

Abstract

The purpose for this study was to investigate the factors influencing the choice of Social Education and Ethics (SEE) among Form Three students in Central Division of Machakos District. The study aimed at achieving the following objectives. (i.) To find out whether the students' choice of SEE is influenced by teachers of other subjects. (ii.) To identify the career aspirations of Form Three students (iii.) To determine if career aspirations influence the students choice of SEE. (iv.) To establish whether the students choice of SEE if influenced by parents and siblings. (v.) To identify other factors which may influence the students choice of SEE amongst competing subjects other than their own freedom to choose the subject. The study involved 120 students and 18 teachers from six secondary schools. Data were collected through questionnaires for students and teachers, and an interview guide for teachers only. Methods of data analysis included calculation of frequencies and percentages for the qualified responses. The results were reported in both tabular and descriptive form. The results of the study revealed the following: (i.) Teachers of other subjects played a role in the students' decision to choose or not to choose SEE in Form Three. Although the level of their influence was low. (ii.) Girls tended to choose different careers from those of boys and were more restricted to female oriented careers. (iii.) Family models contributed when it came to the students' choice of SEE with the mother contributing the most. (iv.) Students experienced Peer pressure when it came to opting for SEE. (v.) Lack of trained teachers has hindered the achievement of the objectives of SEE. (vi.) School administration in some instances interfered with the students' decision to choose or not to choose SEE in Form Three. (vii.) SEE teachers were not adequately prepared to handle the subject. (viii.) Lack of awareness as to whether SEE is a requirement for some courses in the University has reduced the number of students opting for SEE in Form Three. On the basis of these findings, recommendations for the improvement of the learning and teaching of SEE were made. These were to serve as guidelines for policy makers, parents, teachers, students, curriculum developers and the community at large. They were also to serve as a base for further research in the area of Social Education and Ethics.