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Social Constructs as a Predictor of Boy-Child Educational Aspiration: A Study of Public Secondary Schools in Nakuru County, Kenya

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Abstract:

Educational aspiration is one of the crucial determinants of a person's success in life. It is influenced by a number of constructs. The purpose of this study was to investigate the social constructs as a predictor of boy-child educational aspirations in secondary schools in Nakuru County, Kenya. The question of educational aspirations among Kenyan boys has become the subject of concern. It is against this background that the need for this study was envisaged. The accessible population of the study was 9715 boys spread among secondary schools in Nakuru County, and 950 teachers. Four hundred and twenty boys were selected through simple random sampling from twenty-one secondary schools. The schools were selected through stratified random sampling. Twenty-one male teachers and twenty-one female teachers, one of each gender from every sample school were selected through simple random sampling. A causal comparative (ex-post facto) research design was used in the study and the research instruments used in collecting data were questionnaire and interview schedule. The reliability of the instrument was determined through the use of Cronbach's alpha formula and a coefficient of 0.867 and 0.923 for questionnaire and interview respectively. Expert judgment was employed to establish the validity of the research instrument. The researcher carried out analytical review of relevant literature. Data collected was analyzed using descriptive statistics (frequencies, percentages) and inferential statistics (Anova, Pearson moment correlation coefficient, and linear regression). Null hypotheses were tested at $\alpha = 0.05$. The findings from this study revealed that teachers' expectations, paternal educational attainment and paternal involvement in education significantly influenced boys' educational aspirations. It was recommended that teachers should treat all students in school equally irrespective of their gender. Teachers should also motivate and rate students equally without bias in term of social behavior. Fathers also need to be informed that they can contribute to the education of their boys through provision of constant advice on education, encouragement, modelling and concern on school progress by checking school report forms and active assistance and motivation among other strategies. Fathers also need to know their role in the education of their boys so that they do not put the blame entirely on other people when their boys do not excel well in school. However, precaution should be taken when it comes to involvement since unreasonably high demand and too much pressure made by some fathers on their boys' choices of careers may destabilize them and thus may affect their educational aspirations. Knowledge of such constructs would be useful to government, parents and teachers since it may guide in formulating strategies that may help improve boys' educational aspirations.

Keywords: Social Constructs, predictor, boy-child & educational aspirations

1. Background of the Study

The significance of education in national development as well as that of the individual development is indisputable. For any country, a highly most educated human resource contributes to national development in various perspectives. People have used education as a ladder to climb to desired social economic levels (Njuguna, 2011). Education is a major aspect which aims at human resource development. A person can increase knowledge and expand his/her vision only through education. The real aim of education is the unfolding of hidden potentialities of an individual. While quoting John Dewey, (Dash 2005) stated:

"Education is the process of living through a continuous reconstruction of experiences. It is the person development of all capacities which will enable one to control his/her environment and fulfill his/her possibilities" pg. 7

Educational aspiration is a significant factor for the enhancement of the education of any person. It is a craving for high achievement in education. It is a crucial aspect of individual's intrinsic motivation, since it determines efforts towards attaining goals. High level of educational aspirations is an indicator of high level of achievement and success. Scholastic success of learners is significantly influenced by educational aspirations (Singh & Varma, 1995). In order to develop educational aspirations, one should possess a strong desire and willingness to work hard. A person with higher educational aspirations tries to gather new knowledge from whichever field he/she enters. Development of educational aspirations is influenced by a number of factors. The significant influence of gender roles on educational aspiration was reported by Flaxman (1992). Family environment strongly influences educational aspiration of children (Tanya, Beth, Carolyn, & Deborah, 2009; Sino, 2010; Madarasova, Tavel, & Abel, 2010; Boxer, Delorenzo, Savoy, & Mercado, 2011; Gil,

Padilla, Teresa, & Suarez, 2011).

In Nakuru County, data by the Ministry of Education present declining situations especially for boys' education in secondary schools. The Net Enrolment Rates (NER) at all levels is generally low compared to national averages. For instance, in 2009, the NER at pre-school level was at 33.5% for boys and 34.5% for girls compared to national figures of 41.3% and 42.3% for boys and girls respectively. NER was higher than the national averages – 76.2 % and 78.3% for boys and girls respectively – at 84.1% for boys and 85.9% for girls. However, secondary education NER were 19.1% and 25.3%, compared to a national average of 22.2% and 25.9% for boys and girls respectively. The data revealed low secondary education NER particularly for boys. This trend raises fundamental questions regarding the boys' educational aspirations. This study looked at the social constructs as a predictor of boys' educational aspirations which has not been fully explored.

2. Literature

Since attaining political independence, the Kenya government has been following policies geared toward social equality and non-discrimination. In the educational sector, considerable efforts have been made to ensure that regional, special needs and gender disparities are addressed. The girl-child has been fore grounded at the expense of boy-child thus reversing the gains so made about the closing the gap on gender disparities. Obanya, (2005) states that an educated female is likely to become: a more competent and knowledgeable mother, a more productive and better paid worker, an informed citizen, a self-confident individual and a skilled decision maker. Also, the significant contribution of female education is expressed in terms of economic, cultural and political aspects in a country. According to Robinson (2009) it is not only in the work place where women are showing more aggressiveness and more promising future even in school during parents, teacher and children's meetings, it's always the girls who ask questions or offer prayers at the end of the sessions. All this time boys have been encouraged to come up and also make comments but at that point, the boys are not interested and not willing at all to participate prompting the researcher to investigate what is making the boys to behave in a certain manner. It is interesting that of the top 20 positions in class, 60% are often taken up by girls. This situation is more pronounced in Nakuru County where even at the KCSE national exam level, girls are now scoring higher than boys. The only Counties where boys are still doing better than girls in academic performance are in Nyanza, North Eastern and Coast regions in Kenya. Curiously these are the last three regions in terms of wealth endowment (Robinson, 2009).

According to World Declaration on EFA (1990) Jomtien targets are: the expansion of early childhood care and development; universal access to and completion of primary education by the year 2000; a reduction of adult illiteracy rates to one half of the 1990s levels by 2000, with an emphasis on female literacy; improved learning achievement; based on the attainment of defined levels of performance; expansion of basic education and training for adults and youths; improved dissemination of knowledge, skills, and values required for sustainable development. It is instructive to note that the Kenya government is also signatory to major International Conventions and agreement that address human rights and gender equality issues. These efforts are aimed at the realization of MDGs and EFA. All these efforts are done in order to increase gender parity and equity while enhancing efficiency and effectiveness of the system. It is worth noting that there has been an important shift in educational outcomes in the Commonwealth Caribbean for both boys and girls. On the one hand, educational outcomes for girls have improved significantly: girls now constitute the majority of secondary school enrolments in the region (Reddock, 2004).

Andres, Adamuti-Trache, Yoon, Pidgeon & Thomsen (2007) have shown that there are between-gender changes in the level of education that is aspired to over time. These authors, however, did not formally analyze the nature of this change. For example, parents' level of education has been found to be significantly related to adolescent educational aspirations (Kirk, Lewis-Moss, Nilsen, & Colvin, 2011; Kerpelman, Eryigit, & Stephens, 2008; McWhirter, Larson, & Daniels, 1996), and appears to have differing influences depending upon the gender of the student (Andres et, al. 2007; Evans, 2009). Therefore, it appears reasonable to explore the possibility that gender roles interact in influencing the boys' educational aspirations. The major reason for all this is "reduced gender gap". Empirical research revealed in Kenyan context is that in some counties Nakuru included boys have been surpassed in enrolment and performance which is a wake-up call and that forms the basis of this research. This research provides a framework for planning and formulating a gender responsive education at all levels. It is extrapolated that its implementation will bring to fruition the overall goal of the educational and employment sector that is, to provide equitable education for all Kenyans regardless of gender. Education has a critical role to play in addressing issues of gender equality in Kenya. The overall goal of the government is to promote equal access to education for both boys and girls. To shed light on social constructs as predictors of boy-child educational aspirations in public secondary schools this literature review discussed the findings of various authors on the study.

3. Research Methodology

Research methodology describes the overall approach to research design as a plan of action that links methods to outcomes (Creswell, 2009). The choice and adequacy of the approach that was used in this study to understand the influence of culture, school and home on boy-child educational aspirations is rooted in the underlying assumptions or beliefs the researcher holds about the nature of the objectives of this research. This study used pragmatism paradigm since it combines the qualitative and quantitative approaches within different phases of the research process (Tashakkori & Teddlie, 2003). Pragmatist researchers focus on the 'what' and 'how' of the research problem (Creswell, 2003). Pragmatism was seen as the paradigm that provides the underlying philosophical framework for mixed-methods research (Tashakkori & Teddlie, 2003). Since this research used quantitative and qualitative approaches, this paradigm is deemed appropriate for this study. Pragmatism was generally regarded as the philosophical partner for the mixed methods

approach. It provided a set of assumptions about knowledge and enquiry that underpins the mixed methods approach and which distinguishes the approach from purely quantitative approaches that are based on a philosophy of (post) positivism and purely qualitative approaches that are based on a philosophy of interpretivism or constructivism. The researcher's intent was to make sense of (or interpret) the meanings others have about the world. Rather than starting with a theory (as in post positivism), inquirers generate or inductively develop a theory or pattern of meaning. This paradigm guided the researcher in administering and interpreting data related to influence of gender roles, school, teachers and home on boy-child educational aspirations.

4. Research Design

This study employed an *ex-post facto* research design. This design was a definite plan determined before data was actually collected. The design was useful in the study because the researcher did not have direct control of independent variables and therefore could not manipulate them (Kothari & Garg 2014). The boy-child educational aspirations were taken as the dependent variable while gender roles, school type, teachers' gender, teachers' expectations, paternal involvement and paternal educational attainment were the independent variables. Also, Oso and Onen (2009) has confirmed that *ex post- facto* causal comparative research design is suitable for extensive educational research and psychological related studies where this study falls and thus approving and necessitating the use this design as the most appropriate for this study. In addition, it is appropriate in an after the fact analysis of an outcome or the dependent variable, thus relevant in comparative studies. In order to eliminate confounding variables in the study, techniques such as matching and random selection of respondents from appropriate population was done.

5. Location of the Study

This study was undertaken in Nakuru County which is one of the Counties in the Rift Valley regions in Kenya. Nakuru County whose headquarter is Nakuru town is located about 165 km to the north west of Nairobi city. It covers an area of 7496.5 square kilometers. It is geographically located between latitude $0^{\circ} 25.3'$ North and $0^{\circ} 53.2'$ North and longitude $35^{\circ} 24.4'$ East and $36^{\circ} 04'$ East. Nakuru County borders seven counties; Kericho to the west, Baringo to the north, Kajiado to the south, Bomet and Narok to the south west, Nyandarua to the east and Laikipia to the north east. Nakuru County has nine sub-counties; Naivasha, Gilgil, Subukia, Nakuru North, Nakuru Town, Rongai, Njoro, Molo, and Kuresoi. Nakuru was chosen as the study area because of its metropolitan nature, thus a research carried out in public secondary schools in Nakuru could bring out the opinions of students from a multi-cultural background and different social economic backgrounds. These variations make Nakuru County to be more representative.

6. Sampling Technique and Sample Size

From the accessible population of 311 public secondary schools, stratified random sampling was used to select twenty-one secondary schools from the two categories of boys' only and mixed schools. Out of twenty-one schools, six were selected from single sex and fifteen mixed sex schools. Stratified sampling technique guaranteed that the study sample was representative of the population (Gravetter & Forzano, 2006). Four hundred and twenty form three students (boys) were selected from the twenty-one schools in the three sub counties. This was consistent with sampling procedures developed by Kathuri & Pals (1993) who assert that *ex post facto* research may require few cases hence a sample of 420 boys were considered large enough. The researcher used simple random sampling and therefore all boys in form three class in each of the sampled schools were assigned numbers, then by the use of the table of random numbers, starting at some number, the researcher pointed at any number as the starting number. This was done until the twenty boys were sampled from each school.

Out of 950 teachers a sample size of forty-two teachers that is twenty-one male and twenty-one female teachers were selected by simple random sampling. A sample size of twenty-one schools was selected out of ninety schools. The following are tables elaborating on the sampled respondents. Stratified random sampling was adopted. The technique placed the schools into two strata on the basis of the type (single sex and mixed). Simple random sampling was adopted because it necessitated selecting of sub counties in such a way that each had an equal probability of being selected. Out of the eleven sub counties which form the Nakuru County, three sub counties were sampled. Each sub county was assigned numbers from 1 to 11, then by the use of the table of random numbers, starting at some number, the researcher closed his eyes and pointed at any number as the starting number. This was done until the three sub counties were sampled.

7. Instrumentation

The researcher developed two instruments to obtain data from the respondents who were form three students (boys) and teachers from public secondary schools in Nakuru County. The development of the instruments considered the examining of the research objective, hypothesis and related literature and the critic offered by the supervisors. The two instruments included a students' questionnaire and interview schedule for male and female teachers. Most research work uses methods that provide high accuracy, generalizability, and explanatory power, with low cost, rapid speed and maximum management demands. Questionnaire is commonly used to obtain important information about a population. Each item in the questionnaire is developed to address a specific objective of the study. Questionnaire was appropriate with the large number of respondents from whom a lot of information was required and for the purpose of easy coding. The interview was used to obtain information from the male and female teachers to obtain in depth information about the social constructs on boy-child educational aspirations.

8. Findings and Discussions

8.1. Teachers' Expectations on Boys' Educational Aspirations

This was established using both descriptive (frequencies and percentage) and inferential statistics (Pearson correlation coefficient and linear regression). The students were required to rate the extent they agree or disagree with statements relating to the teacher expectation using a five-point Likert scale. From each statement explaining the teacher expectation was computed and summarized in the table below.

	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Teachers treat girls differently than boys	57	15.5	31	8.4	92	25.0	53	14.4	135	36.7
Teachers rate boy's social behaviour lower than girls	59	16.0	29	7.9	80	21.7	67	18.2	133	36.1
Teachers most often motivate girls	66	17.9	32	8.7	67	18.2	62	16.8	141	38.3
Teachers motivate boys to pursue higher education	219	59.5	72	19.6	33	9.0	9	2.4	35	9.5

Table 1: Teachers' Expectations Items on Boys' Educational Aspirations

The aggregate teachers' expectation index on boys' educational aspirations was 11.7 which was ambivalent. Most of the students 219 (59.5%) of students strongly agreed that teachers motivate boys to pursue higher education, with 72(19.6%) agreed, while 9% were undecided, 9.5% strongly disagreed and 2.4% agreed. This indicated that 79.1% of students perceive teachers motivate boys to pursue higher education. At least 135 (36.7) of students strongly disagreed that teachers treat girls differently than boys, with 14.4% disagreed, while 25% were undecided, 15.5% strongly agreed and 8.4% agreed. This showed that 51.1% of the students perceived that teachers do not treat girls differently than boys. Also 133 (36.1%) of students strongly disagree that teachers rate boy's social behaviour lower than girls, 18.2% disagreed, while 21.7% were undecided, 16% strongly agreed and 7.9% agreed. This indicated that 54.3% of students perceive teachers do not rate boy's social behaviour lower than girls.

Finally, 141 (38.3%) of students strongly disagree that teachers most often motivate girls, 16.8% disagreed, while 18.2% were undecided, 17.9% strongly agreed and 8.7% agreed. This indicated that 55.1% of students pointed out that most teachers often do not motivate girls. Most of the students also said teachers do motivate boys to pursue higher education. Students pointed out that teachers do treat girls differently than boys, rate boy's social behaviour lower than girls and do not motivate girls most often. The aggregate teachers' expectation index on boys' aspiration was 11.7 which was ambivalent. The results were complemented by data from the interview where one teacher commented concerning other activities that boys do perform instead of schooling:

"There is this boda-boda thing (commuter motorbike services) issue whereby it is a mode of transport nowadays and sometimes you may find the students (boys) being trained on how to ride the motorbikes and by no time they are drivers and ready to engage in sqote (this is whereby the owner of the motorbike allows you to ride then you will get a percentage of the amount you receive).

Boys become absent in school to engage in that business which is affecting the boys. There is also sand harvesting in this town where boys engage in it because there is high demand for sand and people come from very far looking for the sand for construction" (A male teacher from Nakuru, 2018).

Teachers also acknowledge the fact that they normally rate boys very low in terms of social behavior as one of the female teachers noted by saying:

"Teachers perceive boys differently as in they can misbehave easily than girls. I think girls are given more attention because they are less likely to misbehave and they are disciplined compare to boys. Generally, girls are manageable than boys. We are really having a problem with boys (A female teacher from Nakuru, 2018).

From the interview, therefore, there is need to pay close attention to the boy-child and actually manage the teachers' expectations.

8.2. Paternal Education Attainment on Boys' Educational Aspirations

This was actually established using both descriptive (frequencies and percentage) and analysis of variance (ANOVA) statistics. The students were required to identify the education level of their fathers as summarized in the figure below

Figure 1

At least 76 (20.7%) of the students identify their fathers to have a university degree, with 17.7% had diploma as well as secondary and 14.9% had primary education. This indicated that most of the fathers had above secondary education level.

8.3. Descriptive Statistics of Paternal Education on Boys' Educational Aspirations

From the findings the difference existing between paternal educational attainment and boy-child educational aspirations was established using descriptive analysis as summarized in Table 4.25. There was difference among the parents without education and those who had attained degree qualification. This is an indication that there was no significant difference between boy-child educational aspirations with respect to paternal educational attainment.

	N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
No education	17	3.6691	.45915	.11136	2.88	4.38
Primary	55	3.6591	.56440	.07610	1.38	4.50
Secondary	65	3.7077	.48828	.06056	1.75	4.50
Diploma	65	3.8635	.34213	.04244	3.25	5.00
Degree	76	3.7599	.47905	.05495	1.50	4.88
Don't Know	90	3.6653	.61604	.06494	1.00	5.00
Total	368	3.7266	.51220	.02670	1.00	5.00

Table 2: Descriptive Statistics of Paternal Educational Attainment on Boy-Child Educational Aspirations

Analysis of variance was used to describe the influence of paternal education and boy-child educational aspirations. There was an influence of paternal education on boy-child educational aspirations [$F = 15.2$ $p > .05$], as shown in the table.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.970	5	.394	15.12	.185
Within Groups	94.312	362	.261		
Total	96.282	367			

Table 3: Analysis of Variance of Paternal Educational on Boy-Child Educational Aspirations

This indicated that parental educational attainment has an influence on boy-child educational aspirations in secondary school in Nakuru County. Therefore, the null hypothesis (H_0) that paternal educational does not affect boy-child educational aspirations was rejected. From the interview teachers agreed that paternal level of education boosts boy's educational aspirations. The fathers act as role model to their sons. It helps them build self-confidence and most boys aspires to reach where their fathers reached or above. The boy's morale will emanate from their fathers and strive to achieve whatever their fathers have achieved.

8.4. Paternal Involvement on Boys' Educational Aspirations

This was established using both descriptive (frequencies and percentage) and inferential statistics (Pearson correlation coefficient and linear regression). The students were required to identify their agreement with statements relating to the paternal involvement as summarized in the figure below.

Figure 2

The aggregate index of paternal involvement on boys' educational aspirations was 6.8 which was high. On the paternal involvement, most of the students 90.8% agreed that father's advice them on education and 9.2% did not. On Father's assistance in doing homework 159 (43.2%) agreed and 209 (56.8%) disagreed. While on father's concern on school progress most of the students 317 (86.1%) agreed with 13.9% disagreed. On father's motivation majority of students (88.9%) agreed and 11.1% disagree. This means that fathers were fully involved with the boys' education by offering pieces of advice, homework assistance inter alia.

8.5. Correlations of Paternal Involvement on Boys' Educational Aspirations

Pearson moment correlation was used to describe the linear relationship between paternal involvement and boy-child educational aspirations as shown in the table below

		Aspiration	Social
Aspiration	Pearson Correlation	1	.521**
	Sig. (2-tailed)		.000
Social	Pearson Correlation	.521**	1
	Sig. (2-tailed)	.000	

Table 4: Correlations of Paternal Involvement on Boys' Educational Aspirations

** Correlation Is Significant at the 0.01 Level (2-Tailed)

N=368

There was a positive influence of paternal involvement on boy-child educational aspirations [$r = .521$, $n = 368$, $p < .05$]. This indicated that paternal involvement positively influenced the boy-child educational aspirations in secondary school in Nakuru County. A linear regression model was used to explore the relationship between paternal involvement and boy-child educational aspirations. The prediction was carried out based on the influence of paternal involvement as shown in table below.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.521 ^a	.271	.269	.4379	.271	136.02	1	366	.000

Table 5: Model Summary of Paternal Involvement on Boys' Educational Aspirations

a. Predictors: (Constant)

The R^2 represented the variability in educational aspirations among secondary schools in Nakuru County that is accounted for by the paternal involvement. From the model, ($R^2 = .271$) indicating that the predictor account for 27.1% variation in boy-child educational aspirations. The predictor used in the model captured the variation in boy-child educational aspirations among secondary schools in Nakuru County. The paternal involvement in education contributed 27.1% of the boys' educational aspirations.

8.6. Analysis of Variance of Paternal Involvement on Boy-Child Educational Aspirations

The analysis of variance was used to test whether the model could significantly fit in predicting the outcome than using the mean as shown in the table below.

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	26.087	1	26.087	136.02	.000 ^b
	Residual	70.195	366	.192		
	Total	96.282	367			

Table 6: Analysis of Variance of Paternal Involvement on Educational Aspirations

a. Dependent Variable: Aspiration

b. Predictors: (Constant), Social

The regression model significantly improved the ability to predict the boy-child educational aspirations. The F-ratio was 136.02 and significant ($P < .05$) and thus the model was significant leading to rejection of the null hypothesis which stated that there is no significant relationship between paternal involvement in education and boys' educational aspirations.

8.7. Coefficients of Paternal Involvement on Boys' Educational Aspirations

The β coefficients for independent variable was generated from the model and subjected to a t-test, in order to test each of the hypotheses under study. The table below shows the estimates of β -value and gives contribution of the paternal involvement to the model.

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(constant)	2.380	.118		20.218	.000			
	Social	.525	.045	.521	11.663	.000	.521	.521	.521

Table 7: Coefficients of Paternal Involvement on Boys' Educational Aspirations

a. Dependent Variable: Aspiration

The β -value for paternal involvement had positive coefficient, indicating positive relationship with boy-child educational aspirations. The coefficients results showed that the independent factor was significant; $\beta_6 = 0.525$ ($P < 0.05$). This indicates that for each unit increase in the paternal involvement, there is 0.525 unit rise in boy-child educational aspirations among secondary schools in Nakuru County. Furthermore, the influence of paternal involvement was stated by the t-test value = 11.66 which implies that the standard error associated with the parameter is less 11.66 times that of the error associated with it. Therefore, the null hypothesis which stated that there is no significant relationship between paternal involvement and boy-child educational aspirations was rejected.

9. Conclusions

Based on the discussion of the findings the following conclusions were made: It was revealed that teachers' expectations, paternal educational attainment and paternal involvement in education significantly influence boys' educational aspirations in secondary schools. In view of the finding of this study, the following conclusions have been drawn. The teachers' expectations significantly influence boys' educational aspirations in secondary schools. Teachers also rated boys very low in terms of social behavior and this may have an influence on boys' educational aspirations. Teachers also treated boys differently from the girls and this may have affected the boys. The boys' educational aspiration was influenced by teachers' expectations, paternal involvement in education and paternal education attainment. Therefore, these variables are the predictors of boys' educational aspirations. A home with fewer roles and school atmosphere where teachers are role models is likely to enhance the boys' motivation to achieve academic success which in turn will contribute to their educational aspirations.

10. Recommendations

From the findings and conclusions, the following recommendations are made:

- The researcher recommends that teachers especially males should be encouraged to act as role models to the boys and should treat all students in school equally irrespective of their gender. Teachers should also motivate and rate students equally without bias in term of social behavior.
- Fathers also need to be informed that they can contribute to the education of their boys through provision of constant advice on education, encouragement, modelling and concern on school progress by checking school report forms and active assistance and motivation among other strategies.
- Fathers need to know their role in the education of their boys so that they do not put the blame entirely on other people when their boys do not excel well in school. However, precaution should be taken when it comes to involvement since unreasonably high demand and too much pressure made by some fathers on their boys' choices of careers may destabilize them and thus may affect their educational aspirations.
- The researcher recommends that boys should have a bigger say in choosing their careers without much pressure from their fathers.

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