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**ANTHONY, MW**  
**Editor-in-Chief**

## EDITORIAL NOTE

Greetings to one and all!

The African Research Journal of Education and Social Sciences continues to upscale her contribution in the fields of education and social science research in Africa's context in this year's release!

The year 2016 has yet been another year of continued focus and research striving for knowledge and progress. We at ARJESS are pleased to present our works over this year in Volume 3 of the Journal.

In this volume, ARJESS looks into issues that continue to affect education in Africa's context. The Issue covers key themes in education including the factors that hinder girls' enrollment in schools, motivating factors for seeking postgraduate studies among students, education for self-reliance and the role of co-curricular activities in social development of students.

As the Journal's Editor-in-Chief, I would like to express my gratitude to everyone who contributed to and worked on this issue, especially the authors and the editorial team members. I welcome all good remarks and recommendations, as well as any comments on the publisher's content. ARJESS is committed to continue providing a platform for knowledge sharing and professional growth for students of research, faculty members, scholars and practitioners!

Anthony, MW  
Editor-in-Chief  
African Research Journal of Education and Social Sciences

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## Girls' Enrolment in Secondary Schools in Eritrea: Status and Hindering Factors

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### Abstract:

*Development of a society cannot take place without the productive participation of women and this can only happen when girls are adequately empowered with adequate skills and knowledge through sound education. The main objective of this paper was to examine the status of girls' enrollment in secondary schools and to identify and analyze the hindering factors with reference to Eritrea. The data were collected from the statistics office of the Ministry of Education and were analyzed using quantitative approach. Policy documents from the Ministry of Education were examined in relation to the issues of gender disparity in secondary education in Eritrea. Further, data on school enrollment and hindering factors were also analyzed. The analysis revealed that the status of girls' enrollment is still low in secondary schools in Eritrea. Among the factors that contribute to gender disparity include lack of access to schools with a reasonable distance and socio-cultural beliefs and attitudes of the parents.*

**Keywords:** Girls' education, Girls' Enrollment in secondary schools, Gender disparity in education, Obstacles to girl's education in Eritrea



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### 1. Introduction

There has been a broad consensus that education is an important foundation on which the socio-economic and cultural development of a nation is based. Education is claimed to be a basic factor in promoting rationality of thought, improving social mobility, enhancing an individual's capacity and skill to respond to the demand of the changing world (Coombs, 1985). Hence to acquire these advantages, both genders must be educated equally. As the universal declaration of Human Rights of 1948 outlined, Education is a basic human right. Like all human rights, it is universal and inalienable to everyone regardless of gender, religion, ethnicity, economic status and other differences. Article 10 of the Convention for the Elimination of all forms of Discrimination against Women (CEDAW) also states that, women should have equal access and continuing participation in all forms and levels of education. However women's education still lies far behind men's in most developing countries with far-reaching adverse consequences for both educational and national wellbeing. Current estimates place the number of out-of-school

children around 93 million. The majority of these children are girls, and almost 80 per cent of them live in sub-Saharan Africa and South Asia (UNICEF, 2008).

Gender disparity has serious social, political and economic implications. Women are particularly disadvantaged and, as they account for half of the world's population, the consequences are grave both individually and cumulatively for nations (UN-OHRLLS, 2006). On the other hand, it is clear that raising the level of women's education contributes a positive outcome not only to women but also to their countries' development. Educated women are better equipped to enter the paid labor force which is critical to the survival of the many female headed house-holds in developing countries. Moreover, nations with higher levels of female school participation in the past, today show higher levels of economic productivity, lower fertility, lower infant and maternal mortality and longer life expectancy than countries that have not achieved as high participation levels for girls (Rosemary & Elizabeth, 1991).

One of the millennium development goals is to "Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015" (UN, 2000). However many countries in the world, including Eritrea have failed to achieve gender parity target for primary and secondary education. In the Sub-Saharan Africa, a number of countries including Eritrea report that, there is a significant gender disparity in education and this disparity grows wider in secondary and tertiary levels. Thus equal access for boys and girls to primary and secondary education remains a goal to be achieved for most developing regions.

The government of the state of Eritrea in the education policy pledged to implement the six "Education for all" objectives and the two relevant Millennium Development Goals to tackle the gender gap in education. However, despite Eritrea's policy on education which states the availability of basic education for all and the promotion of opportunity in terms of access, equity, relevance and continuity of education to all school-aged children, enrollment, retention, and completion of girls in education is lower than their male counterparts in all levels of education (MOE of Eritrea, 2013). Closing gender gap in enrollment in Eritrea is vital and should get considerable attention if a given target of enrollment is to be attained. Therefore, this paper intended to examine the status of girl's education in terms of their enrollment and to identify and analyze major factors that cause lower girls enrollment in secondary education. The study sought to address the following research questions: What is the status of girls' enrollment in secondary education in Eritrea? and What are the major factors that contribute to the lower enrollment of girls in education?

## **2. Methodology**

This paper used the 2012/2013 official 'Basic Education Statistics' and 'Essential Education Indicators' reports, which are issued every year by the Department of Research and Human Resource Development of the Ministry of education in Eritrea. The main purpose of the documents was to provide useful, relevant, reliable, and up to date information on education for various stakeholders within and outside the education sector. The 2012/13 reports are the

16<sup>th</sup> issues in the series, and contains compiled data of annual school censuses carried out by the six administrative region's education offices through standard questionnaires.

The date used is annual academic data that run from the academic year 1993/94 to 2012/13 and consists of data on enrollment in secondary level segregated by gender as well as average distances between home and school in kilometers at region(zoba) level segregated by school level (elementary, middle and secondary). The data are quantitative and were analyzed by using descriptive method of analysis like proportions, ratios, averages as well as differences in a manner that relates female enrollment to other relevant variables, and with the underlying intention of identifying status of girl's enrollment in the secondary schools. Ratios, proportions are used to analyze the status of girl's enrollment and average is used to analyze access of schools with a reasonable distance.

Secondary data are also used from other local studies and international organizations, like United Nations Educational, Scientific and Cultural Organization (UNESCO), United Nations Children's Fund (UNICEF) and World Bank. This paper made use of the corresponding data in addressing the issues that are raised.

### **3. Results**

#### **3.1 Status of Girls' Enrollment**

During the academic year 2012/2013, there were 100 secondary level schools in Eritrea (MOE of Eritrea, 2013b). Children with the age group of 15 – 17 can be enrolled in the Secondary School level which covers four years (9 – 12). In Eritrea there are two types of Secondary Schools. These include Science and Commerce schools. At the end of high school, students take the Eritrean School Leaving Certificate Examination (ESLCE) in order to join the college for higher learning. Teachers in the secondary level are qualified if they have a minimum of a Bachelor of Arts (BA) or Bachelor of Science (B.Sc.). Female enrollment is lower in secondary schools as compared to the elementary and middle school level.

In secondary education, the total number of enrolled students has increased from 32,756 in 1993 / 94 to 110,369 in the academic year 2012 / 2013. However, total increase in enrollment in secondary education did not bring equality in enrollment between male and female. The status of girl's enrollment is still lower than that of boys. In 2012 / 2013, to attain gender equality, female enrollment should increase by 14 percentage points. Besides in the academic year 2012 / 2013, the ratio of female to male enrollment was only 0.75.

In terms of administrative regions in Eritrea, in the academic year 2012 / 2013 , 42 % in Anseba region, 42 % in Southern (Debub) region, 26 % in Southern Red Sea (Debubawi Keyih Bahri) region, 33% in Gash Barka region, 49% in Central (Maekel) region and 28% in Northern Red Sea (Semienawi Keyih Bahri) region, girls were enrolled in secondary level education. The Central Administrative region has the highest share of girl's enrollment in secondary level which was 49%. In the contrary, the Southern Red Sea region has the lowest share of female



enrollment. The reason is inadequate number of secondary schools in this region. In the academic year 2012 / 2013 in the Southern Red Sea region, there were only 2 secondary schools giving service (MOE of Eritrea, 2013b). Table 1 provides a summary of enrolment in secondary level in Eritrea between 1993/94 and 2012/2013.

**Table 1**  
*Enrolment in secondary level between 1993 / 94 and 2012 / 2013*

Year	Enrolment in Secondary level						Gross Enrollment Ratio			
	Total	Male	Female	Female	M-F	F/M	T	M	F	F/M
1993 / 94	32,756	19,432	13,324	40.7	18.6	0.67	19.9	23.1	16.6	0.71
1994 / 95	36,728	22,097	14,631	39.8	20.4	0.66	21.7	25.5	17.7	0.69
1995 / 96	39,188	23,713	15,475	39.5	31.0	0.65	22.4	26.6	18.1	0.68
1996 / 97	40,594	24,262	16,332	40.2	19.6	0.67	22.6	26.4	18.6	0.70
1997 / 98	41,615	25,198	16,417	39.4	21.2	0.65	22.4	26.6	18.1	0.68
1998 / 99	47,533	29,777	17,756	37.3	25.4	0.59	24.9	30.5	19.0	0.62
1999 / 00	59,626	37,533	22,093	37.0	26.0	0.59	30.3	37.3	23.0	0.61
2000 / 01	63,951	40,355	23,596	36.9	26.2	0.58	31.5	38.9	23.8	0.61
2001 / 02	70,183	45,129	25,054	35.7	28.6	0.55	33.6	42.2	24.5	0.58
2002 / 03	72,818	46,633	26,185	36	28	0.56	33.8	42.4	24.9	0.58
2003 / 04	69,401	46,449	22,952	33.1	33.8	0.49	33.7	44.0	22.9	0.52
2004 / 05	76,051	50,010	26,041	34.2	31.6	0.52	35.9	46.0	25.3	0.55
2005 / 06	77,644	50,351	27,293	35.2	29.6	0.54	36.2	45.7	26.1	0.57
2006 / 07	75,800	45,471	30,329	40.9	19.1	0.66	33.0	38.7	27.0	0.69
2007 / 08	83,411	49,323	34,088	40.9	18.2	0.69	33.9	39.6	28.1	0.70
2008 / 09	89,761	53,997	35,764	39	22	0.66	34.4	41.3	27.6	0.66
2009 / 10	95,076	55,770	39,306	41	18	0.70	33.9	39.8	28.1	0.70
2010 / 11	99,993	57,309	42,684	42	16	0.74	34.5	39.5	29.5	0.74
2011 / 2012	95,152	54,936	40,216	42	16	0.73	31.7	36.3	27.0	0.74
2012 / 2013	110,369	62,881	47,488	43	14	0.75	34.1	37.9	30.0	0.79

Source: MOE of Eritrea, 2013a

The total gross enrollment ratio increased from 19.9 % in the academic year 1993 / 94 to 34.1 % in the academic year 2012 / 2013 as it is indicated in Table 1. Despite a total increase in gross enrollment ratio, to attain gender equality, female gross enrollment ratio should have increased by 7.9 percentage points in the academic year 2012 / 13. The gender parity index shows that in 2012 / 13 female GER for secondary level was only 0.79 of the male GER. This shows that the status of girl’s enrolment in Secondary education is lower and gender disparity in favor of boys.

### 3.2 Hindering Factors to Girls’ Enrolment in Eritrea

In Eritrea, the distance between girls’ homes and schools is long preventing girls’ access to education. Many schools, particularly those in remote areas, are not only far from homes, but girls have to walk long distance through difficult terrain and unlit roads in order to attend school. Table 2 shows the average distance that Eritrean children travel to attend in elementary, middle and secondary schools national level.

Table 2  
*Average distances at national level*

Level of school	Average distance at national level in kilo meters
Elementary school	5.3
Middle school	21.76
Secondary school	63.53

Source: MOE of Eritrea, 2009

Early marriage is another major factor that leads to the abandonment of girls from formal education. The practice of marrying girls at a young age is most common in sub-Saharan Africa and South Asia, and Eritrea is not an exemption (UNICEF, 2001b). UNICEF recognized early marriage as a barrier to girls' primary school education in Chad, Eritrea, Nigeria, Tanzania, and Yemen. In Eritrea, the legal minimum age of marriage is 18. However, despite this legal minimum age of marriage, in many parts of Eritrea the average marriage age is 15 years (NUEW, 2004; Haile, 2005). Early marriage is basically practiced in the rural areas of Eritrea where more than 75 % of the people live in (Rena, 2009). Generally, early female marriage is encouraged by all ethnic groups in the country. In Eritrea it is believed that early marriage secure more children. On the other hand an unmarried female is considered as a burden and shame to the family and want her to get married early even before the age of 18 years.

Poverty is another factor that contributes to low enrolment of girls in secondary schools in Eritrea. According to Eritrea IPRSP, it was reported that in 2004, 66% of households were living below poverty line in the country (GOE, 2004). Majority of Eritrean households are poor and the size of their families is big with an average of 6 children in a family (EDHS, 2002). Although tuition is technically free in Eritrean education, there are several user fees and expenses that limit girl's education like registration fees, uniforms, purchasing exercise books and text books, house rents, transportation costs and food subsidies for children required to attend middle and secondary schools outside the community, as well as levies imposed by school managements. In Eritrea, the opportunity cost of sending a girl to school is higher than that of boys. Girls participate more in household activities, support their mothers in bringing water and wood and assist in looking after the children. According to a study by Smith (2001) in Eritrea six to seven hours a day are spent on daily housework by girls aged 10-15.

#### 4. Discussion

Eritrea's education policy is based on the principle of universal primary education of up to eight years, as well as skilled manpower requirements of both the public and private sectors. It intends to promote equal opportunity in terms of access, equity, relevance and continuity of education to all school-aged children; encourage the provision of education by private sector; to provide continuing education through formal and non-formal channels to achieve a more literate and skilled population and to make serious efforts in the sharing of the costs of education between



government, communities and parents. Moreover the National education policy articulates the central value placed on gender equality in education. Specifically addressing gender disparity in education, the government's education policy states, the government shall work towards the elimination of gender disparity at all levels of the education system. It further commits the government to ensuring girls full and equal access to and achievement in basic and secondary education of good quality (NUEW, 2004). Despite this policy, the status of girl's enrolment in the Secondary education level is lower. There is a marked gender disparity where the enrollment for boys is 57 % and 43 % for girls.

Long distance from home to school combined with lack of transportation is a major cause of low girl's school enrollment in Eritrean education. Availability of schools within a reasonable distance from home is often a pre-condition for school participation particularly for girls. As Rihani (2007) in his study stated that, the distance between home and the secondary school becomes more of a problem for girls, especially in rural areas, where middle and upper secondary schools are more likely to be distant from small villages. Research in diverse countries such as Ghana, India, Malaysia, and the Philippines also indicates that distance matters especially for girl's school enrollment and attendance.

The average distance for elementary, middle and secondary school levels is long contributing to the low status of girls enrolment. Average distance differs from one area to another, both at local and national level. For instance, at a national level, on average students are required to travel 5.3 km at elementary school level, 21.76 km at middle school level and 63.53 km at secondary school level. This shows that schools are not near to students' home or village and the average distance increases with an increase in the level of schools. The reason for this is due to inadequate supply of schools, particularly middle and secondary schools in remote areas.

In almost all regions of Eritrea, in order to attend middle and secondary education, a girl must travel a long distance, or either, leave home to live in a rented house or with relatives outside the family village. However this is hard for girls who are generally not allowed to travel long distance or rent house in the urban area to continue their education for safety reasons. Therefore from the above facts, we can conclude that, distance is major barrier to girl's education in Eritrea.

Early marriage is another reason for the low status of girl's enrollment in Secondary education particularly in rural areas of Eritrea where majority of the population live. Hyde (1993) in his study of barriers to Women's Education in Developing Countries indicated marriage is an important reason for girl's poor entry to secondary or higher institutions or leave before completing the cycle. Also Review of studies in developing countries showed that in countries where girls are married at early age school enrollment of females was lower (Bowman & Anderson, 1982). In Eritrea, despite the legal minimum age of marriage which is 18, families prepare girls for marriage before the age of 18; at a time when they should be at school. This practice is common because, many parents do not associate their daughters' schooling with social and economic success. A large number of parents in the society believe that women's natural duty is to get married and give birth. Parents see education as either irrelevant or as a

barrier to achieving the goals and aspirations that they have for their daughters. An earlier study by Kane (2007) showed that, parents want their daughters to marry at 15 to 18 years of age. Eritrean society is a patriarchal society where the man decides everything and women listen to or accept orders from males. As a result, girls do not have a chance to express their preferences between education and marriage. The decision to stay at school or to get married is on the hands of the parents. This leads to girls' drop out of the school, often without life skills and negotiating power. Also husbands target the younger girls for marriage and they do not even choose the older well educated girls because in the community, there is a belief that, it is difficult to control an educated girl. Those girls, who marry young, inevitably have children early, and have many children, because their knowledge of contraception is poor and their power to negotiate its usage is weak. This makes it very difficult to go to school even after marriage.

The importance of female role models is widely accepted as means of promoting greater gender equality. Yet the number of women teachers remains extremely low in many countries (UNESCO, 2003). International research demonstrates that recruiting more female teachers usually works for increasing girl's school enrolment (World Bank, 2001). In Eritrea, the percentage of female teachers is 18% of the teaching force at the Secondary School levels and is skewed in favor of urban and semi urban centers. The presence of female teachers, apart from providing positive role models to young girls, often reduces parents' concerns about their daughter's morality and security. However, the inadequate supply of female teachers, particularly in the rural areas visibly deprives girls the much aspired role model in the regions.

Another significant constraint affecting the status of girls' enrollment in Secondary education in Eritrea is household poverty. The lower the income of the families, the lower will be the probability of sending their children to school. Majority of the Eritrean households are poor with big family size, averagely 6 children in a family. Due to the household poverty, many parents cannot afford to pay the school registration fees, uniforms, purchasing exercise books and text books, house rents, transportation costs and food subsidies for children required to attend middle and secondary schools outside the community, as well as levies imposed by school managements. This finding is consistent with Teshome (2002) who in his study found direct schooling costs are the major reason why parents offer not to educate girls. The opportunity costs of girls' schooling are associated with resources/services lost due to sending the child to school. Child labour is indispensable to the survival of many rural households in Sub-Sahara Africa including Eritrea, agricultural work, domestic work (cooking, collecting fuel, and fetching water) marketing as well as child care services are required from children, with girls demanded more than boys.

## 5. Conclusions

Based on the findings, this paper concludes the following:

a) Despite the Government of the State of Eritrea pledge to the six “Education for All” objectives and the relevant target three of the Millennium Development Goals, the status of girl’s enrolment is still lower in Eritrea at all levels of education, particularly in the secondary level, where the ratio of female to male enrollment is still low.

b) While there are myriad underlying issues hindering girls’ enrollment in education, the key ones include long distance from home to school, the tradition of early marriage in which the average marriage age is 15, lack of female role model teachers particularly in rural areas where female teachers are very few and poverty levels.

This paper provides the following policy implications to tackle the problem of low girl’s enrollment in education in Eritrea.

a) Reducing the long distance to schools, by building schools at a reasonable distance, upgrading and expanding the existing boarding schools as well as establishment of new boarding schools in areas where girl’s enrollment is very low due to long distance, reducing or subsidizing house rent and food supply costs for female students.

b) Conducting campaigns through religious leaders, community elders and local administrators to improve cultural and social traditions that affect girls’ education and enforcement of the legal minimum age of marriage to be 18,

c) Recruitment of female teachers, in addition to serving as a role model, enhance community value of education and build parental confidence in sending their girl’s to school, by providing incentives like free boarding, transportation allowance. This can attract more female teachers in rural areas.

d) Reducing or subsidizing school related direct costs such as registration fees, book purchasing, school supplies that prohibit poor parents from sending their children to school.

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## Education for Self Reliance: Nyerere's Policy Recommendations in the Context of Tanzania

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**Abstract:** *Education for Self Reliance (ESR) was the most important educational principle, which presented the educational philosophy of Tanzania. The purpose of ESR was to set down principles of education, which would serve as a revolutionary influence in the creation of the new social society. ESR is about gaining self-independence, responsibility and democratic involvement; it is education, which is meant to liberate individual from over-reliance. However, the extent to which education in most African countries like Tanzania has been able to meet its objectives in terms of creating a sense of independence is still speculative. The purpose of this paper is to provide an overview of the general aims of Education for Self Reliance and to highlight Nyerere's recommendations for the policy of Education for Self Reliance with reference to Tanzania. The recommendations include the following: education should be of relevance to the society; educated individual must serve the society, education must be problem solving and education must be work oriented. Under these self reliance educational provisions, Nyerere comprehensively presents the direction that education should be able to take for countries like Tanzania. Overall, this paper provides a framework upon which tenets of education for self-reliance can be applied in today's education policy formulation and design of practical-oriented education systems in Africa developing economies.*

**Keywords:** Education for Self-Reliance (ESR), Julius Kambarage Nyerere, Tanzania Education Policy, Education systems in Africa, Aims of education for self reliance, Vocational education, Practical education, Tanzania philosophy of education

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### 1.0 Introduction

Nyerere (1967) depicted the collective mass of society as 'self'. Therefore, Education for Self-Reliance (ESR) means delivering knowledge about 'self-reliance'. According to Nyerere, the policy of self reliance means that Tanzanian's development should depend on her natural resources. The concept of Education For Self Reliance is also about self-confidence, independence, responsibility and democratic involvement (Rahumbuka, 1974). Although ESR is supposed to liberate an individual and society, most of the African countries such as Tanzania seem to be lacking these elements as revealed by the problems facing the citizens including poverty, ignorance, moral decadence, false beliefs, social disintegration, economic dependence, exploitation and social injustice. The purpose of this paper is to provide an overview of the general aims of Education for Self Reliance and to highlight Nyerere's recommendations for the policy of Education for Self Reliance with reference to Tanzania.



## 2.0 General Aims of Education for Self-Reliance

The ESR system of education in Tanzania had the following general objectives: To equip learners with knowledge, skills and attitudes for tackling societal problems; to prepare the youth for work in Tanzania's predominantly agricultural society; and to enable learners know, appreciate and develop a culture of Tanzania that preserves the national tradition, individual freedom, responsibility, tolerance and respect (Tanzania Ministry of Education, 1982). Thus ESR aimed at developing in each citizen an inquiring open mind; ability to learn from others; basic confidence in one's own position and ability to learn and contribute to the society. The education encompassed *Ujamaa* or socialist outlook, which entail a sense of individual and collective responsibility in all areas of activity and a willingness to co-operate and share on equal terms and an ability to appreciate and develop national culture (Tanzania Ministry of Education, 1982).

## 3.0 Nyerere's Recommendations for the Policy of Education for Self-reliance

Nyerere's policy of Education for Self-reliance contains specific recommendations, which are advocated on the basis of historical, social, political, philosophical and economic considerations of a society (Hinzen and Hundsdorfer, 1982). The recommendations for educational reforms include: education should be of relevance to the Society; educated individual must serve the society, education must be problem solving and education must be work oriented.

### 3.1 Education Should be Relevant to the Society

Nyerere reiterated that education at all levels should be relevant to the community in which a learner lives. A learner should be in a position to live in a village and contribute, through work, to the development of that particular village. The foreign conception of education, that the Educated must serve the Society, which is usually isolated for the society, should be shunned and instead be replaced by value-oriented and integrated education (Nyerere, 1968).

In accordance with Nyerere's objective in the ESR which was to restructure the colonial-oriented system of education and make it relevant to the societal needs stated that:

*Education has to foster the social goals of living together for the common goal. It has to prepare our young people to play a dynamic and constructive part in the development of a society where all people share equitably for the good of the group, and which its progress is quantified in relation to human well-being, not cars, prestige buildings, or other such things, whether privately or publicly owned. Therefore, our education must teach a sense of commitment to the general society and help the society to accept the standards suitable to a better future not those appropriate to the colonial past (Nyerere, 1968).*

Nyerere's emphasis on the importance and relevance of education to society bears much similarity with the Russian policy of education, which stipulates that to educate a member of the soviet society means to educate that person so that he/she can understand the interests of the Russian society and that such a person shall have no personal interests which are opposed to the collective interests (Curtis, 1968). In the same way, the educational system of Tanzania should be relevant to the society in order to form an individual who can easily cope with the real situation in Tanzania and be able to utilize his/her education, in his or her own circumstances and

give contribution to his/her own society. Nyerere's conviction on the power of a teacher to create the quality education reveal as he says, "the teacher's power is the power to decide whether "service" or "self" shall be dominant motive in Tanzania of 1990 and thereafter" (Nyerere, 1967).

Nyerere, in education for self-reliance emphasizes that all able bodied people including the intellectuals must work. He states:

*For the truth is that many of the people in Tanzania regards education as meaning that an educated man is too precious for the uneven and devastating life which the society still live... even during the holidays we believe that young people and women should be protected from uneven work; neither they nor the society expect them to spend their time on stiff physical labour or on jobs which are not comfortable and are not pleasant....it is a reflection of the attitude we have all adopted (Nyerere, 1967).*

Therefore, Nyerere urges and calls for a method of learning by doing. The practical method recommended is not only to aim at manual labor, but such learning by doing must be directed towards a productive, constructive or creative end which should lead in the long run to solving the problems of the society. Nyerere shows dissatisfaction with the students' participation or contribution in solving problems of society, when he says:

*How many of our students devote their holidays doing a job which could recover people's lives without money; jobs similar to digging a drainage channel for a village, or representing the construction and explaining the importance of deep-pit latrines? Few have done such work in the National Youth Camps or through nation building schemes, organized by schools but they are the exception rather than the rule (Nyerere, 1968).*

Nyerere is appealing to the educated to liberate the masses from human suffering. The concept of education emerges at the same time in Freire's book, *On Liberating Education* through his method of critical dialogical encounter. The publication of Freire's book coincides with the proclamation of Nyerere's education for self-reliance. Freire's second major educational book, *Pedagogy of the oppressed* was published in 1972. This work too advocates problem-solving education, which is called 'liberating education'. It is thus difficult to say whether or not Nyerere's policy of education for self-reliance was influenced by Freire's works. As regards relevance of education, Nyerere is establishing a delicate balance between the desire to access universal knowledge and the imperative to make that knowledge of use in our situation.

### **3.2 The Educated Should Serve the Society**

Since it is the society, which has educated an individual, the learner has a debt to his or her respective society after his/her completion. In his speech to the University of Liberia in 1968, Nyerere showed clearly that the society invests in learners when he observed that:

*We are spending large and disproportionate sums of money on a number people so that in the future, they should make a disproportionate return to the society. Just the same way as we invest*

*in our tractor, we are investing in a man's brain: and just we expect the tractor to do much work for us which is many times as a hand-hoe, so we expect the student we have trained to make many times as great contribution to our well-being as the man who has not had this good fortune. We are giving to the student while he is at University, so that we may receive more from him afterwards. There is nothing altruistic about it; poor people can not afford financial altruism. We have the right to expect the things from university graduates and others who are professionals of any kind; we do not just have a hope, but expectation (Nyerere, 1974).*

The relevance of education advocated by Nyerere has the ultimate goal of ensuring that eventually, the educated become servant of society in the struggle to eradicate disease, famine, poverty and ignorance. The learners should know that the community educates them in order that they may become effective and productive members of the society.

Nyerere's education for societal service is in line with Plato's statement that; "a fully educated person possesses not only knowledge but wisdom as well; and that he will see the moral necessity of putting his wisdom and his knowledge of all things to the service of the society in which he lives." The basic philosophy here is that the individual will contribute his service, resulting from his or her education for the prosperity of the society. The educated individual should know that he or she is a property of his or her community; hence, a person is an individual only to the extent that he or she is a member of a clan, community or a family (Mboya, 1963).

### **3.3 Educated Individuals Should be Integrated with Society**

Nyerere has repeatedly warned that if the educated are to serve the masses of Tanzania, they must realize and recognize themselves as being part of the society (Nyerere, 1968). As De la Rue puts it, 'no just society can be built on the bases of a privileged elite ruling a poor majority' (Cliffe and Saul, 1973). If the educated are to serve the masses efficiently, then it is vital to ensure that the 'servant' is a part of the system he or she is expected to serve otherwise the service rendered will be no more than lip-service. The educated people if left to be in a camp of their own can apply methods and maneuvers, which will ultimately, ascertain their own class preservation imposing their superiority over the masses in order to keep the status quo. In this regard Nyerere comments:

*Educated people in other words, can only be effective when they are full members of the society they are trying to change, involved in its good and bad fortune, and commitment to it whatever happens (Nyerere, 1974).*

The educated persons should integrate themselves with the masses as well as influence them. If they do the contrary, it is a betrayal, since the society has invested in them.

### **3.4 Education should be Problem Solving**

For educated people to serve the people and help in solving the problems affecting the society, it is implied that the educative process must involve not only training in specific skills and techniques through a method of practical work geared to problem solving, but also acquiring

those habits which make him or her virtuous. These virtues will make him or her religious minded, courageous, truthful, good-natured and the like. This type of education will help him or her manage ones affairs of this world with foresight. Consequently, he will be happy and be able to contribute to the happiness of the society as a whole (Kingsley, 1962).

### **3.5 Education should be Work Oriented**

Nyerere, as he has already indicated, prescribes that education should be work oriented and that the educated must be inculcated into a commitment to community service. He held that education should be service geared to eradicating illiteracy, ignorance, improving health standards and life expectancy, and perhaps above all the service that will enable the citizens to exploit and utilize their country's natural resources for the benefits of the workers and peasants of Tanzania. In line with Nyerere's view of ESR, Peter (1966) define the need for specialized education when he says, 'education has also to prepare a comparatively smaller number of specialists in fields such as medicine, geology, hydrology, agriculture, fisheries, engineering, and textile engineering and veterinary science'.

The education provided must be vocational in orientation as opposed to the platonic culture of elitist education for its own sake. Socrates approved the training of men and women who would be engaged in specific jobs to solve the problems of ignorance, poverty and disease in society. Socrates however warns that specialization must go with efficiency or high performance. Only through a combined approach to the problems of society can there be a pay off which ultimately benefits each individual in the society (Nyerere, 1967).

Nyerere's prescription for the educated individual to serve society does not subordinate the good of the individual to the good of the community as Plato holds. Nyerere, like Aristotle, believed that an individual acquires full happiness by being part of the society not only because man is rational but also because the individual human being, both social and political, has always lived in some kind of society (Curtis, 1965). The chief good of an individual lies in his being a member of society. This aspect shows the importance of specialization in different fields for the sake of building the whole society as one body. Each member of the society has his or her own talent, for instance being a teacher, an engineer, a farmer, a political leader among others. However, all these talents should be for the sake of building the respective society as one body. Therefore, vocational training is vital in the society. Nyerere had this vision, and this is why his ESR's system of education focused on different objectives following the different levels of education.

### **4.0 Conclusion**

Education for self-reliance in Nyerere's viewpoint is a practical oriented education meant to provide real solutions to the societal needs. This kind of education is about work by everyone and exploitation by none; it is about sharing of the resources which are produced by fellow humans. According to Nyerere, Education For Self Reliance must set people free in order to encourage the citizens to rely upon their own developments and realize their full potentials. The educated individuals should serve the masses; they must also realize and recognize themselves as being part of the society. Thus, they should apply the knowledge and skills they acquire for the

benefit of the society. However, the extent to which education systems in Africa have been able to promote self-reliance among various communities remains shaky. Thus, there is need to re-think about education systems that are practical oriented and society centred in Africa's context.

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## Role of Co-curricular Activities in Social Development of Students in Public Secondary Schools in Kenya

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**Abstract:** *The general role of school co-curricular activities can never be underestimated in any progressive education system. However, the stress on academic performance in retrogressive education systems tends to overshadow the place of co-curricular activities. The main purpose of this study was to examine the role of co-curricular activities in social development among students in secondary schools in Kenya. The study adopted a cross-sectional survey research design. The sample consisted of ninety two students from public secondary schools in Suneka division, Kenya. Random sampling procedure was used to arrive at the sample. Questionnaire served as the principal data collection tool owing to its appropriateness in reaching out to a large number of the participants. A statistical application, namely SPSS was used to process the collected data. Descriptive statistics were used to report the findings. The study showed that participation of students in the co-curricular activities helped them to gain certain social values such discipline, tolerance, co-operation and spirit of team work. The activities also helped them in creating a sense of responsibility, judgment, acceptance of defeat and cultivation of moral values. Thus, a policy framework, which seeks to strike balance between the mainstream academic activities and co-curricular activities, should be deliberated both at school and national levels.*

**Keywords:** Co-curricular activities, Students' social development, school co-curriculum, co-curricular activities role, School Co-curricular Activities

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### 1. Introduction

There are a number of co-curricular activities carried out in schools. These include sports, music, speech, drama, debate where young people learn lifelong lessons as important as those taught in the classroom. These activities have their own contributions in both social and academic development of learners. A number of studies have been conducted on the influence of co-curricular activities on in the teaching and learning process. For instance, Russel, Peter, Donald and Robert (2000) carried out a study on co-curricular involvement in high schools. The study was limited to influence of activities on student's behaviour. Another study by Davalos, Shavez and Guardiola (1999) examined the effects of co-curricular activities on dropout rates in Mexican-American youths. The study showed that co-curricular activities helped to increase enrollment among the Mexican-American youths as compared to those who were not involved in the activities. From the previous studies, it is evident co-curriculum activities play a critical role not only in increasing enrollment but also enhancing academic performance and building character (Bush, 2003).



Despite the fact that the place of co-curricular activities in teaching and learning process is undoubtedly well grounded, more emphasis in Kenya's education system has generally been given to the regular curriculum aspect of education, which puts more stress on academic performance forgetting the role of co-curricular activities in students' social development. Owing to the existing gaps associated with the overemphasis of curriculum activities at the expense of the co-curricular students' engagement in Kenya's schools, this study intended to examine the role of co-curricular activities in social development of students in selected public secondary schools in Suneka, Kenya.

## **2. Methodology**

In order to examine the role of co-curricular activities in social development of students in selected public secondary schools in Suneka, this study adopted a cross-sectional survey research design owing to the large population that was targeted. The sample consisted of ninety two students from the selected public secondary schools in Suneka. Random sampling procedure was used to arrive at the sample. Questionnaire served as the principal data collection tool owing to its appropriateness in reaching out to a large number of the participants. The questionnaire was structured based on the study parameters. A statistical application, namely SPSS was used to process the collected data. Descriptive statistics including frequencies and percentages were used to report the findings on the role of co-curricular activities in social development of students in selected public secondary schools.

## **3. Results and Discussion**

The study sought to establish the role of co-curricular activities in students' social Development among students in Suneka Division of Kisii South District in Kenya. This was based on the understanding that the co-curriculum aspect of the education prepares and moulds the student to be holistic. However, more emphasis has generally been given to the regular curriculum aspect, which results to the students' inability to link the excellence in academic performance to the active participation in co-curriculum (Rashid & Sasidhar, 2005).

The findings of the study showed that co-curricular activities contributed towards students' social development in a number of ways: instilling discipline, building tolerance, enhancing co-operation, creating a sense of responsibility, improving in judgment, accepting defeat and improving moral values.

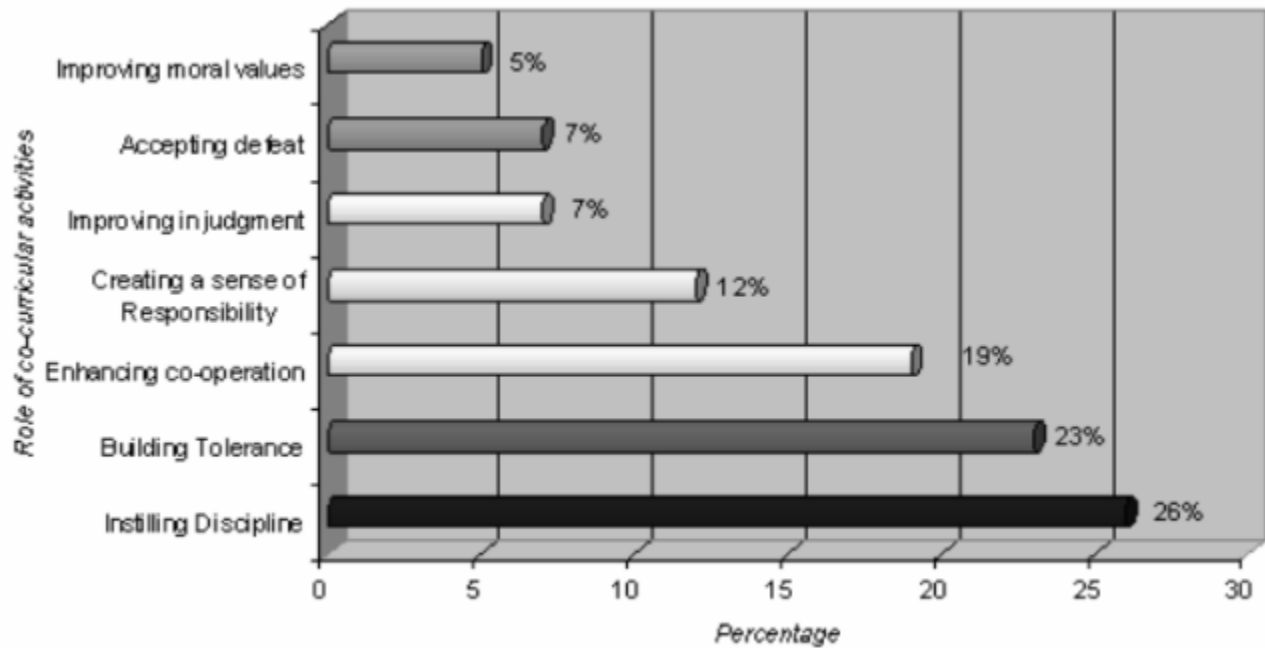


Figure 1: Role of co-curricular activities in students' social development

A considerable number of the respondents indicated that instilling discipline (26 per cent), building tolerance (23 per cent) and enhancing co-operation (19 per cent) were the key social values that co-curriculum activities helped to instill among students. A few indicated that co-curricular activities also helped in creating a sense of responsibility, improving students' judgment, accepting defeat and improving moral values among students. Other contributions of co-curricular activities included helping some students to earn a living as a career, enhancing critical thinking, building self-confidence and earning self respect and respect for others and creating exposure.

Earlier studies show that the contribution of co-curricular activities in students' social development is immense. The results of a study by Alberta Schools' Athletic Association (ASAA) (1997) indicated that students who participate in school-based sport programs are good school citizens and may be even better school citizens than their non-sport peers. Another study by Russel, Peter, Donald and Robert (2000) found that co-curriculum involvement in high school produces honesty and fair play needed to prevent delinquency and crime.

#### 4. Conclusion

Besides enhancing academic performance among students, co-curricular activities broaden students' social skills including building tolerance and enhancing cooperation. Thus, co-curriculum activities form a fundamental and central part of integral and quality education.

Members of school community, including school administrators, teachers, parents, educational planners and policy makers should therefore be encouraged to work together towards formulating policy framework that lays emphasis on striking balance between intellectual and physical, social and emotional development of learners.

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## Motivating Factors for Seeking Postgraduate Qualification among Students: A Study of One Selected Private University in Kenya

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### Abstract

*The study employed descriptive design with quantitative paradigm. This design was found appropriate in analyzing and presenting quantitative data based on the existing situation on the ground. The target population consisted of all postgraduate students from one selected study university in Kenya. Stratification method was used to arrive at the sample of one hundred and thirty-eight postgraduate students. The instruments used in the research included questionnaire. The tool was piloted among the regular postgraduate students in the faculty of education who did not form the final sample. This was important in order to determine the reliability of the instrument. Further, validity of the instrument was ensured by the use of expert advice. SPSS was used to aid in processing the quantitative data. Descriptive statistics such as frequencies and percentages were used to draw statistical summaries for categorical data. Results were summarized using tables and figures and reported using frequencies and percentages. The study revealed that 78% of the respondents sought postgraduate qualification for the purposes of competence enhancement and acquisition of relevant skills respectively. Another 63% of them indicated that marketability in the labour arena was another main motivating factor for seeking postgraduate qualification.*

**Keywords:** *Postgraduate qualification, postgraduate education, higher education, seeking postgraduate education*

### 1. Introduction

Access to higher education improves an individual's quality of life. Compared to high school graduates, college graduates have greater opportunities to employment, longer life spans, and better access to health care, better eating and health habits, greater economic stability and security and greater job satisfaction. On the other hand, college graduates also have less dependency on government assistance, greater knowledge of government, more self-confidence, and less involvement in criminal activities (Alen, 2007).

The returns on higher education are growing globally and they are highest in Africa, Claudia Costin, a senior director at the World Bank, told the African Higher Education Summit. As an indicator of this the World Bank has invested more than US\$1 billion in African higher education since the year 2000, also its policy has taken a complete turn on the importance and

attitudes towards the role of higher education in development of both the individual and the nation (Karen, 2015).

Recent developments in Kenya indicate a rapidly growing higher education system to keep up with the demand for post-secondary education. Statistics indicate that there were 52 public, private and constituent university college institutions by the year 2013 and a total student population of 251,000, up from 81,000 in 2003 (ICEF, 2013). Universities, both private and public have continued to experience exponential growth in the last one decade. Enrolments in the universities for both undergraduate and graduate programs have equally continued to increase. For instance, in 2014 overall student enrolment in both private and public universities shot up by 34.9% nationally to reach 324,560, against 240,551 in 2012 (Nganga, 2014).

The increased choice of higher education in Kenya can be attributed to various factors. Among the key factors include the change in education policy on access by introducing parallel programs and financing through the higher education loans board. Benefits to the individual include but not limited to professional development that brings about promotion at work place, salary increase, job retention, career change and even social pressure or just to increase knowledge skills. While the factors are self-evident, there is no empirical studies that have been carried out in Kenya's context to examine the extent to which these factors contribute to seeking post graduate studies. This study therefore intended to examine the major factors contributing to students' enrolment in postgraduate studies in context of one selected private university in Kenya.

## 2. Methodology

The study employed descriptive design with quantitative paradigm. This design was found appropriate in analyzing and presenting quantitative data based on the existing situation on the ground. The target population consisted of all postgraduate students from one selected study university in Kenya. Stratification method was used to arrive at the sample of postgraduate students who took part in the study. All faculties with postgraduate students of the case private university under study were drawn into different strata. The faculties included Faculty of Commerce, Faculty of Arts and Social Science, Faculty of Science, Faculty of Theology and Faculty of Education. From each of the randomly selected faculties, a representative number of postgraduate students were randomly selected to participate in the study. In total, there were 120 respondents. In order to arrive at the sample size, the following sample size formula for infinite population (Godden, 2004) was used.

$$SS = \frac{Z^2 \times P(1-p)}{M^2}$$

Where:

SS= Sample Size for infinite population (more than 50,000)

Z = Z value (e.g. 1.96 for 95% confidence level)

P = population proportion (expressed as decimal) (assumed to be 0.5 (50%) since this would provide the maximum sample size).

M = Margin of Error at 5% (0.05)

$$\begin{aligned} &= \frac{3.8416 \times .09}{.0025} \\ &= \frac{.345744}{.0025} \\ &= 138.2976 \sim 138. \end{aligned}$$

$$n = \underline{138}$$

The sample size of the study consisted of 138 respondents, out of whom 120 responded to the questionnaire.

The instruments used in the research included only questionnaires. The questionnaire was found appropriate for the following reasons: it is able to reach to a large number of target populations within a short time, the collected data can be analyzed scientifically and objectively, the collected data can also be easily quantified for comparison with other studies, (Ackroyd & Hughes, 1981). This instrument was piloted among the regular postgraduate students in the faculty of education who did not form the final sample. This was important in order to determine the reliability of the instrument. Further, validity of the instrument was ensured by the use of expert advice. SPSS was used to aid in processing the quantitative data. Descriptive statistics such as frequencies and percentages were used to draw statistical summaries for categorical data. Results were summarized using tables and figures and reported using frequencies and percentages.

### 3. Results

The first research question sought to find out the factors influencing the desire for postgraduate education, the perceptions of postgraduate students at the Catholic University of Eastern Africa. These factors were categorized under different classifications. The classifications included, competence enhancement, acquisition of relevant skills, promotions, Marketability in the labour market, job retention and security, salary increase, personal growth, to be like peers and friends and finally encouragement by the alumni. Data regarding the factors influencing the desire for postgraduate education was collected from the postgraduate students.



Table 1

*Factors for seeking postgraduate qualification*

Statement	SDI		WI		U		FI		SI	
	F	%	F	%	F	%	f	%	F	%
For competence enhancement	9	7.5	4	3.3	1	0.8	12	10.0	94	78.3
To acquire relevant skills	7	5.8	5	4.2	1	0.8	13	10.8	94	78.3
To facilitate promotion	9	7.5	16	13.3	7	5.8	38	31.7	50	41.7
Marketability in labour arena	13	10.8	6	5.0	3	2.5	23	19.2	75	62.5
For job retention	26	21.7	19	15.8	17	14.2	30	25.0	28	23.3
For salary increase	21	17.5	14	11.7	12	10.0	29	24.2	44	36.7
Personal growth	14	11.7	8	6.7	0	0	12	10.0	86	71.7
Social pressure	54	45.0	27	22.5	13	10.8	13	10.8	13	10.8
Encouragement by the alumni	40	33.3	35	29.2	16	13.3	21	17.5	8	6.7

*Key: SDI: Strongly Doesn't Influence; WI: Weakly Influence; U: Undecided; FI: Fully Influence; SI: Strongly Influence*

It can be observed that when the postgraduate students at CUEA were asked to indicate to what extent the competence enhancement factor influenced their desire for postgraduate education the following information was obtained, 94(78.3%) of the respondents felt that it strongly influenced, 12(10%) felt that it fairly influenced, 1(0.8%) was undecided, 4(3.3%) said that it weakly influenced and 9(7.5%) felt that it strongly doesn't influence. Majority of the respondents held that one of the main reasons for them to pursue postgraduate studies is for competence enhancement. This finding agrees with the studies carried out by Chivers (2007) on professional development with the aim of determining the ways in which post graduate study in vocational fields supports the development of advanced competence amongst mid-career professionals.

It can be seen that when the postgraduate students at CUEA were asked to state what extent the factor, acquisition of skills influenced their desire for postgraduate education the following was obtained: 94(78.3%) said that it strongly influence, 13(10.8%) said it fairly influenced, 1(0.8%) were undecided, 5(4.2%) felt that it weakly influenced and 7(5.8%) felt that it strongly did not influence. It was clear that many of the respondents enrolled for postgraduate studies in order to acquire relevant skills in their field of specialization. The finding concurs with Hardre (2005) whose study found out that acquisition of skills is important both for their pressing roles as employees and for their ultimate roles in the professoriate. Similarly, it agrees with Malm (2009)

who also found out that teacher training programmes need to focus more on objectives such as promoting conflict literacy, self-awareness, understanding; leadership and collaborative skills.

Table 1 shows that when the postgraduate students were asked to state the extent to which promotion influenced their desire for postgraduate education, 50 (41.7%) said that it strongly influenced, 38 (31.7%) said it fairly influenced while seven (5.8%) were undecided. 16 (13.3%) felt that it weakly influenced and 9 (7.5%) felt that it strongly did not influence. The data obtained suggests that promotion is one of the main reasons as to why many of the respondents sought professional development through postgraduate studies.

It can be observed that when the postgraduate students at CUEA were asked to state what extent the factor, marketability in the labour arena influenced their desire for postgraduate education the following was obtained: 75(62.5%) said that it strongly influence, 23(19.2%) said it fairly influenced, 3(2.5%) were undecided, 6(5.0%) felt that it weakly influenced and 13(10.8%) felt that it strongly did not influence. Once again the data suggests that being marketable in the labour market is a factor that made many of the respondents to desire postgraduate education. The findings agree with Malm (2009) who found out that Swedish lecturers' descriptions of what they consider to be competences and qualities necessary for future teachers constitute the starting point for a wider discussion on the decisive role of beliefs and emotions in being and becoming a teacher. They also concur with Ronfeldt (2008) who found out that post graduate students negotiate images of themselves as professionals with the images reflected to them by their programmes.

From the table it can be observed how the respondents felt about the factor job retention and security. 28(23.3%) of the respondents felt that it strongly influenced, 30(25.0%) said it fairly influenced, 17(14.2%) were undecided, 19(15.8%) said that it weakly influences and 26(21.7%) said it strongly did not influence. The study had considered job retention and security as one of the factors that made the respondents to seek further education, but from the findings of the study there is a number that cannot be ignored said they do not seek professional development for job retention and security. Therefore, the data suggests that this is not a factor.

When asked to comment salary increase the respondents said the following: 44 (36.7%) said it strongly influenced their desire for postgraduate education, 29 (24.2%) said it fairly influenced, 12 (10.0%) were undecided, 14 (11.7%) felt it weakly influenced and 21 (17.5%) said it strongly did not influence. Sixty percent (60%) of the respondents said that salary increase after completing the programme is a factor that compelled them to seek professional development, hence the findings suggests that salary increase is a factor that the respondent took into account.

As far as personal growth is concerned the respondents said the following; 86 (71.7%) felt that it strongly influenced their desire for postgraduate education, 12 (10.0%) said it fairly influenced, 8 (6.7%) felt it weakly influenced and 14 (11.7%) felt that it strongly did not influence. The findings imply that personal growth is a factor that the respondents considered when seeking professional development.

On information regarding what the respondents felt about the factor on pursuing postgraduate education to be like friends, 10.8% of them felt that it strongly influenced, another 13 (10.8%) said it fairly influenced and a further 13 (10.8%) were undecided. 27 (22.5%) felt it weakly influenced and the many 54 (45.0%) felt it weakly influenced. This suggests that many of the respondents were not pursuing further education to be like their friends but for other reasons.

The study had considered encouragement by the alumni as one of the factors that made the respondents to seek further education. From the table it can be seen that the respondents had the following to say about encouragement by the alumni to go for further studies; 8 (6.7%) said that it strongly influenced, 21 (17.5%) said it fairly influenced, 16 (13.3%) were undecided, 35 (29.2%) said it weakly influenced and 40 (33.3%) felt it strongly did not influence. The findings of the study suggest that majority did not seek professional development because the alumni encouraged them. Therefore, the findings imply that encouragement by the alumni is not a factor.

#### **4. Discussion**

There are various motivational factors leading students to pursue postgraduate education. According to the findings of a study done by Oyaró (2013), the main motivation that leads to a greater demand for tertiary education is to acquire more skills and knowledge as well as rise in the pay scale. The study observed that a greater motivation for postgraduate education is common among “non-traditional learners”- “mature” students aged 30 years and over, who might have missed the opportunity to benefit from higher education, or want to improve on their qualifications. In similar vein, majority of the respondents in the present study observed that competence enhancement (78%) and the acquisition of relevant skills (78%) in their fields of specialization were the main motivations that led people to pursue postgraduate education in Kenya.

Earlier, Hardre (2005) had observed that skills acquisition is key especially for their pressing roles that employees have as well as for the ultimate roles in the professoriate. Other key motivational factors that instigate the desire to pursue postgraduate studies included the desire to be promoted to next grade at the work place, to enhance one’s marketability as well as salary increment. The study also indicated that the pursuit for post graduate education is also highly motivated by the desire for personal growth (72%) in various areas of one’s life.

From the study, about two thirds of the respondents observed that marketability in the labour arena (63%) also play key role in influencing people to pursue postgraduate education. This is what Moldoff (2012) call gaining a competitive edge. It is noted that even as more people seek to expand and upgrade their education level, the competition for high paying, stable jobs also increase. As such owing to the stiff competitive edge, many people resolve to combine their experience in their professional areas of expertise with further education so as to stand a chance for a well-paying position. In this light therefore, as (Moldoff, 2012) noted a sense of experience coupled with education which is currently marketable make many people to pursue postgraduate studies. This put the candidates with the right education and experience on the line of job promotion. The findings of the present study showed that over a third (42%) of the respondents indicated that they search for postgraduate education is also motivated by the end result which is seeking to be promoted in their various areas of specialities. O'Connor (2012) observed that the pursuit of postgraduate education aid build confidence in one's academic qualification and so present the individuals with greater number of promotional opportunities.

According to a study by O'Connor (2012) some people are motivated to pursue postgraduate studies as a means of switching fields of specialization. Notably, lifelong occupation is contemporarily considered thing of the past. This may bet to the reason that most employing companies have been disrupted by external environmental factors such as outsourcing, global competition and economies of scale. As such, so many individual people seek to pursue higher degrees as a way of exploring other areas of speciality and so change their profession.

Oyaro (2013) observed that although application of pure economic principles is not really the primary goal for pursuing postgraduate studies, the cost-benefits analyses can provide a practical understanding of program costs and a quantifiable value of program outcomes. As such many people often analyses both the costs of pursuing the postgraduate studies against the foreseen benefits. If the foreseen benefits are more than the costs to be incurred, then people would be motivated to invest their time and resources to pursue higher studies. Further, as the study showed, slightly over a third of the respondents (37%) indicated that indeed the foreseen rise in pay upgrade associated with advancement in education influence people to pursue postgraduate education. People are motivated to pursue postgraduate studies as a means towards securing a pay increase in their areas of specialization.

## **5. Conclusion**

While there are various factors contributing to one undertaking postgraduate studies the main drive could be attributed to frustrations in job market characterized by unemployment, under

employment and over employment low pay and poor working conditions. From the analysis, some of the key motivating factors for pursuing postgraduate education include competence enhancement, acquisition of relevant skills, marketability in the labour arena and personal growth

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