seek information from, regarding post- secondary education for their children. The data indicated reliance on the family.

> P1 "I will talk to those who have joined the university. I will talk to my nephews because I have no other way of knowing".
>
> "I might talk to my nephews".
>
> P2 "I had not thought about that but I will look for her teacher".

This data how a lack of communal educational vision and the centrality of the family on education matters signaling low social engagement. There is a wide range of social engagements that would point to a shared vision, away from the school set up such as community work, fund raising for a course or voluntary work. The parents had this to say about social engagement away from school.

> P2 "There is no community work as there used to be in earlier days, but there are groups that come together for financial reasons".
>
> "Anything, else now we run to the MCA".

Communal engagements were rare and so were any communal help. This was blamed on poor leadership in the community. The political leaders, religious and even government officers such as the chief and education officers were to blame.

> P1 "We have a problem with our leaders and the parents don't make any effort to assist their children. Our parents did not assist us meaning all of us remained here. The chief then, stayed as our parents, even those who were educated could not help their children".
>
> P2"We don't talk about education. This idea has not been open to us. The children just go to school because the government has said. You fear the chief. The meetings are about development not education".

Religious leaders were an important group in the communities especially in directing different issues affecting the community, education included. They did not participate.

> P1"The church is about God not education".

All the other leaders in the community except the chief were not engaging the community on educational issues.

> P1 *"We thank the current chief. He is concerned about education.*
> *There will be light now if he gets people to assist him. He follows*
> *upon those who have dropped from school. He talks to them".*
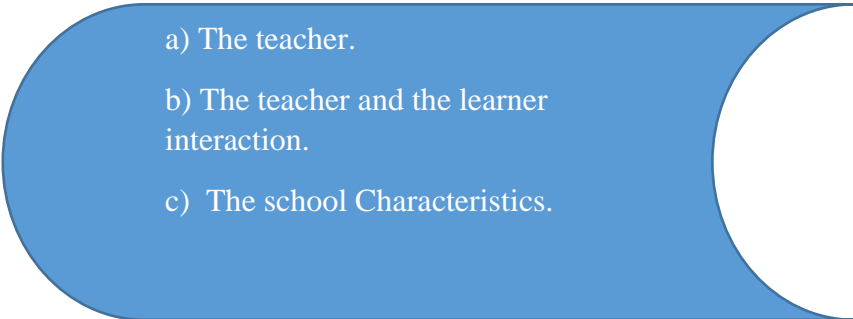
The few people from the community who had succeeded academically were not engaging the community either as one parent explained.

> P1 *"In this area I don't know who cursed us. Those who were lucky*
> *to succeed in school just stayed in the urban areas and neglected us.*
> *We hear they hold big offices".*

By virtue of not collectively participating, it can be concluded from the data that the community held no social engagements that could translate to a shared vision. Consequently this denied them any fora that they could use to build a shared educational vision for the community.

4.4 How Does the School Social Capital Determine the Educational Aspirations of The Learners?

This section dealt with the third objective of the study which was to explore how the schools' social capital determined the educational aspirations of day secondary school students. Significant categories developed from coding, data on school social capital was put into three major categories as illustrated in the figure below.

a) The teacher.

b) The teacher and the learner interaction.

c) The school Characteristics.

4.4.1 The teacher

This category was further coded into two subcategories.

a) **Biographical characteristics.**

b) **The teachers' school choice.**

4.4.1.1 Teachers' Biographical characteristics.

Teachers are a key component in the school system. Research has shown that teachers are key in formation and use of social capital in schools (Bridwell-Mitchell & Cooc, 2016). It has also been rightly noted that social capital development for teachers is based on access to expertise within their network (Coburn & Russell, 2008). The highest level of academic qualification and the years of teaching experience of the teachers after professional training were considered. The school principal was male, forty eight years old with a teaching experience of twenty two years. He had a bachelor's degree as the highest level of academic qualification. He had previously worked in three other secondary schools. Two day secondary schools as a classroom teacher and one boarding secondary school as a deputy principal. This school was his fourth and his first secondary school as a principal. He had served in this particular school for ten years.

Both the class teacher and the subject teacher were also male of ages between twenty five and thirty five years. The class teacher was also the deputy principal. They had both taught as untrained teachers for two years and three years respectively before going for teacher professional training. Both had a bachelor's degree in education as their highest qualification. After training, they had a teaching experience of between one and

three years. For both, this was their first school after employment by the Teachers Service Commission.

Table 4.4 Teacher characteristics

	Gender	Age	Highest academic qualification	Teaching experience
Principal	Male	48	Bachelors Degree	28 yrs
Class Teacher	Male	35	Bachelors Degree	3yrs
Subject Teacher	Male	25	Bachelors Degree	1yr

Data from this research showed that the teachers were on their first working station, as newly employed teachers and as a first time deployed principal. Pre-service teachers are well-prepared and well-educated, but much of their learning occurs after they actually begin teaching; thus, some years of experience are required to reach their most effective level (Rice, 2010).The first time teachers and the first time principal are exposed to first time school experiences that may lead to transition shocks. Day secondary school especially the ones in rural areas are bound to severely suffer from these experiences of shock because more often than not they get inexperienced teachers. This is consistent with research by Reed and Busby (1985) who found out that the challenge with rural schools is that they may not attract qualified teachers because of the unattractive conditions in which teachers operate and therefore teachers are unwilling to relocate to these areas. This is the case with many public day secondary schools located in rural areas or the slums of the urban areas. Consequently, many of the poorest and most vulnerable students are taught by the least experienced teachers. This could affect the learners' educational aspiration.

For the teacher, experience and expertise remains the greatest learning (Hattie, 2015) and its key in the formation of social capital. Experience and expertise are not only

acquired by training, but also by collective social experiences and interactions. The teachers in this day school had minimal stock of social capital for students to leverage on for educational aspirations formation. This is consistent with research showing that educational gaps facing poor and minority students many of who are found in the public day secondary schools may not be due to poverty or family conditions, but to systemic differences in teacher quality (Barton, 2003). The teachers were inexperienced supporting a research showing that novice teachers are more likely to take up jobs in disadvantaged/rural schools (Li, & Fischer, 2017).The teachers were less skilled, lacked professional community (shared norms and values), and had less social networks with parents and other teachers. It can therefore be deduced that these teachers by virtue of being less skilled and inexperienced, had limited social interactions and therefore had accumulated little or no social capital for students to take advantage of. The teacher quality in this school, therefore, is not likely to support the learners' high educational aspirations.

4.4.1.2 Teachers' School Choice

The Kenya's governments mandates the Teachers Service Commission to recruitment and deployment to teachers in public schools. Though these teachers were trained to teach in secondary schools in regard to their areas of specialization, they were options regarding the specific school they choose based on either intrinsic or extrinsic attractions (Maphosa, et al, 2014).The teacher's school choice refers to the decision making process on the school to teach. Many teachers would choose to teach in good schools (Moore et. al. 2014), but in most cases the choice is based on availability of job vacancies advertised by the teachers' service commission. For the first time employees deployment is preceded by an interview by TSC. After successful job interview, the

teacher is employed and deployed to the school. In most cases the principal is deployed as a promotion following a successful application and interview.

One of the teachers was from the community and he indicated he applied for the job as an untrained teacher, but later joined the school after the professional teacher training. Data from the interview excerpt explains how the teachers made the choice.

> T2 *"It was a school of choice because it was the only school around".*

Data indicated that the other teacher had been interviewed in other schools without success and therefore he was ready to go to any secondary school so long as he got employed by TSC

> T1 *"I was ready to go to any school. I had done several interviews. I just wanted to go to a public school. There was an opportunity here and I wanted an opportunity in any school."*

The principal joined the school through a routine job promotion. He had initially been interviewed for the principal's position, but he had no choice on where he would be posted. The interview excerpt captures how he joined the school.

> T3 *"At first I was mad. I was unhappy. I did not want to come to this clash prone areas ... I tried to protest ... I was told I had no choice ... I came here not by own desire ... I was just fished from the data bank."*

Research has evidence that teachers with choices are mainly those with substantial experience and good performance records (Johnson, Kraft, & Papay, 2012). Both the principal and the teachers were in this school not by choice, but out of lack of options or because of other conveniences such as a promotion and a job vacancy. This was because the school did not exhibit the attractions teachers equate with a good school. The school was located far from a tarmacked road and during the rainy season the teachers indicated it took them more than two hours to walk to school.

> T1 *"This area is not accessible like where I used to be. There is also the issue of security making it not so comfortable."*
>
> T3 *"From here to the office it is about 53 kilometers. When you get to the office and come back that is one hundred and six kilometers. If you have been called home for one thing or another in the week you have done 300 kilometers. That is one thing that is wearing me out. But for being the principal in this school I am comfortable about. I have a very supportive board, very motivated teachers and the students are disciplined."*

The principal (T3) indicated that he was fatigued though he did not state that he was complaining but was tired of the long distance between his home, the school and the education administrative office. This is corroborated by data from document two and document three about the principals' regular absenteeism explained as official reasons.

Though the principal had indicated the teachers were motivated, the teachers were not comfortable in the school and given options, they would not be in the school. This is corroborated by data from document one that indicated teachers' lack of passion for their work and document three that recorded teacher absenteeism.

> *Doc 2. Mr. .....left early (1.30) without permission.*

The school choice for the teachers is balance between a chance to get a government job or a job promotion and individual conveniences. Because of this is, teachers lacked passion and commitment in their work as evidenced by data from documents one.
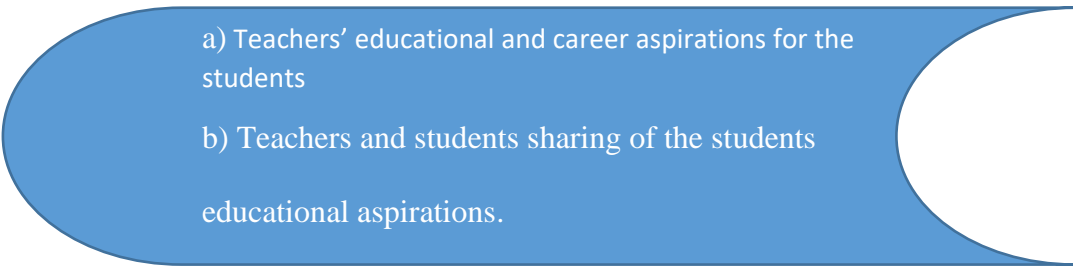
> *Doc 1."The teachers were challenged by the principal to be passionate about their work and be amongst students so that students would like what teachers teach them."*

Lack of passion and commitment among the teachers as was the case with this day secondary implied that learners had less meaningful interactions both formally during classroom interactions and informally outside the classroom, thus heightening the absence of resources accrued out of such interactions.

The teacher characteristics and the employment and deployment policy disadvantaged the day secondary school students who were already disadvantaged by the school categorization. This is consistent with Mulkeen and Chen (2008) who observe that teacher deployment policy and practice in less developed countries results in marked inequalities in teacher distribution leaving small schools and rural schools disadvantaged.

4.4.2 The teacher and the learner interactions

Data in this category of school social capital had three sub categories.

a) Teachers' educational and career aspirations for the students

b) Teachers and students sharing of the students

educational aspirations.

4.4.2.1 Teachers' Educational aspirations for the students

Teachers' expectations of the learners educational aspirations were expressed as the level of academic qualification learners were expected to attain. They had the following responses.

> T1 *"I am very sure some are going to do well… but we shall have poor performers. We don't expect them to perform too much but there is hope."*
>
> T2 *"The society does not value education so much. So they are not motivated, but like ten percent will proceed."*
>
> T3 *"Majority will go to mid-level colleges".*

The teachers did not have high educational aspirations for their students. They exhibited doubt and ambivalence about post-secondary education. Though the teachers indicated

that some of the students would join middle level colleges and technical institutions, they also indicated many would not proceed with education.

> T1 *"I see former students who have not gone anywhere and have not done anything beyond form four and this is the society and they don't value education."*
>
> T2 *"The ones that can proceed are around fifteen. The others are not committed about education. They are just there to pass time."*
>
> *"They just disappear around farming potatoes and logging."*

This corroborated data on what the parents and the principal had indicated about trade preference as opposed to pursuing post-secondary education. For the teachers this was a trend of thinking and happenings in the community that apparently the school was not in a position to change. This is consistent with Bathmaker et al. (2013) who asserts that not all students know about higher education particularly if they are from families, schools and communities where people generally do not attend higher education and it supports St. Clair and Benjamin (2011) who argue that people from disadvantaged environments have lower aspirations and thus limited achievement.

High educational aspirations are a precursor to career aspirations. Ideally, the teachers were expected to mentor the learners towards career possibilities. The teachers' aspirations about possible career opportunities for the learners was a strong indicator of the level of education they expected the students to reach. Based on the teachers' take about low progression to post-secondary institutions, it was important to understand from the teachers if the students had opportunities for career development and success. The teachers indicated that they believed that opportunities were there for the students only if they got the right skills beyond the secondary school level. The following interview excerpts illustrate this

> T1*"They might not have unless they study beyond form four.*
>
> T2 *"I think opportunities are there depending on the course even if it is teaching opportunities, woodwork, masonry ..."*

> *T3 "I don't know whether they have taken up a particular interest".*

Though there was indication that career opportunities are there, the above responses from teachers did not indicate any positive teacher engagements with the learners or support that would amount to a different kind of thinking from their home environment. The teachers had low educational aspirations and by extension career aspirations for the students. Career aspirations too may determine the educational aspirations of a student. Any expression by the students to their teachers regarding career options was regarded as an indicator of their educational aspirations. The teachers indicated that the students had expressed their career options.

> *T1 "They express but you don't see the seriousness in them."*
>
> T2 *"You know they have those big expectations just like any other child. I want to be a doctor, I want to be a teacher but majority of them don't want to be teachers."*
>
> T3 *"Yeah, they do, but in their discussions, we don't have a school setup or forum where they can do that but they have their own debates you know sometimes when you go for debating you get to hear this and you think it's part of the discussion that is going own as motion".*

The teachers did not have high educational and career aspirations for their students. It is also evident they had minimal teacher student interactions as T3 indicated they did not have a structured forum with the learners. Failure by the teachers to interact with the students meant the learners could not tap on the potential resources the social interactions provide to enable them set their educational aspirations. Consequently the teachers could not determine their students' educational and career progression.

4.4.2.2 Teachers and students' sharing of the students educational aspirations

Teachers' sharing of the students' educational aspirations with them is a precursor to their effort to helping the students actualize them. It was apparent the teachers did not share with the students about their educational aspirations. The teachers also indicated they had not shared with the students about the career options available for them and

neither had the students interacted with professionals in the career fields. Therefore, what the students expressed as their educational aspirations was what they had heard from people outside the school set up as the interview excerpt illustrates

> T2*"They have no personal contact with the people from that profession. Probably, this beats their aspirations because if the real engineer, not the one we are taught through books, comes to the actual classrooms they will quite be motivated."*

The teachers were also not very conversant with the careers paths and options available apart from what was in the text books and therefore were not in a position to guide the students on the same. Take these excerpts for example

> T1 *"In Physics, you look at the introduction part of it. It is career opportunities so… elaborate more".*
>
> T2 *"There are no specific careers to talk about. It is when the results are out and the grades now decide for them, the grades dictate to them what to be."*
>
> T3*"We may have talked to them about careers but in class setup which was not interactive. The teacher in front and the students seated and you think you are done talking to them and you leave without maybe making a follow up of wanting to know specifically what a student wants but I also believe they are exposed. These are students who go home so they interact with the news media and they could be getting these news from there. Through what they have heard. You can only gauge their admiration of the some careers through what they would say they have heard, but the students these days being much focused on what they want to do after school? Very few of them are".*

T3 suggested that students got information about careers back at home. This was not the case based on the home factors already discussed. The sharing that the teachers indicated they did regularly with the students was not directed towards educational aspiration formation as the excerpts illustrate.

> T1*"I have told them they will be government funded."*
>
> T2*"We tell them the truth about life and the importance of education… It is better to have education."*

T3 reported that they did communicate with the students through remarks in the students' report books but few students sought personal advice from the teachers. This is corroborated by document data which did not indicate evidence of teacher student sharing beyond the classroom teaching. The teachers, however blamed the parents for lack of educational aspirations.

> T2 *"Constraints start from home. The parents don't see any need to educate their children, I have told you their priorities are buying a piece of land and animals but when it comes to education they see it a waste of money and this is a big challenge to the student."*
>
> T1 *"I think it comes from the parents. The education standards of the parents and up to what level did they go to school and also the society at large. If these students maybe having the role models from the society students would be trying to outdo them and may be like them and even go beyond them. The problem with this society, people who have gone to school don't come back. Sometimes you ask and you are told there is somebody from this place who works in big places but it is very rare for them to come to school at least to talk to students so that they know they have one of their own who studied there. This is the problem we have here".*

With no guidance from the teachers, the students' educational and career aspirations were uninformed and based on imaginations.The above interview excerpts from the teachers confirmed that the teachers did not share with the students to help them form high educational aspirations, but further alluded to the teachers inability to guide the students' on the same. Though acknowledged as a key component in the school system, the teachers' role as co- creators of students' educational aspirations was missing. The inability by the teachers to identify and seek to close this gap for the students through sharing was costly for the learners in terms of educational aspirations formation. By not sharing with the students about their educational aspirations, the students were unable to create nodes of interaction with the teachers. The teachers had not given the students the interactional advantage to help them navigate through possibilities of higher education and future career.

4.4.2.3 Teachers nurturing of the students' educational aspirations

A good school is one that teachers are able to nurture the students' aspirations. Nurturing of the students' educational aspirations was dependent on resources that were key in planning and working towards the achievement of the same. This sub category focused on the resources available at the teachers' disposal and the school by extension to nurture and sustain the learners' educational aspiration. The resources were categorized as: the human skill resource, the financial resource and the interactional resource.

The human skill resource is assumed to be inherent in professionally trained teachers. This came out in the course of class interactions and subject content delivery. Data collected indicated that teachers had two ways of helping students develop educational aspirations for higher learning. Students were put into ability groups. Those who were good academically were exposed to more academic work and revision materials and the weak students were taught simple concepts and given a lot of motivation.

> T2*"We motivate them during class time".*
> *"We teach them more and revise more."*

Though this seemed a plausible way of educational aspirations formation, it is not corroborated by any other data such as out of class time schedules bearing in mind the official timetable and the school structure had no such provisions. The teachers also complained of understaffing and the most likely thing is, they did not have extra time for what was evidently extra work. The teachers, reported to having talked to the students especially the weak students to motivate them. T3 was satisfied with the school programs and had this to say.

> T3*"The academic success is not necessary determined by the number*
> *of students who join university. However, realizing that this is a sub-*
> *county school; day school for that matter, we have a bulk of students*

> *who underperformed in primary school. You tell them there is hope even if they get a D plus so that that they can succeed".*

Skillfully, teachers are expected to maintain high educational aspirations for the students. Hattie, (2015) asserts that many teachers make a difference in academic aspirations of the students, especially the poor. The key role of the teacher therefore is to create avenues of success for the student and remove barriers. The skill resource which the teacher acquires through training is insufficient in supporting and sustaining the educational aspirations of this kind of students who were disenfranchised by the very school system. The human skill resource in the school was also limited by the fact that the school lacked adequate trained teachers and had to hire through the BOM. The school also lacked important human skill such as a librarian, a chaplain and a teacher in charge of guiding and counselling. P3 data about engaging somebody for guiding and counselling was not corroborated by any other data.

The financial resource is also key in educational aspiration formation. It determines the infrastructure and the structures the school puts in place. Data captured had this;

> *T3 "We must make the school appealing so that even those kids who come here can talk about being in a school. Young people are ambitious and we must paint the buildings, have the ceiling boards and good desks".*

The financial resource is a challenge in the day secondary schools since the government pegs capitation on a standard figure without assessing the specific needs of each of the day schools based on many parameters that define each particular school. The school lacked basic infrastructure. Changing the image of the school and the infrastructural improvement would raise the student attraction to the school hence account for educational aspiration formation.

The interactional resource is the glue that puts together all the other resources. It is created through social interactions. Educational aspiration formation for the student is an interactional endeavor and embedded in it, is access to inherent resources within the social network (Wohn, Ellison, Khan, Fewins-Bliss, & Gray, 2013). Therefore, the amount of time students interacted with the teachers and others in the school network was important. Data analyzed from Doc 1 had discussions and deliberations focusing more on teachers and what is expected of them. This excerpt illustrates this:

> D1*"The teachers were challenged by the principal to be passionate about their work and be amongst students so that students would like what teachers teach them."*
>
> *"The form two lack of seriousness issue was raised again as a factor cutting across the board and the class teachers were to work on them regarding issues with discipline, absence, cleanliness and organization."*

This above data in document one was consistent with data in document three that recorded high teacher absenteeism. The above data is a call to the teachers to interact more with the students. Interaction involved putting in more time. Lack of data to indicate any activity in nurturing of educational aspirations in response to the above meant that it was not done. This, Johnson et al, (2011) associates with poor schools. Sass, Flores, Claeys, and Pérez, (2012) assert that teachers in poor schools lack the dividends accrued by having diverse social interaction that can fill in the missing pieces for the learners. Others meant to have the resource were;
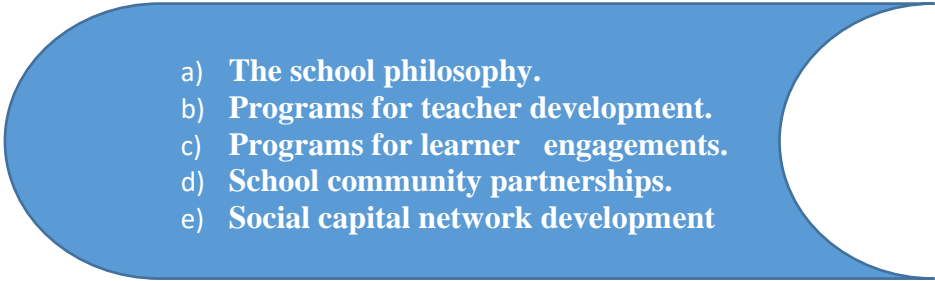
> *T3 This year we have invited one motivational speaker just last week and we have engaged another lady purposely for guidance and counselling, motivation and for career take up is one of the things she has to address*

A motivational speaker and a guiding and counselling personnel are a source of interactional resource, however, the data above is not corroborated by any other source of data. The interaction resource was also limited and consequently the students were unable to accumulate enough to assist the students' form educational aspirations.

These three resources determine the level of planning and the capacity to push for the achievement of the educational aspirations. The teachers lacked sufficient resources for that. Though teachers might have had the right educational aspirations and intentions, they lacked the capacity to provide social interactional support to the students. They lacked external networks for social capital creation and therefore they had not acted as a buffer for the detrimental effects of low social network for the students. The day secondary school had resource gaps, but more severely the interactional resource. This Bindra, (2017) refers to as herding millions of learners into poor schools and clapping for ourselves.
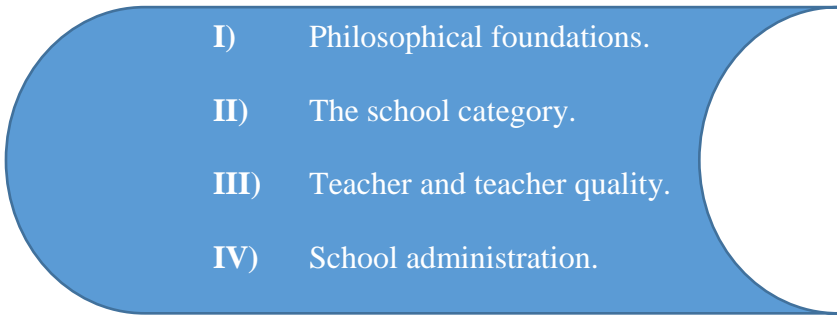
4.4.3 The school Character

All public secondary schools are government regulated, but each one of them is autonomous and unique based on individual schools' category, the leadership, the actors and their actions as well as availability of resources. The uniqueness may be embedded in some of the school's attributes such as the school motto, the mission statement and the vision statement as well as the school philosophy. Together these unique and specific school attributes define the school character. In this study this category of school social capital dealt with the following attributes.

a) **The school philosophy.**
b) **Programs for teacher development.**
c) **Programs for learner   engagements.**
d) **School community partnerships.**
e) **Social capital network development**

4.4.3.1 The school philosophy

This sub category dealt with the following:

I)   Philosophical foundations.

II)   The school category.

III)   Teacher and teacher quality.

IV)   School administration.

The school motto, mission and vision statements were the philosophical focus. A school motto captures the essence of the school in a brief phrase of few words. It embodies the actors, the actions and the resources required. It espouses the ethos, values and beliefs the institution is proud of instilling. This particular school motto 'For Academic Excellence and Integrity' was itself a social pact. Academic excellence is a collaborative aspect and so is integrity. These two cannot be taught and achieved in a classroom set up. They are acquired in the thick of interactions. The achievement of the same by the students would be in line with high educational aspirations, however the school did not demonstrate how the actors were executing and instilling the same.

Available literature has shown that one of the qualities of a good school is a strong philosophical anchor, in the Kenyan case a strong religious affiliation (Iraki, 2019). This not only guides the students towards doing good for society, but also in setting goals and standards to live by. For the students setting of goals and standards alluded to educational aspirations. The school lacked strong religious and philosophical foundation which are accumulated social capital.

> T3 "One thing I really regret about is the fact that we are not able to establish some religious programs that work. Yes we have CU, YCS, and SDA, they are running but in terms of spiritual foundation among

the students is very weak. I am being frank with you that's the one bit I feel that we have not done very well, but the reason I think again is their home background because CU is very popular, YCS does its own things, SDA goes out but generally apart from the very few active members of these movement the majority of students are passive. That is one area I feel I have failed".

T3 implies that the failure could partially be attributed to lack of proper support both from within the school and without the school. This could also be attributed to lack of interactions with other well endowed schools. Students' engagement with philosophical mantras and religious affiliations was not only a site of educational aspirations formation and social capital accumulation, but social capital in itself. This day secondary schools had not developed any strong affiliation.

The vision, mission and school philosophy formulation is dependent on the various actors, such as the school board of management, the teachers and the parents. There was no data available on any of this. In the availed DOC 4 of 2018, the discussions bordered on finances especially the budget, the construction of classrooms and the funding. Fees collection strategies and the safety of the learners were discussed. This was found to be consistent with the Basic Education Act, 2013 article 59 (a) that gives the BOM the mandate to promote the best interests of the institution and ensure its development, however, the fact that the BOM had not addressed other aspects as provided for by the same act was a concern. It is the mandate of the BOM in Article 59 (h) to facilitate and ensure the provision of guidance and counselling to all learners as well as (l) encourage the learners, teachers and non-teaching staff, parents, the community, and other stakeholders to render voluntary services to the institution. These articles in the act presuppose social capital development. Looking at Doc 4 the BOM had not addressed any of the above, hence the BOM which comprised mainly members of the same community had deprived the school the benefits accrued from a wider social network.

The other important aspect of the school structure is its category as a sub county school. Sub county schools are mainly day schools and teachers in a day secondary schools, and in particular those in the rural areas have to deal with a plethora of home based challenges making them prefer a boarding school especially for the students in this environment.

> T1 *"I have always wished that it is supposed to be a boarding school. Unfortunately I don't have a say to make it a boarding school. Parents are not willing to make it a boarding school. They have a perception that if they make it a boarding school, students from other regions will come and benefit from the resources they have put here. That perception is not a good one."*

Data from DOC4 and DOC6 emphasized why a boarding school would have been better. In one of the entries, in DOC2 a mother had reported a missing daughter due to abuse from the father.

> In DOC1
>
> *'A form four girl was apparently absent because she was in hospital after being raped.'*
>
> *'A form four girl was at home because she was expectant.'*
>
> *'A form four boy had dropped out of school.'*

Time allocation for a day school is constrained. The Basic Education Act 2013 indicates that day school students should not arrive earlier than 7:15 am. The class time runs from 8:00 am to 3:30 pm. Co-curricular activities take place from 3:30 to 4:45pm, then students leave for home at 4:45 p.m. This is in contrast to a boarding school schedule, which the same Education Act indicates, runs on a 24 hour basis. To cope with curricular demands day secondary schools have in many instances altered the school daily schedules to create more hours for the student's study. The teachers had an evening arrangement for students' studies in school where the students took

advantage of school resources such as electricity and reading material. However, this arrangement was not serving all students as the data below illustrates.

> T1"We have arrangements but this arrangement normally favors boys, they can study up to the time they want to go home. We normally use the night watchman to make sure they come to school with school uniform. So I have always wished maybe there is a boarding section for girls."

The students in a day school are already disadvantaged but the girls are even more disadvantaged as illustrated. The multilevel deficits are bound to directly impact on the educational aspirations of these students. Teachers in favor of a day school thought the allocated time was enough though they also acknowledged the challenges at home.

> T2 "They can perform because the time is there, resources are available. It is only that they lack passion in education."

> T3 "I have never wished that it was a boarding school. We have tried to create time so that we can try to give students a bit of sometime like the ones in boarding school. What we have done in our time tables our lessons starts at 7.20 and they go up to 2.50 pm in the afternoon. By so doing they have one hour ten minutes for activities and then from 4.00pm they are in class for preps until 6.00 pm. This is trying to find the two hours from 7.00 pm to 9.00 pm in some boarding schools".

> " I was trying to ask myself, do these kids get time at home to do their studies when everybody else is there, that is where they are cooking from, noise is going on and the lighting of course. We tried to create two hours so that they are here to do their work and also the teachers can find time for makeup."

For the teachers the difference in performance is based on the notion of differences between schools on the basis of certain comparable factors such as the school category, gender, geographic regions and academic study hours. That is, what one school has and the other does not have. The students here lacked the very basic resources necessary for learning. Students' educational aspirations are dependent on the resources invested by particular schools. The real problem in a day secondary schools is the difference

within the school (Hattie, 2015) and the resource the school has for higher educational aspirations formation.

As key actors in the school structure, the number of teachers, their quality in terms of training and the time spent with the learners is of importance. The school had fourteen teachers. Thirteen were male and one female. Of this number, seven were professionally trained and qualified, while seven were not. Two of the teachers were alumni of the school. Of the alumni one was a trained teacher while the other was not, but was a student at the university. To have a positive influence on the students, teacher quality and school attendance is paramount. Half the number of teachers were untrained, inexperienced, had minimal social network contacts. Data collected from Doc 3 showed very few daily school attendance by teachers' entries done. This was mainly done by the teacher on duty. It was noted that the T3 and the T1 occasionally made entries on their arrival time, but seldom on departure time. The last entry on the attendance register had been more than six months earlier. This communicated well on the aspects of time. The intermittent entries on DOC 3 was a strong indicator of noncompliance in terms of arrival and departure time by the teachers and even worse, it also meant total absence from school. This data corroborated data in DOC. 1. The intermittent entries and non- compliance was a problem compounded by the fact that the T3 and the T1 did not comply either. This school absence by teachers was consistent with Uwezo (2011) a survey that found out that 13% of teachers in Kenyan public schools were absent when they should have been present. The lateness or absence compromised on time spent with the students in class and out of class. The teacher quality and time invested on the learner compromised the student educational aspirations formation. Bathmaker et al. (2013) argues that school do not simply teach the official curriculum, but they also transmit values, processes, rules, but most

importantly social relations. This is acquired not in the formal class setting, but in the thick of interaction as teachers modeled unconsciously for the students. Because of the minimum time spent on the students by the teachers, there was bound to be no meaningful interactions.

The role of the school in the hidden curriculum was also an important aspect of the school structure.

> T3 *"The pride is not on matters academic, but the impact teachers have had ... I think we were able to mentor them I believe the fact that we have a record of ten years that's a long time. Yeah that's what we are proud of."*

The above data exposes the role of the school not only in curriculum delivery but also in the hidden curriculum. The principal and the class teacher's role in the structure are especially profound for the student. Data indicated that the class teacher was more of a parent and was the most respected person in that class.

> T3 *"I think they play a major role especially in role modelling and character building."*

Data indicated that many teachers refused to be class teachers of this particular class because of the low KCPE mark. This corroborated interview data which indicated.

> T1 *"The entry marks was too low, most of the teachers had no hope in them because they went below the admission mark. So teachers thought that this is a poor class, it is not going to make it".*

The roles of a class teacher went beyond what was stipulated in the teachers' code of conduct. The roles embodied much more. The teachers indicated that the parental role of the class teacher included advising the students. However, the teachers were not professionally trained and certified for the skills. The skills were cumulatively acquired overtime through interactions with real incidents, sharing with other teachers, parents,

other stakeholders in education, teacher development programs and social engagements. A capacity and skill that the teachers lacked.

A good teacher is characterized by a number of aptitudes. Key among them is passion for their work.

> T3 "I think if I say passion, one who has passion will sum it all. Because a teacher who passionate about the job is always concerned about the poor performance, is always very helpful to a needy student so to me I think passion is everything".

The passion indicated as the core characteristic of a good teacher is what the teachers in the school had evidently lacked as is corroborated by data from the documents. In DOC 1 the teachers are urged to be hard working.

> In DOC1
> "Hardworking in their subject areas so that they can even motivate learners to work hard. They should be disciplined. The teacher should be a role model for the learners to emulate. So he should be of high moral standing".

Going by the above data the teachers do not possess qualities of a good teacher. Though passion, hard work and discipline of the teacher would be part of the qualities of a teacher, they are not adequate to warrant one being an outstanding teacher. According to African Union (2019) a good teacher is one who can bring the world to the students by helping them achieve their long term career goals through quality teaching and encouraging desirable behavior in school. Long term career goals for the students are aspects of educational aspirations and so is the process of encouraging desirable behaviours.

School administration is a key component of the school structure. The administrator, though a teacher has additional roles as a school leader, a mentor, a role model for teachers and students, the community and also a community leader.

> *T3 "I think that goes without saying. We are mentors that one is unwritten and role models for the student and for the teachers and even for the staff and even in the community outside .I think we also become community leaders. We are not elected or put there by them but I think we must play that role of a leader in the community because once in a while you will be called to explain something out to them in their own forum so maybe as you do that they will bestow that honour because they believe that you are also a great leader".*

School leadership had challenges as evidenced by the data below.

> *T1 "You know this is a local school. It is absorbing anyone from a 100 to150 marks. These students require a lot of work and experience."*

> *T3"We have staffing challenges. Out of the fourteen teachers only seven are TSC employed so the other seven are BOM employed.*

> *Quite a number of times we have had vacancies for a trained teacher. We do not get one, so we end using any other person who has almost similar qualification."*

> *T2 "There are challenges. I have twenty eight lessons. A good load is supposed to have twenty lessons so that you have time to do other things like marking, do revision, extracurricular activities. At 5pm am very exhausted. I can't engage myself in any other activity."*

> DOC2

> *In three instances the teachers had refused to hand in the students' marks or assignment because the remedial teaching money had not been paid. There was also an entry about a teacher who had befriended a school girl.*

This data portrayed structural and systemic challenges of a day school. There are not only staffing challenges but the teachers lacked the experience and expertise to handle the learners. As a leader the principal lacked the avenue to interact with the community to give the much needed leadership. The day secondary school was unable to develop, educational aspirations for students because there had been no meaningful social interactions. This is consistent with the policy framework for education ROK, (2012) that notes "that there is an unequitable distribution of teachers, teaching and learning resources between the three categories of schools. It also noted that the rural and arid

areas are further disadvantaged by the limited number of schools and regional imbalances.

4.4.3.2 Programs on teacher development

A professional development plan is a documented record of an individual's career aspirations and progressions (Gudzer, 2019). For professional development, teachers whether individually or in collaboration with the employer or the school ought to actively work on bettering their skills and expertise in professional development programs. Data collected indicated that the teachers had not improved their skills through professional workshops, motivational talks or seminars. They had not had any workshop or guest speakers in the areas of subject specialization and they had no corporate mentoring apart from the usual staff meetings and retreats. What they discussed in the meeting was mainly welfare for both teachers and students. The trips were more concerned with the relationships among different players in the school and not on teacher career or skill development. This pointed to the closed kind network.

> T3 *"We have a very good working relationship with my teachers. I do a lot. At one instance I will be the boss here and many times I am their colleague. Sometimes I come down, I am their brother. We have occasion when we go out and they are the ones running the show and they tell me what we need to do. I am sometimes very democratic, many times I am always democratic but at least when it comes to doing the normal duties, all of them know what we do in our school and they will do it without complaining. They are young and looking for direction, they look up to me none of them is quarrelsome we have a very good relationship".*

This data is consistent with Li & Fischer (2017) who assert that the principal's position and advice is associated with critical social resources such as influence, legitimacy, trust and obligation. All these are gained in a scenario of interactions. As indicated the teachers were professionally young. What they needed more was to cast their social net outside the school confines. T1 expressed that he needed to do more with the young

teachers as compared to more experienced teachers and he did it based on his earlier interactions in other schools as well as continuous 'borrowing' from other schools experiences. The relationship was cordial and they discussed matters related to academics especially for the candidate class.

> T3*"Every time it happens both ways, sometimes they come here but many times I go to them".*

> *"I have drawn a lot of how I relate with my teachers from my experience in other stations. I try to do what other people do in their stations. We have a very good relationship. My desire has always been getting these teachers to work the way we used to work in the 1990s. You work, you are not getting paid, but you are proud for working. The question would be, what are the factors that have changed between then and now?"*

With no professional development program, the teachers had no mentorship, they relied on one another, former college mates, the deputy principal and the principal as their mentors. On the specific subject areas, the teachers indicated their mentors to be colleagues from other schools especially those who were national examiners, however there was no data on how this was done. Data indicated one teacher did not have a specific mentor in his subject area and relied on social media.

> T2*"First I would go very fast to google but if it was not google I have a college friend we have kept in touch with and we are always reminding of ourselves".*

Unfortunately no data showed any evidence of communication or meeting.

> T3 *"Unfortunately not, we have not met".*

Academic mentorship for professionals is part of their professional development. The teachers indicated that their academic mentors were their colleagues especially those who had pursued or were pursuing their master's degree. Communication with their mentors was through the social media.

> T1 *"We have a Whatapp group … normally we use the social media platform."*

The school had no set out development programs for the teachers and neither the employer nor the ministry of education had any that the teachers had attended. This was bound to stagnate or derail the teachers' ability to cope with the students' needs including the formation of the educational aspirations among others.

Teacher welfare formed part of the teacher programs**.** The teachers indicated that the only social organization they had ever formed handled financial issues but with time it collapsed and there had been efforts to start another one. That had been hindered by the fact that most teachers were not employed on permanent basis and therefore they were not willing to join one.

> T1*"We only have welfare for teachers, for the students we have the students council, I think they raise their issues through the students council."*
>
> T3*"Yes we do, it is not very well functional it has been created out of need but whenever one of us has an issue or a benevolent kind of a thing we have always chipped in".*

Data showed that the teachers lacked professional communities, partnerships or welfare groups. Research has shown that people can tap into their personal and professional networks and through these connections gain an edge on what they know and the knowledge is transformed into key capital in decision making (Ramsey, 2016). The teachers lacked the necessary structural ties, access to expertise and content of interaction, hindering their ability to consciously and effectively assist the students to form and develop high educational aspirations.

4.4.3.3 Programs for Student Development

The objectives of the secondary school education are to prepare students to make a positive contribution to the development of society, and to acquire attitudes of national patriotism, self-respect, self-reliance, cooperation, adaptability, and a sense of purpose

and self-discipline (Sifuna, 1990). Good schools, in addition to academic programs have other students' programs that in most cases are dependent on the school initiative. The school had no such programs as data indicated.

> T1 "We did not have this one before but we have a projector from the ministry and we have been trying to get the CDs for motivational teaching and also on preaching… so we normally download the motivational content and then we cast for them on the screen normally on Thursdays."
>
> T2 "I usually motivate students by giving them gifts especially when you get the set targets."
>
> T3 "I can't say that we have programs that would be motivational but like I said once in a while I try to get someone to talk to them".

The weekly program indicated by T1 was not functional. This was corroborated by the students' data and lack of documented evidence such as the school timetable indicating the time. A good school has programs that include an enlarged, open and diversified curriculum, with activities such as fine art, music, foreign languages and diverse games and sports. The diversity allows learners to discover themselves hence raise their educational aspirations. The total absence of either of these in day secondary schools curtailed the students' participation and imagination and the objective of this level of education may not be achieved.

Extracurricular activities form part of the school programs. Extracurricular activities in a school set up include any organized social, art, or physical activities for the students that occur during out-of-class time. They include clubs, school magazines and journals writing, music groups, debate teams, volunteering programs, games and sports. At times the programs may include academic components. Teachers indicated that ball games (volleyball and football), clubs (science and engineering) and music were available.

> *T3 "We offer athletics and football and we take part in the competition. We have done particularly well in athletics we have gone up to the county levels. Football crazies have not done much. Music, I think this year they did very well they went up to the regionals".*

Data available indicated otherwise. The students had earlier indicated the over emphasis on academics without any support for games and sports. The parents had also indicated the students did not participate in any games. T2 said he does not participate because he is too tired by the end of the day. The observation field notes too indicated the unlevelled play ground with animals grazing on the overgrown grass. The only co-curricular activity that was active that year was music.

Guidance on career options was also part of students' programs. Teachers are expected to assist the learners in the choice of subjects while in school and courses to take after school. However data on how they acquired information about career guidance indicated that the teachers were inadequately prepared to assist the learners.

> *T2 "From experience because I am exposed to education for so long. I have magazines at home, course outlines, so I advise them from my experience."*
>
> *T1 "We have a booklet showing the courses that are offered in public, private, technical institutes and others."*
>
> *T3 "Maybe this forms part of a lot of what we brainstorm about with colleagues, we have a group we call ourselves the achievers school and we are all friends. Most of us are interested in the current affairs and trends and if I was to call in one of them to come talk to the students I am sure they will perfectly will".*

The data indicated a limited resource. This was what was utilized by the teachers to assist the students who were already disadvantaged at home. Mortimore (1991) and Huber (2018) emphasize that schools are meant to compensate for social disadvantage, but individual schools can compensate for society to a certain extent such as supporting individuals in their efforts to overcome the negative effects of social disadvantage.

However, the success of such schools to run students' program would be partial and limited, because those who are advantaged will tend to benefit more from any improvement in schools; so that, while all benefit from school improvement which derives from government funding , the advantaged benefit most. The day secondary school students had not been compensated enough for their social disadvantage. The more advantaged benefited more from the horizontal resource allocation which allowed them to run more programs.

4.4.3.4 School community partnerships

Schools that set high educational inspirations for their students have certain characteristics such as strong teacher/student traditions of doing things, strong organizations such as the alumni, community involvement in school activities, they have strong social networks and they voluntarily engage in community service (Hu, & Kuh, 2002). All these activities influence learning (Leithwood, Patten & Jantzi, 2010) and they are avenues and sources of social capital. The teachers are members of the community they work in. Community may be understood as a group of people who live in the same local geographical area or who have some other non-spatial element of shared social identity. Community engagement in education is widely recognized as a vital force in the effort to remove barriers to achieving quality education for all (Craissati, Banerjee, King, Lansdown, & Smith 2007).Though not a policy teachers did not engage in community activities and neither did the community engage in school activities

> T1*"We have not done any voluntary work since we came here. I wish we had one, it could be a motivation then students would be much motivated to interact with people from outside."*

Schools are meant to be centers of convergence for the parents and the community. They are also avenues for student and parental social support. Where educational aspirations are high the parents and the communities own the school and support the school. Data indicated the parents and the community at large have had no link with the school. The teachers also indicated that they did not get any information from the members of the community regarding education.

> T2 *"Parents don't value education so much and teachers too… whatever they value is money. They value money so much or anything that brings money immediately. They value those things. And maybe they think education cannot pay… when loggers go to the forest, they can make as much as Kenya shillings three thousands per day. A teacher is not paid that much… they don't see any need to go to school because the environment allows them get such kind of money"*

> T3 *"I can't remember when we had such an engagement and I was in their forum and they had things to say about education".*

> T3 *"They only member of the community I have seen coming is a scout coming to train them. The community has also participated in issues with music in those who went for regional music festivals they got guidance from locals."*

The above data was corroborated by DOC5. It indicated that, apart from the ministry of education officials, there were no other visitors to the school. This data confirmed that the school had limited community engagement and therefore it was limited in the interactions that it was accorded by the immediate social environment.

Communities are key in determining aspirations of their members, educational or otherwise. This community lacked the avenues to do so.

> T1 *"Those from this place should also come to motivate them…. It is very rare for them to be seen maybe when there are occasions like funerals and others then you see vehicles, people coming you ask where they come from and you are told they are from a certain family. I think those are the people that are supposed to come and motivate their own."*

With a community like this, the school is deemed more appropriate to help the students form educational aspirations, however the school had also failed to do so due to its systemic structural limitations discussed. Applied to education social capital, developed and shared through social interactions foregrounds the resource available to the teacher and the school as part of the community. Collectively, the human capital of the individuals and the social capital they have access to make up the expertise that is available to the group (Gordon et al., 2016). It is a community's interactions in the reflective analysis of its particular situation that leads to locally generated, locally viable, long-term solutions. Community members interactions also foster the willing contribution of local resources (human, material, and economic) for the benefit of education. There has been minimal interactions between the teachers and the community. Though the interactions are not for the sole purpose of generating social capital, the benefits of these interactions accrue incrementally over time and eventually build enough social capital stock. The school and the community has not offered any reciprocal resource. Data from the school urged the community to engage with education more.

> T1 "I would tell them to be more serious on education. Seriousness comes in paying school fees. And it is so little we charge six thousands shillings per term but we end sending students home and this place is resourceful. You can say this a well-endowed area. They have enough to take their children to school. This is an area people keep animals they sell milk. Tractors are here each day to collect milk and there is a lot of manual work. From the way they pay school fees you realize there is a problem with the community. They don't value education they don't see any importance in it."

> T3 "I don't know it might seem bad to say but maybe I would address civility. Am I saying that the people are uncivilised? No, but maybe this society is a bit low in terms of what you know in other societies out there in trying to pursue education. Everyone talks about it and the push is the same to give our children the best but here I have said in several occasions that education is a bad expense. So are you seeing why it is viewed as a bad as such? There has been very high cash flow here, money from logging, money from potatoes, money

from milk, it flows so you don't have to struggle through this thing called education for you to succeed. Who will spread this message about education? I said I would address civility not being civilised but what is decent because we have dirty people who have now dropped out of school with some few shillings and they are clearly spreading the message out there that that is what success is".

T2 "I can just try to explain to them the importance of education. You can do anything else after school. Am still doing what I was doing even after going to school. Farming has uncertainties when you have your certificates you have more certainties than those who do not."

From the data it is evident that the lack of investment in education is not solely out of financial inability contrary to popular belief. The financial inability coupled with lack of the right social capital has contributed to low educational aspirations. Data indicated that the community did not value education as it was a bad expense. This was made worse by the fact that school dropouts were also making money by engaging in trade and farming activities. To them, this was success. The other cause of low educational aspirations was that the community had no role models and the few who would have modelled for them did not come back home when they succeed.

T2 "You get to know there is an engineer here they are supposed to work like role models just like other areas. Unfortunately, they don't come. I know of a teacher when I was doing the interview here. A teacher from here decided to go elsewhere… maybe it is because of the social amenities like electricity. When I came here the whole of this community did not have power."

T3 was in agreement that what the community needed are people from the same community who had academic, social and intellectual capacities and were committed to the communal course. He exemplified this by what he said about the chief.

T3 "I would say he is not the traditional type of chief we know who sits there and waits for cases to come. He told me that he is not interested in politics, he is only interested in bettering his home area. He would say that in his own words if you meet him. He has been absent in his home area for so long when he was working away. He got this opportunity to apply for a chief. He said when he came back he felt as if he had deserted his own area and he had a lot of catching up…..

> *T3 "Our chief has been making sure that students don't stay at home. I went to talk them about this thought amongst the parents that education is an expense they would not like to incur. ...If the same campaign was sustained elsewhere, let's say in church by the clergy it would have sank a long time back".*

> *T3 "Liaising with the chief during the holidays. Currently, we have a serious one who is academic oriented. The previous holiday there was a student association of those in colleges who came to mingle with our students".*

> *"We also get those students who are within the society who went to other schools so that we give our student ideas that are supposed to guide them... that is one thing that we have already done."*

What the above was alluding to was that reasons for the communal disinterest in education were not financial the community had to be deliberately engaged by creating social networks that would make a difference like the chief was doing. The other leaders had a role too.

> *T3 "I am trying to say it is true that the clergy from around here have failed to maybe take up the campaign to speak in favour of education for many years maybe because they themselves are also product of that system that is faulty. There is a problem in the community, I don't have a forum where this can be addressed but the religious leaders maybe jump on board to campaign for education".*

> *T3 "The MP had been very supportive of education through the CDF bursaries. The governor is also very passionate about education maybe because of his background, but he has had mentorship programs for students from the county which ours have had an opportunity to attend. This county is also very supportive in terms of offering bursaries for high school students. Most of our students school fees is paid for by both the county and the M.P. so the parents have very little to chip in".*

What this data communicated was that the students and the community at large lack of high educational aspirations was not a financial problem, but an interactional problem embedded in their social network. There were a few instances of communities coming together in school activities as data in DOC6 indicates. The photographs indicated some community engagements in the school activities. Data indicated a partnership program

with a school in United Kingdom that had since stalled. Such a partnership would have been an important avenue social capital accumulation and educational aspirations development. Because educational aspirations are not individual, but communal there is need to have the members of the community re-oriented to the right nodes that would have the right social capital to stir the right aspirations that would trickle to the students and consequently be integrated into the wider social network. Wellman & Hampton (1999) calls it a shift from living in little boxes to living in a networked society.

4.5 How Can an Interaction Model Enhance Social Capital in School?

A model is a representation of concepts which are used to help people understand or simulate a subject the model represents. It is an abstraction of things in the real physical or social world. Lee's (2010) Social Capital Resource model explains how social capital can be used as a resource to achieve individual and collective goals. It focuses on the relationship between social capital and resource acquisition. The model is based on the premise that social capital is a valuable resource that can be used to access information, resources, and support. Previously, studies have focussed on resource seekers than resource givers as a unit of analysis (Lee, 2010). In this study the concept of social capital has focussed on the positive attributes embedded in social relations with the resource givers. Social capital is the aggregate of actual or potential resources and the intentionality of the actors both as a network orientation of resource seekers (Stanton & Spina, 2000) or resource givers (Lee, 2010).
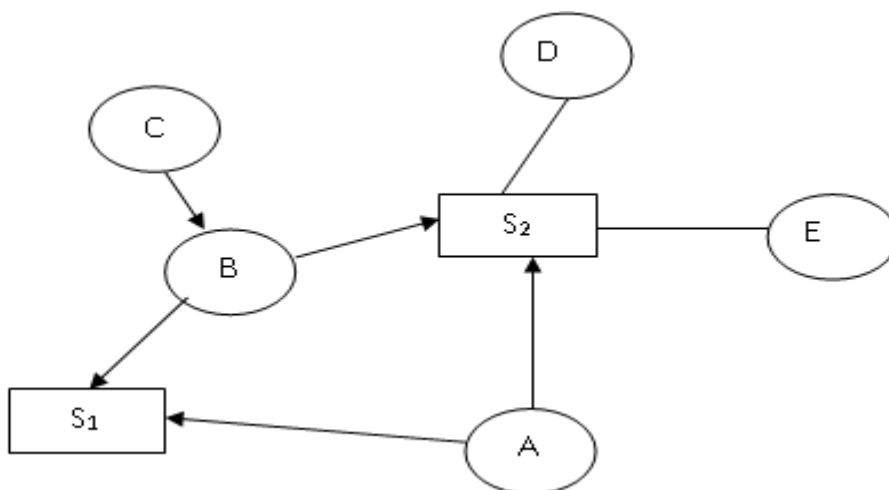
Fig. 4.1: A Social capital Resource model by Lee, (2010).

In figure 4.1 both student 1 (S1) and student 2 (S2) can get resources directly from A

and B. They also get resources from C through B. In this model, however S2 has the

potential resources from D and E as opposed to S1. In the current school categorization

Day Secondary schools are the S1while the boarding secondary schools are the S2.

Though both may share the direct resources A, B and C, S2 has the advantage of

potential resources D and E that afford additional advantage. The proposed model

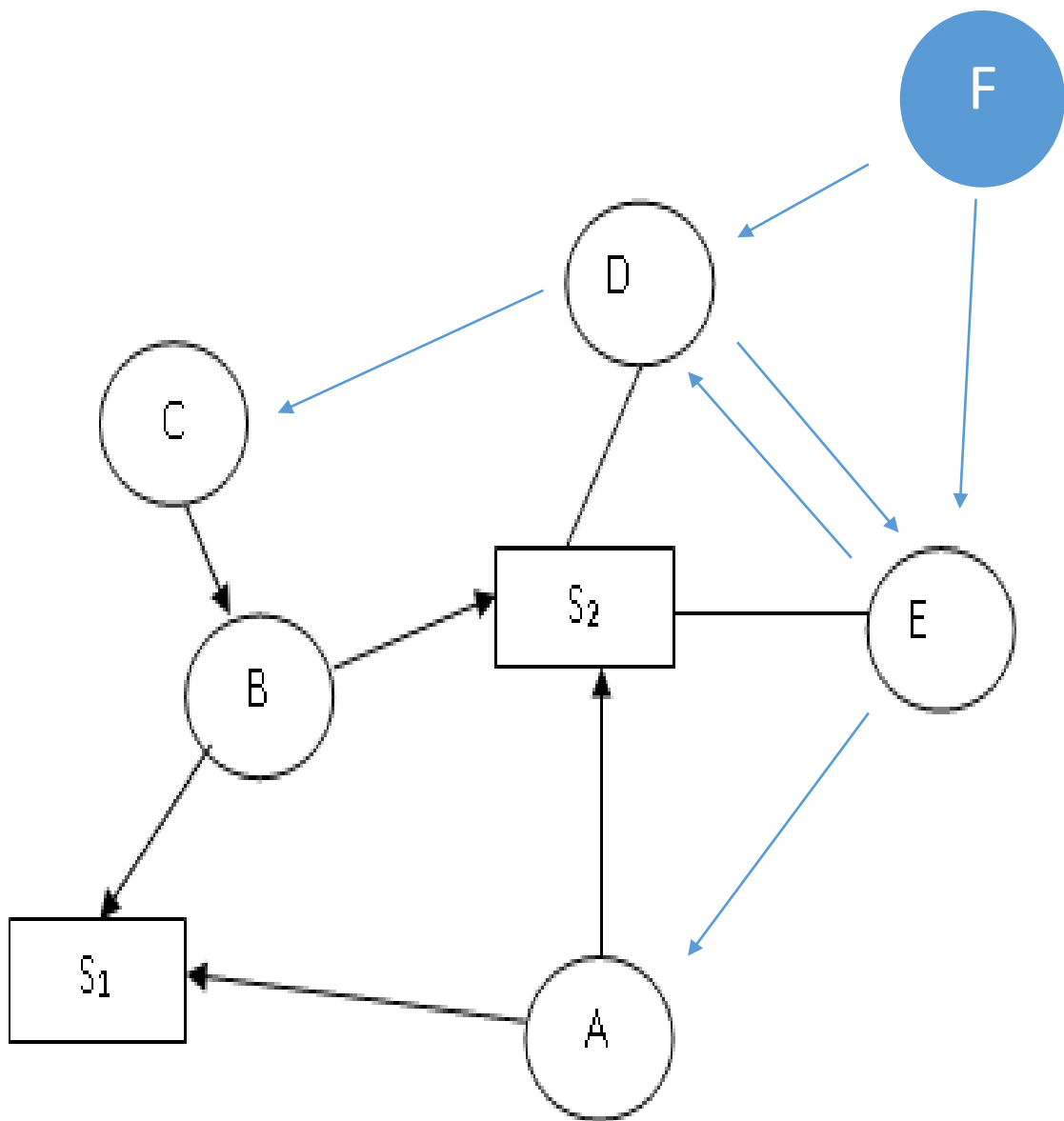presupposes making the potential resource accessible to S1.

Fig. 4.2: A Proposed Social capital Resource Model

Using Lee, (2010) Social Capital Resource Model, the study proposed an expanded social capital resource model of interaction specific for schools and one anchored on policy. A model that can enhance generation of social capital through interactions of both the resource seekers and the resource givers either directly or indirectly. The thinking informing the model sees social capital as a dynamic resource that can be accumulated, depleted, and sustained depending on the available interactions and this explains why it should be anchored in an educational policy. In the model social capital can be acquired as a resource or used to acquire other resources either through direct

access to resources such as information, opportunities, and support or through brokering access to resources that are not directly accessible. In the proposed model S1 and S2 are the resource seekers. A, B and C are direct resource givers while E and D are potential resource givers that can be reached through brokerage. The direct resource givers are the home, the school and the community respectively. The potential resource givers D and E are the networks created outside the primary resource givers but have the potential of being brokered to reach the resource seekers. For S1 in a Day Secondary school a strong social network is more likely to mitigate against the home and school disadvantage by having access to information, opportunities and support necessary for educational aspirations formation, guide on college and career opportunities, as well as build long term friendships, partnerships and strong social organizations as they pursue their academic goals. Most importantly, the implementation should be anchored on an educational policy (F).

4.6 Chapter Summary

The purpose of this study was to interrogate the process of educational aspirations formation for secondary school students in Day Secondary schools by assessing the social capital available to individual students, the family unit, the school and the community. The study also purposed to develop a social interaction model to enhance social capital development and accumulation in day secondary schools. In this chapter data collected was analyzed and presented. Interpretation and discussion of data in regard to the research questions was also done.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of the findings, conclusion and recommendations based on the findings of the study. The study purposed to interrogate the process of educational aspirations formation for secondary school students in day secondary schools by assessing the social capital available to individual students, the family unit, the school and the community. The study also purposed to develop a social interaction model to enhance social capital development and accumulation in day secondary schools. The research questions guided the points of reference throughout the study

5.2 Summary of the Findings

The summary of findings is guided by the study questions.

5.2.1 What social capital is available to individual students to set own educational aspirations?

The study revealed that day secondary school students had high educational aspirations, but the achievement of the same was limited by their prevailing social capital deficit. Educational aspirations matter and they make a difference in one's academic progression. They also play an important role in the progressive endeavor of self-improvement (Hart, 2016). Educational aspirations are determined by the social capital available to the students. The study identified the following factors as determiners of social capital for the student: The family size, sib ship ranking, siblings with post-secondary education and parents 'occupation. Participants came from big families where they ranked first or among the first three among the siblings. Those who were not among the first had elder siblings who had no post-secondary education. The parents' occupation was associated with their social economic status and low household

income. The level of education had a bearing on the occupation, the social networks and social interaction linkage. While the social economic class indicated the economic resource available to the family, it could not tell the value for education and the educational aspirations a family or the student had (Hart, 2016).The parents had high educational aspirations for their children but were limited in social capital afforded by their level of education, occupation and interaction to help their children form social capital meaningful for educational aspiration formation.

For the day secondary school students forming, developing and sustaining their educational aspirations was a task that was curtailed and limited by the social capital available. Unlike in absolute poverty where families suffer scarcity of necessities, in rural poverty the families have less access to services and quality education (Jensen, 2009). The students lacked the social capacity necessary for formation of realistic educational aspirations. Nussbaum, (2005) observes that fear, habit, low expectations and unjust backgrounds deform people's choices and even their wishes for their own lives. Through passive transfer the parental social disadvantage is transferred to the children making the cyclic social disadvantage real.

The study also revealed that the day secondary school was not a school of choice for the students. The students preferred to be in boarding schools or day secondary schools away from home and with better facilities. Though day secondary schools had improved access to secondary education (Simiyu et.al. 2016), the reality is, education was increasingly becoming a tool for social exclusion and inequality (Hart, 2016). Day secondary education had also exacerbated the social disadvantage by entrenching and perpetuating social inequality.

Though the study revealed the students had high career aspirations it also brought out the limited information they had about the same. The students did not have people to support them nurture their educational and career aspirations. The parents did not know how to help their children. The immediate social environment had social network challenges. The study revealed the student social interactions were quite limited both at home, in school and the community.

5.2.2 How do family members use the available social capital to influence the educational aspirations of their children?

The study confirmed the key role of the family in education. It also brought to the fore the glaring disparity in social interactions among the students, parents and teachers in the society. The marked inequality is a result of varied factors ranging from communal settings, social economic status and the school characteristics. Though the parents had no secondary school education, they had high educational aspirations for their children. The parents' level of education also determined their social interactions. The educational aspirations for their children was marred by deficient social interactions.The parent's occupation created no social networks beyond their physical location. They were members of a socially homogeneous community with limited access to information and linkages consequently they did not know how to support their children's educational aspirations as a result they preferred quick returns gained by the children in motor cycle and logging business as well as farming. Research has shown that community institutions such as recreational facilities, churches, community centers, convenience stores, banks, and child care centers serve as important avenues for building individual social capital and networks (Small, 2009) as well as being avenues of social engagement. The social conditions in the communities interact with the imaginations of students to help them realize their educational aspirations. In this

particular community there were no institutions for residents' social engagement and thus individuals had no social network to facilitate formation of educational aspirations. The parents indicated that they were detached from the school and therefore they did not participate in the school activities. While research has shown that parental involvement of any form can produce a lot of gain to the students and the school (Aslan, 2016), studies also suggest that a lack of mutual understanding of what parental involvement means is the greatest limitation to effective parent involvement (Solozarno, 2007). The study concludes what the family units need is the mobilization of social capital that would aid in advancing their children's educational aspirations.

5.2.3 How does the school social capital determine the educational aspirations of the learners?

Day Secondary schools lack the capacity, expertise and the resources to provide for educational aspiration formation. Jensen (2009) posits that poor children are more likely to attend poorly maintained schools with less qualified teachers and their day to day facilities if available at all are less adequate. The principal was a first time administrator who was away most of the time handling administrative issues. This denied him time to interact with the other actors in school creating a social capital gap. The teachers were newly recruited and the school was their first working station. The school was a learning ground for them. By virtue of being newly hired, the teachers in the day school lacked the professional and interactional social capital gained in experience, professional mentorship, professional associations, expertise, and the social network all which are necessary in assisting learners develop educational aspirations. Since secondary school education forms the basis of further education the teacher is expected to represent certain ideals in the community both in and out of school. It is expected that they give all the support the learners' require. It is apparent that apart

from students getting no meaningful social support from the parents, the teachers also lacked the social capital stock necessary to assist the students.

The Day Secondary school was limited in the activities it offered, therefore limiting the avenues for social capital accumulation. Games and sports give a chance to enhance not only physical skills, but also social and networking skills. Games and sports offer career options, teaching of life skills such as punctuality, patience, responsibility, discipline and dedication towards a goal and social capital development all important aspects of educational aspiration formation. Other social capital support programs such guiding and counselling, mentorship programs for the student were missing in the school.

The community plays a vital role in the success of a school. The study established that the school's neighbourhood gave the school no added advantage. The school was an institution that was observed at a distance with no community engagement and therefore the school accrued no social gains from the host community. The school had a social role of transforming the society, however, the limited interactions were overly exclusive and supportive of the status quo as opposed to building bridging social capital that is considered to be more socially-integrative and more likely to help people get ahead (Walseth, 2008). From the community the main drawback in the educational aspirations formation for Day Secondary students was the deficiency or total lack of social networks that would enable the students form and sustain the high educational aspirations. The community was bound by a closed network.

5.3 A Social Interaction Model

To enhance social capital creation among day secondary school students, an interaction model was proposed. It presupposed social capital creation anchored in policy. The

secondary school students, regardless of the school category should be able to access resource D and resource E for them to form reasonable social capital to aid in their educational aspiration formation.

5.4 Conclusions

Based on the findings, the study concluded that educational aspirations were social endowments that were formed and shaped by the quality of the social interactions available. Educational aspirations were important because they shaped what had educational value and meaning for the individual students, the family unit and the community they are part of. Though the students and the parents positively indicated high educational aspirations, they lacked the necessary social capital to assist them achieve them. The students lacked the necessary social interactions at home to help them accumulate social capital necessary for achievement of their educational aspirations. The parental characteristics limited the external interactions depriving them of the much needed social capital.

The Day Secondary school did not bridge the home gap as it had its own systemic challenges. While Day Secondary schools offered transition opportunities for students up to rates of one hundred per cent from primary school to secondary school and hence improving on literacy levels and achieving the UN goals of sustainable development among other regional and national goals, the policy has strategically curtailed the students' abilities to accumulate social capital key in forming and sustaining educational aspirations and consequently navigating through college life and beyond. In this sense Day Secondary schools were filling more of a schooling gap than an educational gap.

5.5 Recommendations

5.5.1 Policy Recommendations

Based on the findings and conclusions of this study, the following recommendations are made:

a) There is need for support programs that can help Day Secondary school students build social capital by connecting them with mentors and role models outside of their immediate family units. This could include mentorship programs, after-school programs, and community youth organizations.

b) There is need to provide training and support for parents on how to build social capital with their children that could raise the educational aspirations. This could include volunteer programs in their community, family events, educational counselling and parent-teacher conferences.

c) The masked inequalities still entrenched in the school system should be dealt with by providing professional development and apprenticeship for teachers, having school mission statements that are realistic, providing students with linkages to different interactional networks, partnering with families and communities to support students' educational aspirations, connecting students with mentors and role models outside of school and providing students with access to college and career counseling.

d) Create policies that support the implementation of social interaction models and provide funding for schools to implement social interaction models.

e) The government to consider an apprenticeship period to assist newly hired teachers be immersed into the profession by forming partnerships and linkages for external support.

5.5.2 Recommendations for Further Research

The following suggestions were made for further research:

a) There is need for other studies to be replicated in other geographical regions and/or other levels of learning.

b) Further research on other social factors can be done.

c) A research should also be done on the influence of FDSE education policy on social networks.

d) A research should also be done on the role of equal funding in education.

In summary, for the day secondary school students, the factors holding down formation of educational aspirations are social and have to be addressed through a social approach. The study concludes that educational aspirations are not individual endowments, but they are communal in nature. They are formed, shaped and sustained by the social capital available to the individual learners. The achievement of the educational aspirations is therefore dependent on the quality of the social interactions available.

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APPENDICES

Appendix I: Introduction Letter

<div align="right">

P.O. Box 3900-30100**,**
Eldoret

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The Principal

_____ Secondary School.

Dear Sir/Madam,

RE: <u>COLLECTION OF DATA</u>

The above subject matter refers.

My name is Beth Kirigo Mwai. I am a postgraduate student in the department of Educational Foundations, Moi University. I am carrying out a research study entitled **"Social Capital and Educational Aspirations of Day Secondary School in Kenya".** This research is purely academic and any information provided shall be treated with utmost confidentiality. This letter is to request your assistance in gathering data. During the time of data collection, I will have a focus group discussion with the form four students, conduct interview sessions with the principal, the form four class teacher and one form four subject teacher and parents. The study will be used as a basis to interrogate the educational aspirations of the day secondary school students and the available social capital for use to develop and sustain the educational aspirations.

Thank you in advance for your cooperation.

 Yours faithfully,

Beth Kirigo
<u>EDU/D.PHIL.PGF/1006/15</u>

Appendix II: Informed Consent for the Participants

Dear Sir/Madam,

I have this day _____ November, 2018, given my consent to be one of the study participants in the study being conducted by Beth Kirigo of Moi University on a research entitled: **"Social Capital and Educational Aspirations of Day Secondary School in Kenya".** I also understand that I am doing this voluntarily and that I can leave without any penalty.

Thanks for giving me a chance to participate in this study.

Appendix III: Students' Focus Group Discussion Guide

1. What is your family size?
2. Where do you rank in the birth order?
3. At what level of schooling are the other siblings?
4. How many have gone to college/polytechnic/ technical institute?
5. How do your parents earn a living?
6. If you could study for as long as you liked, what level of formal education would you like to complete? Probe
7. How do you and other family members nurture and sustain the expectations?
8. What was your preferred secondary school? Probe
9. In your own words who is a good teacher? Probe
10. Apart from the teachers who else do you talk to about your education? Probe
11. If you wanted to find out information about what courses to take after leaving secondary school, where and who would you get that information from?
12. What would you like to be? Probe
13. What do your parents/guardians/family wish you to be? Probe
14. What occupation do you think your teachers think you will do in the future? Probe
15. What co-curricular activities do you participate in?
16. When not in school how do you spend your time?
17. Thinking about your ideas for the future, is college education necessary? Probe
18. Do you participate in voluntary community work, activities or festivals? Probe
19. Given a chance what issue would you address in this community? Probe further

Appendix IV: Parents' Interview Guide

1. What is your highest level of academic qualification?
2. How do you earn a living?
3. Do you have children who have joined college? Probe.
4. If your children could study for as long as they liked, what level of formal education would you like them to complete? Probe
5. How do you and other family members nurture and sustain the expectations? Probe.
6. What was your proffered secondary school for your child? Probe
7. Apart from the teachers who else do you talk to about your children's education? Probe
8. How do you access the teachers?
9. In your own words who is a good teacher? Probe
10. Who do you seek advice from about the education of your child? Probe.
11. If you wanted to find out information about what courses your child would take after leaving secondary school, where and who would you get that information from?
12. What would you like your child to be? Probe
13. If they do not reach this level what else would you expect them to do?
14. Are you aware of co-curricular activities you child participates in? Probe
15. When not in school how does your child spend time? Probe.
16. Thinking about your ideas for your child's' future, is college education necessary? Probe
17. How important are the teachers' views in planning children's' future?
18. Do you participate in voluntary community work, activities or festivals? Probe
19. How important are the leaders in the community in your child's education? Probe
20. Given a chance what issue would you address in this community? Probe further

Appendix V: Teachers' Interview Guide

1. What is your highest level of academic qualification?
2. What is your age bracket?
3. Tell me about your teaching experience?
4. Which level of academic qualifications do you expect the students to reach? Probe.
5. How do you and other teachers nurture and sustain the educational expectations? Probe.
6. Would you wish your students were in a boarding school? Probe
7. Apart from other teachers who else do you talk to about your students' education?
8. How did you join this school? Probe.
9. How comfortable are you working here?
10. What are the roles of a class teacher? Probe.
11. How often do you talk to colleagues about the students academics?
12. How often do you have teachers' motivational meetings? PROBE
13. In your own words who is a good teacher? Probe
14. How close are you with other teachers?
15. In your own words who is a professional mentor? Probe
16. If you wanted to find out information about what courses students would take after leaving secondary school, where and who would you get that information from?
17. What programs do you have in place to motivate your students? Probe.
18. What extracurricular activities are available in school?
19. Given your students' current situation, which level do you expect they will reach? Probe.
20. If they do not reach this level what else would expect them to do?
21. What other activities do you engage in school?
22. When not in class how do you spend your time?
23. Do the students express what they would you wish to be?
24. How do they learn about this occupations?
25. Have you personally talked to them about careers?
26. Why do you think they would like to pursue this?

27. What occupation do you think his/her parents think they will do in the future?

28. Why do you think they have this choice?

29. Do you think other members of the community are important in students' education?

30. Thinking about your ideas for your students' future, is college education necessary? Probe.

31. How important are the teachers' views in planning the students' future?

32. Do you participate in voluntary community work? Probe

33. How important are the leaders in the community in your students' education?

34. Given a chance what issue would you address in this community? Probe.

Appendix VI: University Introductory Letter

MOI UNIVERSITY
Office of the Dean School of Education

Tel: (053) 43001-8
(053) 43555
Fax: (053) 43555

P.O. Box 3900
Eldoret, Kenya

An ISO 9001: 2008 CERTIFIED INSTITUTION

REF: EDU/D.Phil.F/1006/16

DATE: 29th January, 2018

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: BETH KIRIGO MWAI ~ EDU/D.PHIL.F/1006/16

This is to confirm that the above mentioned is a bonafide Second year student undertaking a Doctor of Philosophy (Ph.D) Degree Programme in **(Sociology of Education)** in the Department of Educational Foundations, School of Education.

She has completed her course work, defended her research proposal successfully and she is currently in the field collecting data for her Ph.D thesis titled **"Social Capital and Educational Aspirations of Day Secondary School Students in Kenya."**

Any assistance accorded to her will be highly appreciated.

Thank you

31/01/2018

PROF. J. K. CHANG'ACH
DEAN, SCHOOL OF EDUCATION

Appendix VII: Research Authorization Letter

**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

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/18/98390/23815**

Date: **11th October, 2018**

Beth Kirigo Mwai
Moi University
P.O Box 3900-30100
ELDORET

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Social capital and educational aspirations of day secondary school students in Kenya"* I am pleased to inform you that you have been authorized to undertake research in **Elgeyo Marakwet, Kericho and Uasin Gishu Counties** for the period ending **11th October, 2019.**

You are advised to report to **the County Commissioners and the County Directors of Education, Elgeyo Marakwet, Kericho and Uasin Gishu Counties** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Elgeyo Marakwet County.

The County Director of Education
Elgeyo Marakwet County.

National Commission for Science, Technology and Innovation is ISO9001:2008 Certified

Appendix VIII: Research Permit

Appendix IX: Map of Kenya

Source: https://maps-kenya-ke.com/map-of-kenya-showing-counties

Appendix X: Kericho County (map of Kericho County indicating the sub counties)
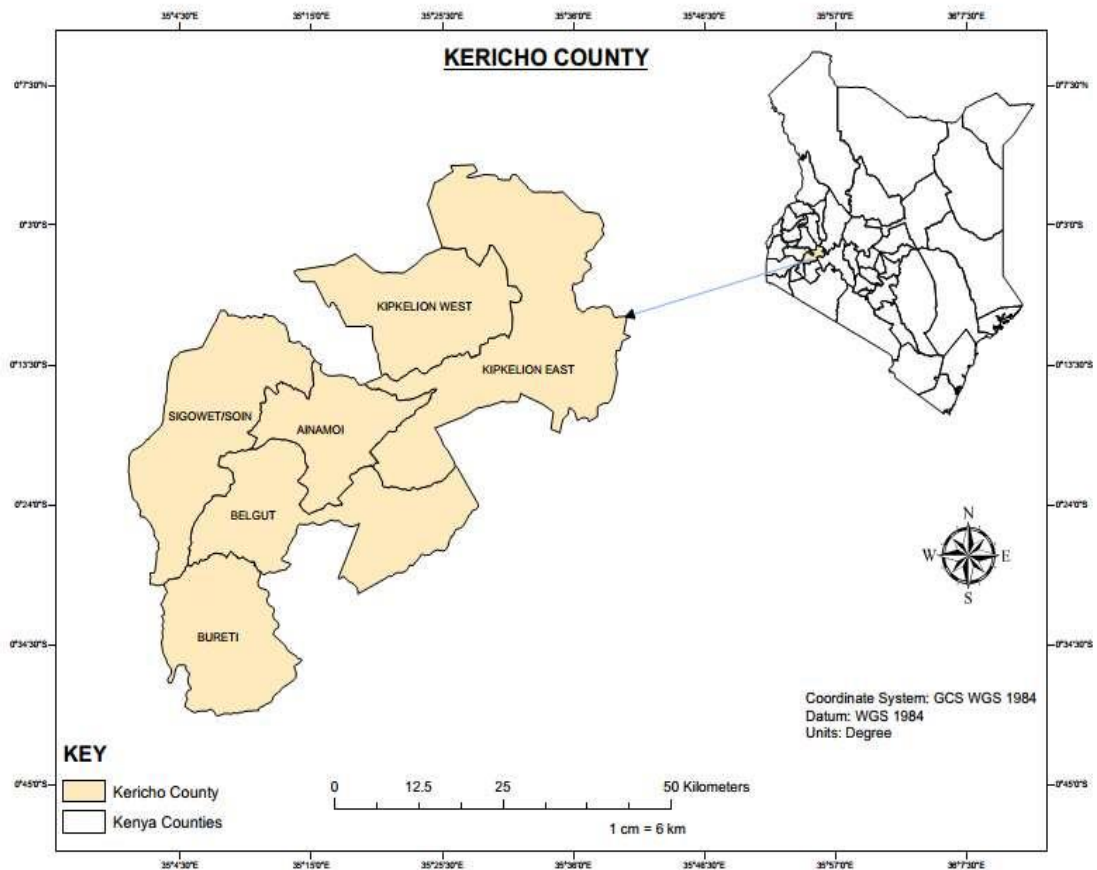
Source: GIS Moi University

Appendix XI: Plagiarism Certificate

EDU 999 THESIS WRITING COURSE

PLAGIARISM AWARENESS CERTIFICATE

This certificate is awarded to

BETH KIRIGO

EDU/DPHIL.PGF/1006/15

In recognition for passing the University's plagiarism

Awareness test with a similarity index of 01% and

Striving to maintain academic integrity

Awarded by:

Prof. John Changách, CERM-ESA Project Leader

Date: 08/12/2021