2003

Intention to Pursue Post-Secondary Education, and Related Factors, Among Jamaican Senior High School Students

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School of Education

INTENTION TO PURSUE POST-SECONDARY EDUCATION, AND RELATED FACTORS, AMONG JAMAICAN SENIOR HIGH-SCHOOL STUDENTS

A Dissertation
Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy

by
Teran T. Milford
July 2003
INTENTION TO PURSUE POST-SECONDARY EDUCATION AND RELATED FACTORS AMONG JAMAICAN SENIOR HIGH-SCHOOL STUDENTS

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Teran T. Milford

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My family has been a tremendous support to me throughout this journey. Thanks to my wife Audrey, and children Andre, Terry-Ann, and Theomar.
ABSTRACT

INTENTION TO PURSUE POST-SECONDARY EDUCATION, AND RELATED FACTORS, AMONG JAMAICAN SENIOR HIGH-SCHOOL STUDENTS

by

Teran T. Milford

Chair: Jimmy Kijai
Title: INTENTION TO PURSUE POST-SECONDARY EDUCATION, AND RELATED FACTORS, AMONG JAMAICAN SENIOR HIGH-SCHOOL STUDENTS

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Date Completed: July 2003

Purpose of the Study

The proportion of female students in post-secondary schools in Jamaica is approximately twice that of their male counterpart. This is in contrast to the observation that the proportion of male and female students in elementary and secondary schools is about the same. Little or no studies have been conducted to examine factors related to the disproportion of male and female students in tertiary institutions. Therefore, the purpose of this study was to examine the perception of senior high school students regarding their intention to pursue post-secondary education,
and to determine the extent to which the value they place on education, personal, social, and school characteristics influenced this intention.

Method

This study employed the survey research method in which a questionnaire was designed and administered to a sample of senior high school students in 23 public and 5 private high schools throughout the island of Jamaica. Thirty male and thirty female students were selected from each school. Proportional stratified random sampling was used to select both the schools and the subjects. One thousand six hundred and eighty students were selected to participate in this study. However, only 1,185 chose to sign the consent form and hence, actually participated in this study.

The questionnaire was designed to elicit demographic characteristics, levels of intention to pursue post-secondary education, and student perceptions with respect to the value of education, student characteristics, social characteristics, and school characteristics.

Results

Eighty-seven percent of the students indicated a high degree of intention to pursue post-secondary education. The level of intention was slightly higher among female students.
Parental support and peer influence were significantly related to levels of intention among male students. For female students, parental support, locus of control, and school climate were significant predictors.

Conclusion

The level of intention to pursue post-secondary education among Jamaican senior high school students is quite high. Parental support appears to be an important factor that could influence the intention of students to pursue higher education.
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I am extremely grateful to the many individuals who have facilitated and supported me during this challenging academic journey.

My gratitude goes to God who provided the wherewithal that sustained me on this journey.

My sincere appreciation goes to my dissertation chair, Dr. Jimmy Kijai, who provided leadership and constructive counsel that enabled me to clarify ideas pertinent to the completion of this dissertation.

Special appreciation goes to the other members of my dissertation committee, Dr. Larry Burton, Dr. Elvin Gabriel, and Dr. Newton Hoilette who showed commitment and professional care in assisting me to conclude this project.

My gratitude goes to Dr. Herbert Thompson, whose encouragement and support enabled me to achieve this milestone.

To my family—my wife Audrey and children Andre, Terry-Ann and Theomar—thanks for understanding my situation and for allowing me the opportunity to achieve this goal.
CHAPTER I

INTRODUCTION

This chapter introduces the research project and includes the following components: background to the problem, statement of the problem, purpose of the study, research questions, assumptions, conceptual framework, significance of the study, definition of terms, delimitations of the study, limitations of the study, and organization of the material.

Background to the Problem

Human resources are the most important element of a nation’s economy. Evans (1999) asserts that a developing country such as Jamaica needs "a wide range and large numbers of educated and skilled personnel" (p. 1). Education has the greatest potential of making a strong impact on the nation’s most important resource, its human capital. Consequently, education, to the highest level, must be the catalyst for productive nation-building. Further, policy developers and decision makers are obligated to ensure that every young person is provided with optimum opportunities for quality
educational development at the highest level, regardless of ethnicity, social class, or gender.

Decreasing male post-secondary pursuit of education has become a worrying phenomenon in the Jamaican context since the decade of the 1980s (Hamilton, 1999). The fact that increasingly fewer males are entering and graduating from tertiary level institutions has implications for Jamaica's economic development, crime, violence, family life, and educational development.

Evans (1999) researched gender achievement in secondary schools in Jamaica. She reported, "For a number of years, girls' academic achievements have surpassed that of boys in nearly every subject and curricula area" (p. 1). She further confirmed, "More girls than boys are deciding to continue with tertiary education" (p. 1), which is reflected in decreasing male enrollment in tertiary institutions.

Hamilton (1999) indicates that the shift in the numerical ascendancy of females in tertiary institutions began in 1982 with 51% of the 9,573 enrolled university students being female. At that time, the University of the West Indies was Jamaica's only university. She proposes that the year 1979 was a benchmark year, when slightly more than 50% of the graduates were female students graduating with their first degrees, despite a larger registration of males up to 1982.
Hamilton (1999) further informs that data for the 1996/1997 academic year indicate that 65% of all graduates were females. This is a significant contrast to the 36% during the 1951/1952 academic year. The proportion of male to female in the population is about the same. The dramatic attrition of males from the halls of tertiary learning leads one to question whether a society serious about national development can afford to have any aspect of its human capital deteriorate in underdevelopment.

The data for enrollment trends by type of institution for the 1994/1995 and 1998/1999 academic years exemplify the crux of the problem (see Tables 1 and 2). Since no gender distinction was recorded for 4,780 students they were exempted from the tables. Further, no enrollment data were available for approximately 80% of the registered independent tertiary institutions. Because of the trend that has been established (see Tables 1 and 2), it is unlikely that all these students would be male only or female only. Therefore, it can be concluded that male and female students are represented in the two populations in which data were unavailable in the same proportion.

An analysis of the data indicates that 2% more boys than girls entered primary schools for the 2 academic years 1994/1995 and 1998/1999. The data further suggest that, at
the secondary level, the male-to-female ratio stands at 49:51, a reversal of the trend at the primary level. This 2% increase is important from the female perspective. Enrollment at the post-secondary level is relatively low for both male and female students, in contrast to that of the primary and secondary levels. Further, female enrollees outnumber male enrollees by almost 2:1 at this level (see Figure 1).

Table 1

<table>
<thead>
<tr>
<th>Institution</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>155,406</td>
<td>149,832</td>
<td>305,238</td>
</tr>
<tr>
<td>Secondary</td>
<td>106,247</td>
<td>110,764</td>
<td>217,011</td>
</tr>
<tr>
<td>Tertiary</td>
<td>6,184</td>
<td>12,122</td>
<td>18,306</td>
</tr>
</tbody>
</table>


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Table 2

Jamaican Student Enrollment by Type of Educational Institution: 1998/1999

<table>
<thead>
<tr>
<th>Institution</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>Primary</td>
<td>153,242</td>
<td>51</td>
<td>148,815</td>
</tr>
<tr>
<td>Secondary</td>
<td>112,576</td>
<td>49</td>
<td>116,374</td>
</tr>
<tr>
<td>Tertiary</td>
<td>9,243</td>
<td>35</td>
<td>17,070</td>
</tr>
</tbody>
</table>


Figure 2 contrasts post-secondary enrollment for 4 academic years during the decade of the 90s. The data indicate discrepancies between the proportion of male and female enrollment during the 1994/1995 through 1998/1999 academic years. The ratio of female-to-male enrollment approximates 2:1. The Statistical Institute of Jamaica is responsible for researching and evaluating census data. Preliminary data from the 2001 population census indicate that females accounted for 1,321,426 or 50.8% and males 1,277,908 or 49.2% of the Jamaican population (Statistical Institute of Jamaica, 2001). This suggests relatively equal proportions between the genders in the population.
Beginning with the 1996/1997 academic year, the gap between male and female students began to widen gradually with the number of females increasing and male the number of males decreasing. While some might be quick to dismiss the idea of the low enrollment of males, their persistence in, and graduation from Jamaican post-secondary education as a cause for concern, the phenomenon is important for the following three reasons: First, the domestic agenda of nations in the 21st century requires that education be increasingly utilized as the engine which drives growth and development. Second, there are serious social implications for the failure of males to keep abreast with female educational achievement. Third, Gayle (2001) indicates that a very small fraction of the male youth population perpetrate much of the crime and violence in the Jamaican society, and against each other.

As regards the first point, a report of the United Nations on education (1997), indicated that "Formal education has become a major tool for developing human capabilities, transmitting knowledge and cultural heritage, and improving the quality of life" of nations and their people (p. 1). Growth and development appear to be critical factors in poverty alleviation. I contend that since poverty is a critical concern in Jamaica, sustainable economic growth and

development are more likely to emerge from an educated workforce than from barely literate persons. Inasmuch as females are making progress academically and intellectually, males, in general, need to be encouraged to aspire toward post-secondary education.

Manley (1975) addressed the issue of economic development and education through the statement: "Education is the means by which we equip today's generation for tomorrow's possibilities" (p. 105). He argues that "The educational system must seek to produce skills which are a calculable part of our opportunities and the kinds of attitudes without which skills are sterile and the successful pursuit of objectives unlikely" (p. 105). Males need to be encouraged to aspire beyond the acquirement of the 3R's, to become reflective, problem-solving thinkers, collaborating with their female counterparts in the process of nation building.

The second issue concerns the serious social implications for the failure of males to keep abreast with female educational achievement. Cose (2003) questions the issue of the widening gender gap among Black Americans as follows:

Is she leaping into treacherous waters that will leave her stranded, unfulfilled, childless alone? Can she thrive if her brother does not, if the black man succumbs, as hundreds of thousands already have, to the hopelessness of prison and the streets? Can she—dare
she—thrive without the black man, finding happiness across the racial aisle? Or will she, out of compassion, loneliness or racial loyalty “settle” for men—who educationally, economically, professionally—are several steps beneath her? (pp. 48, 49)

The principles enunciated here have relevance to the Jamaican situation. Those males who are not educationally, academically, and professionally prepared appear to feel threatened by successful women. Educated women will need men who are compatible educationally, economically, and professionally. As a developing nation, Jamaica needs this calibre of human capital between the sexes in order to provide the cultural capital which will drive the educational achievements of the nation’s children.

Gayle (2001) speaks to the third issue by indicating that a very small fraction of the male youth population perpetrates much of the crime and violence in the Jamaican society, and against each other. Social orientation is a factor in much of this sort of behavioral manifestation. Wallach (1993) points out that “children who grow up in violent communities are at risk for pathological development because growing up in a constant state of apprehension makes it difficult to establish trust, autonomy and social competence” (p. 4).
Statement of the Problem

The proportion of female students enrolled in Jamaican post-secondary institutions approximates twice that of their male counterparts. Increasingly, there are decreasing rates of male enrollment in, persistence in, and graduation from Jamaican institutions of higher learning. Research has been done in Jamaica to explore gender issues relative to achievement and underachievement in education (Evans, 1999; Miller, 1976; Parry, 2000). However, there appears to be no research that has addressed the intention of senior high-school students to pursue post-secondary education. Consequently, this study investigates the intention of senior high school students to pursue post-secondary education as well as related factors that tend to influence such an intention.

Purpose of the Study

The purpose of this study was to examine the perception of senior high school students regarding their intention to pursue post-secondary education, and to determine the extent to which they valued education, and how personal, social, and school characteristics influenced this intention.
Research Questions

The following four research questions were investigated in the project:

1. What is the intention of senior high-school students with regard to pursuing post-secondary education?
2. Does intention to pursue post-secondary education vary by gender?
3. What are the factors that influence intention to pursue post secondary education?
4. Are there significant gender differences on factors that influence intention to pursue post-secondary education?

Assumptions

This study makes the following assumptions regarding Jamaican senior high-school students:

1. High-school students can clearly articulate their intention to enroll or not to enroll in post-secondary education.
2. High-school students are able to provide reliable information concerning their intentions to enroll or not to enroll in post-secondary education when asked to respond to items on a questionnaire.
3. High-school students who are sampled in this study are representative of the population of senior high-school students in Jamaica.

4. High-school students who are encouraged, supported, motivated, and provided with the opportunity, should make the effort to pursue post-secondary education.

**Conceptual Framework**

A conceptual framework "explains, either graphically or in narrative form, the main things to be studied," that is the key factors, concepts, and variables, "and the presumed relationships among them" (Miles & Huberman, 1994, p. 18). This study employed concepts from the achievement motivation model to explain the intention of senior high-school students to pursue post-secondary education using Covington's (1992) assertion that, "Motivation deals with the why of behavior" (p. 12).

Four ideas shaped the conceptual framework of this study. The first of these guiding principles is "Learning takes place within a context," and whatever transpires at the level of the school and classroom shapes the educational context. In addition, the culture of society—reflected in its norms, values, and beliefs—influences the context of learning (Salili, Chiu, & Hong, 2001, p. 1). The second idea is that
achievement motivation seeks to explain the "relationship between society, individual motivation and behavior in achievement situations" (Ferguson, 2000, p. 209). Third, it is argued that contemporary motivational approaches are conceptualized within an "expectancy-value" framework (Graham, 2001, p. 31). Fourth, Arthur (2000) states that, "Education is a human partnership" (p. 11). This view suggests that if children or students are to succeed in the education process, both parents and teachers must work together collaboratively. This joint-venture relationship requires that both school and parents support each other to make the enterprise of educating children and students a successful one (Schneider & Coleman, 1993, pp. 3-4). The role of the student is also fundamental in the process since he or she is the reason for the educational process. Hence, Arthur (2000) suggests, that "The job of educating students requires ... a team" effort involving the tripartite relationship of parents, school, and students.

Motivational theory and "expectancy-value" in particular are relevant to this study because student intention is a goal-directed behavior. Motivation is the perceived likelihood that a goal will be achieved. This suggests that intention to go to college is viewed as expectancy, and how much that goal is desired or wanted is interpreted as value.
(Graham, 2001, p. 31). Further, Anderson and Bourke (2000, pp. 35, 36) argue that there is a relationship among such concepts as motivation, achievement and intention.

The conceptual framework which guides this study largely extracts ideas from theories related to motivation and socio-demographics (see Figure 3). Schunk (1992), in recounting the historical development of motivation theory, indicates that early theories explained motivation "in terms of responses elicited by stimuli (classical conditioning), emitted in the presence of stimuli (operant conditioning) or produced by drives and habits (systematic behavior theory)" (p. 8). He points out that early cognitive perspectives linked motivation to levels of aspirations and achievement, while more recent cognitive approaches emphasize the importance of "perceived control, goal setting, self-evaluation, expectations and attributions" (p. 9). Goal theory represents the most recent approach. Schunk (1992) indicates that it integrates many constructs that are proposed as important by other theoretical views of motivation (p. 10).

Within the context of this study, motivation is viewed as "goal directed behavior" (Ames & Ames, 1989, p. 2). It speaks to the "time and effort students are willing to spend learning or trying to learn" (Anderson & Bourke, 2000,
Goal-directed behavior has implications for aspirations. The term aspirations is defined as a "student's intent to pursue additional education after the age of compulsory school attendance has been reached" (Anderson & Bourke, 2000, p. 35). A study (Anderson, Ryan, & Shapiro, 1989, as cited in Anderson & Bourke, 2000) suggests that aspiration is related to student achievement as well as to attitude (p. 36). Fishbein and Ajzen (as cited in Anderson & Bourke, 2000) argue that intention is a far better predictor of behavior than is attitude (p. 36). Anderson and Bourke (2000) conclude that "intention" is the key word in an understanding of aspiration (p. 36).

Motivating student learning and achievement demand that educators display some understanding of student affect. Consequently, three characteristics of students that are related to achievement are studied. They include: (a) Locus of control (Anderson & Bourke, 2000; Ferguson, 2000) (b) Self-esteem (Anderson & Bourke, 2000; Dinkmeyer, 1971; Popham, 1994), and (c) Student satisfaction (Luster & McAdoo, 1995; Oakes & Lipton, 1999). If motivated, students possess high self-esteem, will be internally driven, will be satisfied with school, and will value education (Harrison & Huntington, 2000; Stephenson & Stigler, 1992). Value of education is another domain that will be studied.
Since socialization can have both negative and positive effects on students, both parents and teachers need to be alert regarding the groups and the values into which their charges are being socialized (Stout, 2000, p. 30). Research indicates that when parents become actively involved in the education of their children, it influences achievement (Hinds, Richardson, Ernest, Kishchunk, & Sproule, 1999, as cited in Arthur, 2000; Stout, 2000). Stout (2000) points out that students feel secure in an environment where there is a recognizable structure of authority. In the absence of such, with no moral, academic or behavioral reference point, they turn to their peers (Cohen, 1987; Coleman et al., 1966) for support and to create their own social structures, which can have negative consequences. In addition to the personal characteristics and value of education, social characteristic is the third domain that will be studied.

A positive school climate has implications for achievement and future academic goal (Harris, Rosenthal, & Snodgrass, 1986; Lumsden, 1997; Peterson & Skiba, 2001; Schofield, 1997; Wang, Haertel, & Walberg, 1993). The study will also examine school climate. Figure 3 graphically illustrates the conceptual framework that guides this study.
Significance of the Study

This study is significant for the following reasons:

1. An understanding of students’ intention to pursue post-secondary education can assist Jamaican policy and decision makers to formulate plans to facilitate the development of an educated workforce.

2. Motivating students to strive to realize their full potential is a necessary responsibility in the Jamaican educational system. This study could help to raise the level of consciousness among students regarding the importance of such qualities as effort, perseverance, and self-restraint in their educational development.

3. This study has implications for curricular development. If one understands the factors that appear to influence students’ intention then curricular changes can be made to influence the intention of male students to pursue post-secondary education.

Definition of Terms

The following terms are defined as used in this study:

Affective factors: Variables related to attitudes and emotions which may include self-esteem, satisfaction, and parental and peer support. (Non-cognitive variables are another description for affective factors).
Figure 3. A proposed model of values, social, school and personal variables that influence the intention of Jamaican senior high-school students to pursue post-secondary education.
College: Educational institutions in Jamaica which educate students beyond the high-school level, including community colleges, teacher-training colleges, The College of Agriculture, Science, and Education (CASE), as well as universities.

Cultural capital: Parental access to education and income, which place them in a position to encourage and motivate their offspring to aspire to achieve these goals. These factors among others enable them to provide a variety of educational experiences and opportunities for their children which better equip them for the educational experience.

Environmental factors: Elements such as family, friends, and school that influence the learning process (also called social factors).

Intention: A person's expression of firmly fixed desire to pursue education beyond the secondary level.

Post-secondary Education: Academic institutions beyond high-school including community colleges, teacher-training colleges, The College of Agriculture, Science, and Education (CASE), and the universities, also referred to as tertiary institutions.

Senior high-school students: Students who are enrolled in Grade 11 or Form Five in the Jamaican high-school system.
Delimitation of the Study

Pyrczak and Bruce (2003) describe delimitations as boundaries to which a study is deliberately limited (p. 71). In studying the phenomenon of intention and related factors that influence the pursuit of post-secondary education among Jamaican high-school students, the study is delimited to Grade 11 male and female students in randomly selected government and independent high schools in Jamaica. This delimitation is relevant since the main emphasis of the research project is geared toward ascertaining the perception of senior high-school students regarding their intention to pursue post-secondary education.

Limitations of the Study

The limitations of a study refer to such methodological weaknesses or flaws that might be present in the study. Because literature on students’ intention to pursue post-secondary education was limited in Jamaica, I reviewed literature with reference to motivation achievement. This means that because the body of literature relating to the phenomenon was limited in the Jamaican context, the literature review utilized research data from other developing as well as developed economies. In addition, because the sample for the
study comprised only Grade 11 students, the findings may not be generalizable to other grade levels.

Organization of Material

The five chapters into which the study is divided are briefly introduced as follows:

Chapter 1 introduces the study and provides a general framework that gives the direction to the development of the study. It includes a statement of the problem, the purpose of the study, definition of terms, the delimitation, the limitations and the organization of the study. Chapter 2 is a review of the relevant literature regarding the past and current status of the male achievement and under-achievement motivation motif. It comprises studies from both developed as well as developing nations. Chapter 3 speaks to the research methodology procedures that were employed in administering this study. It describes both the sample and instrument utilized to collect the data. The null hypotheses and statistical procedures used in the data analysis are also presented. Chapter 4 presents the analysis of the data and the findings relating to the study. Chapter 5 presents a summary of the study, a discussion of the findings, and a conclusion with emphasis on implications for practice, and implications for further research.
CHAPTER II

LITERATURE REVIEW

Introduction

This review of the literature provides a basis for better understanding the behavior of senior high-school students with regard to their intention to pursue post-secondary education. While researchers have done much work in the area of achievement, motivation, and aspirations, there seems to be very few studies oriented toward the intention of senior high school students to pursue post-secondary education. This chapter discusses the literature relevant to the research purposes of this study. It is organized into three sections: (a) factors that appear to influence intention to pursue post-secondary education, (b) gender differences and achievement, and (c) motivation, achievement, and intention. The relevance of the literature to the study is discussed at the end of each section.

Related Factors Influencing Intention

Outcomes are important considerations in the educational process. When adolescents complete high school, where do they
go from there? Do they possess intention relating to higher educational preparation? The degree to which students pursue their educational aspirations is dependent upon many motivational factors including, but not limited to, the following:

1. The value or worth students place on education (Anderson & Bourke, 2000, p. 13; Harris, 1999, p. 36)

2. The influence of personal student characteristics such as self-esteem, student satisfaction, and locus of control (Anderson & Bourke, 2000, pp. 33-34)

3. The impact of social factors such as parental support and peer influence (Harris, 1999, pp. 23-24; Schneider, 1993, p. 1)


The Value of Education

This section defines value as it relates to education. It also explores certain factors, within the educational context that students value, and concludes by addressing the issue of attitudes and achievement.

Tyler (1973) defines a value as "an object, activity, or idea that is cherished by an individual which derives its educational significance from its role in directing his
interests, attitudes, and satisfactions" (as cited in Anderson & Bourke, 2000, p. 32). Hofer, Yu, and Pintrich (1998) describe value as "students’ perceptions of its importance and utility given their goals (p. 71).

Essentially, values are beliefs about what one desires, what is important or cherished, and what standards of conduct or existence are personally or socially acceptable. Such researchers as Anderson and Bourke (2000) and Figueroa (1976) concur that the values orientations of social beings influence their lifestyles, and guide their behavior patterns, interests, attitudes, and levels of satisfaction. Values attached to academic success have implications for motivation (Berndt & Miller, 1990).

Harrison and Huntington (2000) propose two categories of values: intrinsic and instrumental. Intrinsic values are those which individuals espouse regardless of benefits or cost. Instrumental values are those that people espouse because they are directly benefited or rewarded. In effect, intrinsic values are inexhaustible, while instrumental values are temporary. In addition, they argue that the taste for education and subsequent success varies by class.
What Students Value

Gordon (1957) studied the social systems of high schools. This foundational study found that, for both sexes, intellectual commitment was not a prerequisite for assessing prestige in school. Participation in athletics brought recognition for males, while clothes, personality, and puritan morality were the important considerations for females (p. 22). Furthermore, he reported that any prestige accorded to academics depended on a student’s conformity to the teacher’s demand because of his or her ability to dispense grades (pp. 35, 46). Gordon (1957) argued that the student subculture rewarded such achievement only because it was requisite for maintaining student status, and providing access to participate in non-academic activities, not because of any intrinsic value placed on learning (pp. 35-36). He concluded that prestige status is important for the adolescent. However, the overall effect of the adolescent social system appeared to focus more on social activities rather than on intellectual pursuits (pp. 130-134).

Coleman (1961) studied 10 Midwestern high schools in the United States and corroborated the findings of Gordon (1957). In each of the 10 schools, he reported that students placed less value on scholastic achievement than on other activities.
While boys valued athletics highly, girls emphasized being popular and being leaders in extracurricular activities.

Stephenson and Stigler (1992) conducted a 10-year study in Asia and the United States. They found that while most Asian students see school as central to their lives; most American students did not (p. 54). They further argued that "It is not clear, judging from the lack of interest in school and the large number of high-school dropouts, that most American students regard schoolwork as the most productive use of their time" (p. 220). Schunk and Zimmerman (1997) indicate that, "Perceived value (of the importance of learning or the use that will be made of what is learned) affects behavior because learners show little interest in activities that they do not value" (p. 37). It appears that whatever a person values is a factor of motivation. How does motivation relate to attitudes and achievement?

Attitudes and Achievement

Boocock (1972) reported on the 1967 International Project for the Evaluation of Educational Achievement (IEA), a study conducted to assess the productivity of the educational system of 12 participating countries, found that on a national level, achievement in mathematics was correlated with attitudes toward learning. The results indicated that
countries with the highest average scores in mathematics were those with the highest number of respondents:
(a) who felt that mathematics was indispensable for future human existence (b) who expressed a liking for school and learning, and (c) who felt that people have effective control and mastery over their environment. The attitude that one takes towards the educational object influences achievement.

Sedlak, Wheeler, Pullin, and Cusick’s (1986) reviewed literature of the first eight decades of the 20th century on the extent of high-school student engagement to school work. They found that the vast majority of students believed that there was no need to concentrate on knowledge acquisition during high-school years (as cited in Bernard, 1991, p. 22). However, Caplan, Choy and Whitmore (1992) studied poor Indo-Chinese refugee students with little or no English skills, who attended schools in poor inner-city areas. They found that 27% of these students attained an "A" average, and more than 50% a "B" average. Caplan et al. concluded that these students saw effort as important for achievement and exerted it.

Brendt and Miller (1990) found that students who possess high expectations for success tend to be more successful in academic performance. This finding corroborated those of the 1967 International Project for the evaluation of Educational
Achievement reported by Boocock (1972). When students do not expect to be rewarded for their efforts, they tend to devalue the importance of education. The assumption, then, is that the value one places on education can be, rightly or wrongly, influenced by a reward orientation and implies that such students are instrumental in their values orientation toward education.

From the preceding, one could deduce that if education is not valued, students will not exert the necessary effort and time in doing schoolwork both inside and outside of school time. However, when education is valued, students exert the effort to achieve. Therefore, Bernard (1991) suggests that students be “Encouraged to be more diligent in their high-school, junior and senior years in particular” (p. 12). Encouragement is an important consideration. He suggests that the application of an encouragement based perspective to the home and school experiences could help to reduce the number of at-risk students and contribute to a higher proportion of high-school graduates opting to enter college (p. 12).

Bernard’s (1991) perspective is an important consideration for both low-ability and high-ability students. The fact is that the harder one works at a situation, the greater the possibility of better results despite the ability of the student. His encouragement motif can be equated to
motivation. Anderson and Bourke (2000) propose that motivated students regard school as important and that such students possess high educational aspirations.

Miller (1976) administered an open-ended questionnaire on the value of education to senior high-school students in Jamaica. He found that 83% of the respondents reported that education was the most important "thing" to them in life. He concluded that students in senior high school valued education; however, they valued education for reasons related to social mobility.

Values are beliefs about what one desires, what is important or cherished. Values are those standards of conduct or existence that are personally or socially acceptable. They might be intrinsic or instrumental. Research is indicating that, generally, students value sports and other social activities than education. Research in Jamaica indicates that the value students place on education is related to social mobility purposes.

Individual Characteristics

Several researchers (Thorkildsen, 2002; Uguroglu & Walberg, 1986) argue that motivation is complex and multidimensional. Undoubtedly, motivation interacts with a variety of constructs that might be social, personal, and
educational. In order to understand student motivation to achieve, one must become familiar with those personal or individual characteristics that are associated with achievement motivation. Four characteristics that appear to influence achievement motivation are self-esteem, student satisfaction, self-efficacy, and locus of control.

**Self-Esteem**

Branden (1990) defines self-esteem as "the disposition to experience oneself as competent to cope with the challenges of life and as deserving of happiness" (p. 18). He describes it as confidence in one's ability to think, cope with challenges, be happy, feel worthy and deserving, and to enjoy the fruits of one's efforts (p. 16). Essentially, self-esteem can be described as a favorable self-regard, self-respect, self-acceptance, and self-worth. In other words, one places value on oneself, thereby enabling its translation into reciprocal relationships, which require responsible actions to others. Self-esteem embodies the concepts of self-efficacy and self-respect. One can argue that self-esteem is a fundamental human need that makes an indispensable contribution to the life process.

Self-esteem is influenced by a host of factors including the approval of parents, peers, achievement, ethnic identity,
physical appearance, and athletic ability (Luster & McAdoo, 1995, pp. 463-464). Brookover, Thomas, and Patterson (1964) and Dinkmeyer (1971) have asserted that self-esteem influences academic performance. Dinkmeyer (1971) contends that, based on the evidence, "few factors are more important to the child's academic success than his evaluation and acceptance of himself" (p. 65). Reasoner (1992) argues that self-esteem is a primary factor that determines how well or how poorly a person functions in society (p. 104). People who think well of themselves tend to take command and control of their lives; hence, behave responsibly toward self and others.

The child's feeling of adequacy and self-concept is important. Parents and other family members seem to be important influences in the development of self-esteem in adolescents. A recent study (Luster & McAdoo, 1995) indicates that adolescents who receive direct or indirect parental approval, acceptance, and support, and are held in high regard, exhibited high self-esteem. Holly (1987) has suggested that although research has established a clear correlation between self-esteem and academic success and that those students with high self-esteem tend to do better in school, self-esteem does not cause academic success (p. 49). However, he points out that there is reason to believe that self-esteem contributes in the following ways: (a) feelings of
worthlessness can lead to depression, and depression can inhibit performance (b) fear of failure can lead a student to avoid challenges, while those with greater self-esteem and self-confidence will accept the challenge, and (c) belief that one lacks the ability to succeed inhibits one from trying (p. 49).

Moreover, research has documented that there is a significant relationship between feelings of adequacy and educational achievement. Bloom (1977) argued that the frequency and consistency of adequacy (success) or inadequacy (failure) over a period of years can have major effects on academic self-concept. He reasoned that academic disparity between high and low achievers increased if low self-esteem was also present (p. 196). Luster and McAdoo (1995) concluded, "Teens are most likely to score high in self-esteem if they are competent in areas that are important to them and if they perceive that significant others think highly of them" (p. 123).

Research has also reported gender differences regarding self-esteem (Rosenberg & Simmons, 1975; Simmons, Brown, Bush, & Blyth, 1978). Simmons et al. (1978) conducted a study to examine the self-esteem of black and white sixth and seventh-grade students. They found that females of both racial groups were less likely than males to have high self-esteem. Stark
and Traxler (1974) assert that adolescent males, relative to females, showed greater identity diffusion. The idea is that males are less likely to have a clear notion of who one is and what one is, than females in this stage of their development (Lefrancois, p. 76). Identity diffusion has implications for a student's self-esteem.

High self-esteem empowers students, and empowerment is critical to success. Lefrancois (2000) sees empowerment as an important educational goal which provides students with "both specific information and learning/thinking strategies and by helping them to develop the feelings of personal power that accompany the realization that one is competent and worthwhile" (p. 228). Kohn (1993) confirms that when children are allowed to actually participate in their education, the resulting sense of empowerment can have a tremendous effect on their achievement, their behavior, and their values, essentially, their sense of well-being. Student empowerment should enable self-esteem and students with high self-esteem are likely to remain in school, feel better about what they are learning, and how they can effectively use what they have learned. Clemes and Bean (as cited in Wiggins, 1987) found that children with high self-esteem are empowered to "act positively, assume responsibility, tolerate frustration well, feel able to influence their environment, and are proud of
their deeds" (p. 128). It follows, then, that a student’s self-esteem has implications for one’s level of satisfaction with school. Thus, how do students feel about school?

**Student Satisfaction With School**

Sinclair and Ghory (1997) observed that a host of students went to school “with shattered dignity, and frightened selves, and a hurt too deep for human eyes to tolerate” (p. 4). If school is to be meaningful to students, prevailing conditions must be radically changed. A partnership of teachers, parents, and guardians is required to change the educational context. School should be a place where students feel satisfied about their experience, and they might need to be motivated to bring about change. Allen (1992) points out that academic achievement is significantly related to student satisfaction and with engagement in college life. Kramer (1992) studied students in middle school and suggested that success is not based solely on aptitude or the quality of the experiences that one encounters. Berliner (1989) states: “Environments do not influence motivation in any direct fashion, rather, it is the perception of those environments that influences motivation” (pp. 317-318).

reported more positive experiences in school tended to be higher in self-esteem" (p. 460). They further indicated that teens who graduated from high school reported more positive experiences in school than dropouts did (p. 460). The preceding seems to be suggesting that school climate is an important consideration for student satisfaction. Vygotsky (as cited in Oakes & Lipton, 1999) stated that people learn in relationships—that is, social and cognitive developments are inseparable (p. 252). Likewise, Oakes and Lipton (1999) concluded that "relationships between teachers and students and among students shape academic learning, intrapersonal learning, learning about institutions, and learning about culture" (p. 252). The authors point out that if a teacher has a good relationship with students, students will try harder and learn more (p. 253). Further, caring relationships helped students "act better," and aided their academic development (p. 255).

Several studies (Chapman, 1986; Tinto, 1987; Tracey and Sedlacek, 1985) indicate that, in addition to such variables as "educational aspirations, attitude toward college, academic achievement, personal development, and persistence, the student-faculty relationship is regarded as a significant indicator of academic achievement" (as cited in David, 1994, p. 622). Weinstein (1989) points out that a student's
perception of differential treatment within the classroom setting has implications for academic achievement. For this reason, the nature and needs of the individual learner must be appreciably considered within the context of the educational landscape (Whitlock, 1978, p. 7), since students who enjoy a high level of satisfaction with school should exhibit a high degree of confidence in their ability to succeed. However, success is also dependent on the effort with which the student engages the educational landscape.

Coleman (1961) studied adolescent culture in 10 Northern Illinois schools. He found that boys spend more time watching television, and less time doing homework. Girls, on the other hand, on the average spend about the same amount of time on television and homework (p. 18). The attitude directed towards academic development appears to be a consequence of the students' perception of the value of education and, hence, the degree of effort to be accorded it. If students are to excel academically, they must approach schoolwork with a strong degree of intentionality. As such, they need to be possessed with a strong sense of locus of control.

Locus of Control

Rotter introduced the construct, locus of control, into psychology in 1954. Scholars (Lefcourt, 1982; Messick, 1979)
describe it as the extent to which individuals tend to accept responsibility for their own behavior, the results of their behavior, or both. The concept contrasts individuals who hold themselves responsible for their own behavior (internals) as against individuals who attribute responsibility for their behavior to the force of circumstance, powerful others, or luck (externals). Research indicates that individuals who possess an intrinsic locus of control regard successes and failures as consequences of their own personal characteristics and qualities, such as, effort or hard work. Conversely, those with extrinsic locus of control focus responsibility for success or failure on powerful others, force of circumstances, or good luck (Anderson & Bourke, 2000; Covington, 1992; Graham, 1994).

Researchers (Fanelli, 1977; Lefcourt, 1976) have found that students with an internal locus of control tend to be more self-motivated than those who are externals. They tend to work more independently, and are able to provide their own reinforcements to enable success than are their external counterparts. Gordon (1977) studied fourth-grade students and found that an internal locus of control orientation was significantly related to both academic achievement and self-esteem (p. 385). He further contended that boys with an internal locus of control are likely to possess high self-
esteem, and the higher the grades they receive, the more positive their self-concept. His findings indicate that the relationship between locus of control and achievement for girls is not as consistent as it is for boys (p. 385).

Studies (Dellas & Jernigan, 1987; Harris, 1999) found no gender differences in the locus of control construct. In a landmark study to investigate educational opportunity in the United States (Coleman et al., 1966) it was reported that among minority students a sense of control over one’s environment was more strongly related to academic achievement than any other variable. A sense of control over one’s environment has implications for people’s beliefs about themselves.

Self-Efficacy

Bandura (1997), a major proponent of the self-efficacy theory, labels the construct as “personal-efficacy.” He states, “Perceived self-efficacy refers to beliefs in one’s capabilities to organize and execute the courses of action required to produce given attainments” (p. 3), that is, the beliefs that people hold about their capabilities to produce desired effects by their actions. Bandura (1997) further argues that people’s beliefs in their efficacy have diverse effects. Such beliefs influence the course of action people
choose to pursue, how much effort they put forth in given endeavors, and how long they will persevere in the face of obstacles and failures (p. 3). Studies (Bandura, 1986; Zimmerman, 1995) indicate that students' self-efficacy beliefs influence task choice, effort, persistence, and achievement.

Bouffard-Bouchard, Patent, and Larivee (as cited in Bandura, 1997) investigated which high-efficacy or low-efficacy beliefs were instilled in students by comparison with fictitious peer norms irrespective of their actual performance. The findings indicated that students whose sense of efficacy was illusorily raised or those who set higher goals for themselves, showed greater strategic flexibility in search for solutions, achieved intellectual performances, and were more accurate in evaluating the quality of their performance than were students of equal cognitive ability who were led to believe they lacked such capabilities (pp. 58-59). Positive reinforcements, like those that are often provided by parents, teachers, and peers seem to increase self-efficacy; such findings indicate to students that they are capable of performing a task (Schunk & Zimmerman, 1997, p. 36). Further, it can be deduced that low self-efficacy could retard learning (p. 37).

Research indicates that self-esteem, student satisfaction, locus of control, and self-efficacy are factors
that are related to academic achievement. Further, research indicates that students with an internal locus of control orientation were significantly related to both academic achievement and self-esteem. In addition, students' self-efficacy beliefs influence task choice, effort, persistence, and achievement. Although individual characteristics are important motivational factors for ensuring success, students need the support of significant others in the society in order to succeed. The section which follows will discuss some social characteristics variables that appear to affect student learning and achievement, and student intention (as cited in Schunk and Zimmerman, p. 140).

Social Factors

Some scholars are of the opinion that a child who functions within a school or community-based educational setting is a product of his or her environment. Societal occurrences such as violence, poverty, divorce, economic uncertainty, and stress are but a few of the concerns that rudely influence a child's socialization. Consequently, one can make the case that social support is relevant and important for one's motivation to achieve. The following section deals with societal factors that appear to influence student academic achievement and intention. It includes
family background, parental support, socio-economic status and peer influence.

**Family Background**

Jencks (1979) defined family background as everything that makes individuals with one set of parents different from individuals with another set of parents. Family background describes such characteristics as parental support, level of education, income, attitude towards education, religious affiliation, occupation, and expectations. The overarching influence of familial socialization on school achievement cannot be underestimated. Lipset (as cited in Schwartz, 1975) reviewed worldwide social mobility studies and concluded that:

... in the Soviet bloc, in Western Europe, in Israel, in the United States, sociologists have found that increased educational resources and access to more and better schooling are not sufficient to make up for the cultural situation of the family and the norms and the values the child receives. (p. 174)

Children are born without a sense of self, empathy for others, or cultural understanding of the social group into which they enter. Schwartz (1975) affirms that whatever the fundamental human characteristics children acquire, they are a consequence of their association with others. Incapable of taking care of themselves, their physical development, like
their human development, is accomplished by social interaction (Brookover, Beady, Flood, Schweitzer, & Wisenbaker, 1977, p. 222). The family, therefore, is the major medium in shaping the social identity of most individuals. Gender socialization, in the Jamaican context, generally finds girls engaged in daily home responsibilities. Unlike girls, most boys are not usually required to do home duties. In a recent study, Parry (2000) makes the case that while the socialization of girls takes place in the home, males are socialized on the streets (p. 41). She contends that the responsibility mode in which girls are socialized is more suitable for educational pursuit since they are more responsible in their actions and are used to undertaking and bringing to a completion designated tasks (p. 43).

Parental Support

Glasser (as cited in Anderson & Wilkinson, 1985) emphasized the importance of parents and the home in the life of a child by stating, “The parent and the home environment teach the child his or her first lessons and they are the first teachers of writing” (p. vi). If student outcomes are to be maximized, it seems that someone within the educational context must encourage the integral involvement of educators, parents, and students in a working alliance that will ensure
productive student outcomes. Parental involvement cannot be restricted to the first few years of a child’s life. Research has demonstrated that parental involvement in a child’s education is an important factor for success in school for children of all ages and types. Comer and Haynes (1991) argue that it is now widely accepted as both desirable and effective for schooling (p. 271).

Both Lightfoot (1978), who perceives the home/school relationship as worlds apart, and Burns (1993), who regards education as a partnership of support, that is, “a shared venture characterized by mutual respect and trust in which the importance and influence of each partner is recognized” (p. 9) subscribe to the necessity of parental involvement. Haveman and Wolfe (1995) state that such factors as the amount and nature of family resources and the timing of their distribution, influence the attainment of children (p. 1832). Epstein (1992) indicates that parents who are aware, knowledgeable, and involved in their children’s education find that their students at all grade levels perform better academically, demonstrate more positive school attitudes, and, in addition to other positive behavioral dispositions, embrace higher aspirations (p. 1141).

A recent study (Hinds, Richardson, Ernest, Kishchuk, & Sproule, 1999, as cited in Arthur, 2000) conducted in several
Eastern Caribbean countries asked students to rate the factors that they perceive to most strongly influence their attitudes toward school. The results indicated that parental support was accorded the highest rating. The findings indicated that students who enjoyed strong parental support and encouragement liked school more, felt better about themselves, held stronger beliefs in the value of schooling for their future existence, had fewer behavioral problems, and performed better academically. Their finding seems to corroborate those of Manley (1963) who examined student performance in the 1959 Jamaican Common Entrance Examinations (CEE). A pattern that emerged from the findings indicated that success in the CEE was influenced by the students' background. Students from the higher socioeconomic groups won a disproportionately higher number of places in high school compared to their numbers in the entry and in the population. Singh et al. (1995) found that high-achieving students originate from homes where parents communicate with their children about school and school-related activities.

The evidence appears to support the posture that the home environment caters to the development of certain intellectual skills or cultural capital that students need in order that they might do well in school. Because parental support is fundamental for student success, it is critical
that they provide a supportive home environment where the skills necessary for success are cultivated and nurtured. When parents become meaningfully involved in the educational development of their children, it results in improved student achievement, attendance, motivation, and self-esteem (Burns, 1993, p. 9). Recent studies (Gonzalez, 2002; Paulson, 1994; Steinberg, Lamborn, Dornbusch, & Darling, 1992) indicate that parental involvement in their children’s education is positively related to the academic achievement of high-school students.

Steinberg et al. (1992) in their study of some 6,400 high-school students of varying ethnic and socioeconomic milieu found that children whose parents assist them with their homework, participate in school activities, and demonstrate an interest in their children’s co-curricular activities perform better academically. In addition, “increased parental involvement has been shown to result in increased student success, increased parent and teacher satisfaction and improved school climate” (Peterson & Skiba, 2001, p. 157). Comer and Haynes (1991) report positive effects of the school/home joint-venture in which parents become involved as educational decision makers, as paid and volunteer staff, as linkages between classroom and community, and as implementers of social programs (p. 273).
Socio-economic Status

Human development is influenced by a variety of factors. Dynamic as it is, it is fashioned by multiple factors working together (Kaplan, 1964). Coleman et al. (1966) found that there is a correlation between socioeconomic factors and academic achievement (p. 21). Within the context of this discussion, socioeconomic status (SES) will include such related variables as family income, parents' occupation, and parent's level of education (Keasey & Little, 1990). Bowker (1993), having analyzed several studies, reported that socioeconomic status and educational level of parents are more influential than school factors with regard to whether a student remains in or drops out of school (pp. 86, 88). Boocock (1972) affirms that socioeconomic status is the family characteristic that is the most powerful predictor of school performance. She maintains that the higher the socioeconomic status of a student's family, the higher the achievement. Family income is generally integrally associated with such factors as parental education and parental occupation.

Several studies (Brookover & Erickson, 1975; Harris, 1999; & Isaacs, 1976) indicate that SES is positively related to educational achievement and occupational status. Jencks et al. (1972) are cautious in their assessment that while the economic status of a family is a major determinant of its
overall impact on the children, "estimating the effect of family background on educational achievement involves many uncertainties" (p. 143). McLoyd's (1998) analysis of a number of meta-analytic studies concludes that, "among traditional indicators of SES, family income is the highest single correlate of academic achievement, followed by parental occupation, and parental education" (p. 192), and that any combination of the three components is only slightly more highly correlated than income alone. Notwithstanding Jencks's caution, the data seem to indicate that families with economic means as well as education play a significant role in the educational success of their children. This is a consequence of the rich cultural capital that children in such home environments are able to access.

Importance of cultural capital

Cultural capital is defined as parental access to education and income which place them in a position to encourage and motivate their offspring to aspire likewise. The importance of SES is understandable since educated parents are models who possess the educational capacity to be intellectual stimulators of their offspring. As such, they are able to use their time and abilities to encourage, inspire, and improve the academic skills as well as influence
their offspring’s educational aspirations. In addition, such parents are able to inspire self-efficacy in their progeny, thereby equipping them with a high degree of cultural capital, which inspires confidence in their abilities and capabilities to achieve.

Baker & Stephenson (1986) point out that middle-class parents engage more frequently in more educative enrichment activities (reading to children, taking them to the library, attending school events) than lower-class parents. Baker and Stephenson (1986) further indicate that lower-SES children are more likely to begin school with a verbal disadvantage since they are more likely to be born in large families. Large families have the potential of limiting verbal communication between offspring and adults. Furthermore, such adults are not usually equipped with the educational capacity to provide the type of intellectual stimulation children need in their formative years.

In contrast, middle-class and upper class children enter school with a distinct advantage. Their family persistence, that is class, racial and gender identities, and their culture, largely, have equipped them with a set of linguistic and cultural competencies. Bourdieu, (1977) categorizes these skills, abilities, manners, and styles of interaction as
cultural capital (pp. 496, 497). Children equipped with strong social capital enter school with distinct advantages.

**Peer Influence**

Most parents of teens believe that peers shape their children's attitudes and behavior in many ways—choices in music, fashion, sexual behavior, academic performance, and a host of other social factors (Bearman & Bruckner, 1999, p. 7). Peers are regarded as one of the most influential agents in the adolescent environment. Studies of peer influence suggest that it is an important feature of such adolescent outcomes as sexual attitudes and behavior (Mirande, 1968, Shah & Zelnick, 1981), and delinquency (Aseltine, 1995), as well as educational performance and aspirations (Coleman, 1961; Hallinan & Williams, 1990). Bearman and Bruckner (1999) point out that such peer influence is quite sophisticated (p. 7).

Though often restricted to peer-pressure, recent studies (Bearman & Bruckner, 1999; Brown & Theobald, 1999) indicate that peer influence can be formalized into four basic categories: (a) peer pressure, (b) modelling, (c) structuring opportunities, for one another, and (d) peers as social group norm-setters. The importance of peer influence on the socialization of youth should not be underestimated. Philliber (1999) suggests that teenagers are more likely to
believe messages from other youth than from older persons. Coleman et al. (1966) indicate that it appears that "a pupil's achievement is strongly related to the educational background and aspirations of other students in the school" (p. 22). Further, they argue that a child's fellow-students provide challenges to achievement and distractions from achievement (p. 183). In that landmark study, they found that in the same way a child's "aspirations can be dulled by those who drop out of school, aspirations can be raised by association with those who will go to college" (p. 201).

Coleman (1961) suggests that where certain activities are highly valued and carry high social rewards in a social context, people will gravitate to them. In any educational context in which academic achievement is not highly rewarded, not many will be motivated to identify with it (p. 260). He found that low middle-income students tended to place higher value on academic achievement than other groups. A recent study (Nguyen, Saucier, & Pica, 1996, as cited in Philliber, 1999) points out that young people who were given information about condom use from their peers showed greater interest in using them than those who received information from their parents, school, or media. Philliber (1999) concluded that while the behavior does not prove that peers caused this change in attitude, there appears to be an implied
relationship between sources of information and "intention to behave in a certain way" (p. 83).

The reciprocal nature of peer influence enables peers to influence each other simultaneously. Bearman and Bruckner (1999) propose, "Our children influence their friends at exactly the same time that their friends influence them" (p. 8). In many areas of growth, the impact of students on other students is significantly greater than the impact of teachers on their students. Schwartz (1975) deliberates that peer influence expands as children mature and become increasingly independent of adults. The true impact of peers becomes a challenge during the high-school years when many young people are going through an identity crisis.

Lefrancois (2000) describes identity crisis as a "conflict between a strong sense of self and a vague, uncertain self-concept" (p. 76). Since peers are adolescents going through similar experiences, they usually sustain each other by providing one another with social norms, as well as emotional and psychological support. Consequently, Schwartz (1975) contends that peer groups have a powerful impact upon academic performance as shown by the comparatively higher achievement of lower-class pupils who attend predominantly middle-class schools. As regards gender differences, Cohen
(1987) reported that females tend to score higher on ratings of peer influence than males.

In Summary, research is indicating that a pupil's achievement is strongly related to the educational background and aspirations of other students in the school. In addition, aspirations can be dulled by those who drop out of school, and likewise can be raised by association with those who will go to college. Invariably, pupils carry the values and norms of their families into the school environment. It follows that students with academically cultured backgrounds adapt more favorably to the academic demands of school life. Likewise, students who are scholastically disadvantaged, who manage to learn these adaptations, usually experience achievement. Peers thus become significant role models who influence the school experience. Terenzini et al. (1994) reported that having the support of friends eases the transition into college.

School Characteristics

Social factors describe variables that dictate the values, attitudes, beliefs and norms of a society within its social context. This section gives consideration to four ideas, the relevance of schools, school climate, teacher influence and grades.
Relevance of Schools

Fried (2001) makes the point that "every child is a passionate learner" who arrives upon the stage of life with "a desire to learn as natural as the desire to eat and . . . be loved" (p. 1). He laments the fact that, as soon as many students enter school, the panache for learning appears to become a regressive experience. The educational environment seems repulsive to the learning experience of many students. Kelley (1980) suggests that such characteristics as norms, beliefs, and attitudes as reflected in the conditions, events, and practices shape the climate of a social environment. He suggests that climate is the "prevailing normative condition which is relatively enduring over time and which can be used to distinguish one environment from another" (p. 2). In view of the preceding are schools necessary.

Schon (1983, as cited in Cummins, 1997) argues that professionals have become essential for the functioning of society, and that society's business is conducted through specially trained professionals. Schein (1984, as cited in Cummins, 1997) suggests that professionals are needed to improve society, to become more socially conscious, and to become more proactive rather than reactive. It is evident that society looks to professionals for definition and solution to problems. Essentially, it is through them that
civilization strives for social progress and legitimacy. Who can better coordinate the talents and abilities to enable the continued evolution of professionals so that society remains dynamic, productive, progressive, and educated? Undoubtedly, the school has a major role to play. Nevertheless, the school cannot do this task alone. It requires a partnership.

The efforts of schools and families as well as community must be linked. They can either support or reinforce each other, or they can compete and undermine each other. While the foregoing might appear to be true, Coleman et al. (1966) seem to indicate that school and teacher characteristics show a very small but unique contribution to achievement. Kaplan (1964) found the following as key characteristics under which students perform well: (a) strong instructional leadership, (b) focus on basic skills, (c) orderly school climate, (d) high expectations of students, (e) frequent monitoring of parental participation, and (f) family processes—expectations, beliefs, attitudes, and communication patterns.

While this study will not attempt to discuss all these attributes, it is, nonetheless, meaningful to note their importance. Do schools really make a difference in the educational interaction of students/children? Mayeske (1970) suggests that, in the educational milieu as it exists, very little of the social background of students can be separated
from the influence of schools, and very little of the school’s social background can be separated from students (p. 4). Further, Stevenson and Stigler (1992) advocates that schools cannot adequately provide education without the involvement, support and encouragement of parents (p. 25). Consequently, one should not conclude that schools have no influence on their students. From all indications, it appears that student background variables act as confounding variables on school variables.

School Climate

Peterson and Skiba (2001) defined school climate as the “feelings that students and staff have about the school environment over a period of time” (p. 155). Climate can relate to any positive or negative feelings that exist within the school environment, and may include such factors as the student’s comfort level and the student’s perception of institutional support and safety. Because school climate is a “reflection of the positive or negative feelings regarding the school environment . . . it may directly or indirectly affect a variety of learning outcomes” (Peterson & Skiba, 2001, p. 155).

School culture in itself is the personality of the school, which evolves from society and its varying
institutions. Bourdieu and Passeron (1977) propose that children of higher social classes arrive at school familiar with the socio-cultural arrangements. Those cultural assets acquired from home differentially facilitate students' adjustment to school, thereby converting cultural resources into what he labels "cultural capital" (p. 30). Social class can influence student achievement. Whether or not one appreciates it, it appears that education is about the transmission of values. Consequently, curriculum planners should not forget that the focus of learning is not the teacher, the society, or the institution, but the student. Martin (1996) concurs stating that education is "about transmitting our cultural wealth to the next generation" (p. 8).

Therefore, curricula developers must place the interests of the student at center stage in anticipation of educational outcomes. How can one help adolescents from families that might not have had the cultural legacy that has been bequeathed to the offspring of middle-class and upper-class parents? How can males be stimulated to develop a positive school experience that can challenge and lead them to pursue higher education? Maeroff (1998) proposes what he terms four senses as essentials in building cultural capital: a sense of (a) connectedness, (b) well-being, (c) academic initiative,
and (d) a sense of knowing. Through these, teachers can effectively function to motivate their students to cultivate an interest in academic pursuit.

**Teacher Influence**

Dudley (1992) points out that physical plant, libraries, computers, and financial aid are all important entities in the development of effective schools, but none is as important "in creating a supportive and learning-facilitative climate" as the teacher (p. 227). Sternberg (1996) proposes that one of the biggest obstacles to the development of "successful intelligence" is the negative expectations on the part of authority figures such as parents, teachers, administrators, and employers. Wang et al. (1993) report that a substantive body of research indicates that the expectations teachers have for their students can influence student achievement negatively or positively.

We get from individuals what we expect from them. Negative expectations will generate negative outcomes. Researchers (Harris et al., 1986; Lumsden, 1997; Schofield, 1997) suggest that students tend to live up to the expectations of their teachers. Consequently, teachers can promote an atmosphere either for success or for failure. Comer and Haynes (1991) argue that difficult interactions
between staff and students can lead to low levels of school success for both, which results in a difficult and uncomfortable school climate (p. 272).

Several researchers during the decade of the 70s reported school to have minimal or no effect on academic performance. Hanushek’s (1970) reanalysis of Coleman et al.’s (1966) study regarding teachers of the Northeast and Great Lakes regions indicates that the following school factors did not significantly impact achievement: “Teacher degree level, sex, age, teaching certificates, attitudes toward teaching and students, measures of teacher background and class size” (p. 86). However, certain aspects of school, for example, teacher experience was found to be significantly related to student achievement.

Jencks et al. (1972) in their study on inequality reported that, because academic achievement is a function of family background, schools do not make a difference in overcoming the deficits that students from low socioeconomic status bring to the classroom. In other words, schools can do little to change students who do not come to them equipped with the cultural capital like that reposed in the children of the middle-class and upper-class families. This is the kind of thinking that imprisons many youth in the dungeon of academic non-performance.
In environments influenced by such views, students often find it impossible to break the chain of low level achievement and experience any level of success due to the low expectations of significant others. However, Dudley (1992) found that students see an effective school as one that is "supportive, encouraging, an open community marked by school spirit, treating students with respect (teachers refrain from 'putting down' students and giving them a voice in school policy), fair discipline, and caring teachers" (p. 252).

Research indicates that peers can affect other students positively, and that students can experience change as they intermingle with others who possess a higher degree of cultural capital. If learning incorporates the influence of peers, then students from low socioeconomic status can be influenced by others more culturally affluent as well as by the motivation of encouraging teachers.

Current research data indicate that teachers respond differently to children of various social, economic, and ethnic orientations. McLoyd (1998) affirms that teachers tend to exhibit lower achievement expectations and exhibit tendencies to perceive less positively those children who originate from poor and low SES experiences. Teachers tend to be more positive to students from orientations that are more affluent.
Brookover, Erickson, and McEvoy (1982) argue that teacher expectations for student performance and teacher judgments of teacher capabilities influence student achievement levels through their effects on student perceptions. In other words, students' efficacy beliefs about their academic ability, that is, their beliefs about what they believe they are capable of achieving, and their sense of academic futility, their perception that the system is against them regardless of their abilities or efforts, affect their academic behavior. Book, Byers, and Freeman (1983) stated that prospective teachers perceive that the improvement of a student's self-concept was more important than promoting academic achievement.

The findings of several studies indicate gender differences in teacher-student interactions. Howe (1997) states that teacher expectations and teaching strategies employed usually favor boys over girls (p. 28). Rothenberg (1995) concurs and states that teachers accord males preferential treatment. In the Jamaican context (Parry, 1995; Evans, 1988, as cited in Evans, 1999), researchers have shown that girls are perceived to be better behaved and as such are regarded as more responsible and are given more responsibility by teachers.
Grades

Van de Water and Augenblick (1987) found that high-school grade point average was the best predictor of college success for both male and female Black freshmen. Campbell (as cited in Maniraguha, 1997) has shown that high-school grade point average is positively related to college grade point average. Campbell's study of the 1963-64 freshman class of Louisiana State University revealed that of 598 freshmen who had a “C” average in high-school, 161 or 27% successfully completed the first year, while 107 or 18% were required to take classes on a probationary basis. In contrast, only 4.6% of those students who averaged “B” or higher encountered academic difficulty during their freshman year.

Coleman (1961) reports on the issue of gender differences among students. His research shows that girls often shrink away from the idea of being brilliant scholars, yet they are encouraged to be good, to do well in school, and to conform to adult demands much more than boys. Girls, consequently, work harder and get better grades. He concludes that girls are motivated to do well in everything, whether they tend to excel in that thing or not, while “boys are less constrained by parents’ demands and the demands of the adolescent culture to be ‘good’ in those things that they care less about” (p. 253).
Bennet and Lecompte (1990) point out that "grades are relatively unimportant" to students in high-school. "Students consider social, personal and familial achievement to be as important, if not more important than academic achievement; they also want to be very much accepted by friends" (p. 101). Essentially, if these friends do not value academic achievement, neither will they (p. 101).

**Gender Differences and Achievement**

In recent decades, research literature has reported gender-differentiated achievement worldwide, including the Caribbean and Jamaica. Fuller (as cited in David, 1994) points out, "Afro-Caribbean girls aim to achieve well despite their critical appraisal of the educational process" (p. 200). Fuller’s assessment indicates that these girls see education as a means of becoming economically independent that would augur well for their adult and family life (p. 200).

In speaking to the Jamaican situation, Miller (1994) concludes that it appears that in contrast to girls, boys are fast becoming the second sex in schools. He asserts that boys "often start school later, attend more irregularly, drop out earlier, and attain much lower levels of educational achievement than . . . girls" (p. 2).
A recent study (Parry, 2000) indicates that Caribbean females are outperforming their male peers academically, and that they do better than males at both the primary and secondary levels of schooling (p. 6). Evans (1999) points out that Jamaican tertiary education has a higher percentage of female than male enrolees with a continued decreasing male presence (p. 1). Consequently, people are eager to find explanations for the current post-secondary enrollment decline of male students and to understand the factors that influence many adolescent males to ignore the issue of post-secondary education.

Motivation, Achievement, and Intention

Wigfield (1997) indicates that motivation deals with the whys of behavior (p. 14). Ferguson (2000) points out that "Motivation energizes, and directs, and leads to action" (p. 10); Graham (2001) concurs. Wigfield, further, suggests that a goal that energizes, directs, and leads to action functions as a source of motivation. Essentially, then, the language of motivation relates to outcomes (goals) (p. 10). Ames and Ames (1989) corroborate in describing motivation as "goal directed behavior" (p. 2). Ferguson (2000) argues that intention refers to goals and that "motivation involves not only the internal state but also the goal or intent of that state" (p.
Anderson and Bourke (2000, pp. 35, 36) argue that there is a relationship among such concepts as motivation, achievement and intention. Goal-directed behavior has implications for aspirations.

Aspiration is defined as a "student’s intent to pursue additional education after the age of compulsory school attendance has been reached" (Anderson & Bourke, 2000, p. 35). A study (Anderson, Ryan, & Shapiro, 1989, as cited in Anderson and Bourke, 2000) suggests that aspirations are related to student achievement as well as attitude (p. 36). Fishbein and Ajzen (as cited in Anderson & Bourke, 2000) argue that is a far better predictor of behavior than attitude (p. 36). Anderson and Bourke conclude that “intention” is the key word in an understanding of aspiration (p. 36). In view of the preceding, one can conclude that motivation bears relationship to intention.

Ruddell and Unrau (1997) indicate, “Intention implies not only purpose and goal, but also a self becoming and emerging from a cognitive-affective background” (p. 105). Mathewson (as cited in Ruddell & Unrau, 1997) describes these background factors as “cornerstone concepts.” These concepts include, but are not limited to, such factors as values, goals, and self-concepts. A host of sociological factors, including home and school, influence these concepts. These
phenomena working together are responsible for shaping and, thereby, enable the development of the characteristics of each person, which in essence have implications for student intention. Hass (1992) reports that some 50 percent of America's teenagers intend to go to college, 25% intend to work and to attend college part-time, and about 10% intend to work full-time following graduation.

Summary

This chapter presented a review of the literature that provided a basis for studying the intention of Jamaican senior high school students to pursue post-secondary education. The scarcity of literature in the Jamaican context required that the literature review incorporated findings from the United States, Great Britain and Australia and the West Indies. The review suggests that such variables as: value of education/self-efficacy, self-esteem, student satisfaction with school, locus of control, parental support, peer influence and school climate are affective and socio-demographic factors that appear to influence student intention both in developed countries, the Caribbean and Jamaica.

The literature further indicates that there are gender differences with respect to achievement. In the Jamaican context males are less likely to pursue post-secondary
education than females evidenced in their attitude towards education. The final section discussed the relationship among the constructs motivation, achievement, intention and their linkages with the above-stated variables. An analysis of the literature indicates that there are interconnections among the variables, and that they are related to achievement. Motivation is a goal directed phenomenon; achievement is the outcome of a motivated state. Basic to the achievement of a goal is aspiration and aspiration is defined as intent to pursue a certain path. I conclude that there is a relationship among motivation achievement and intention.
CHAPTER III

DESIGN AND METHODOLOGY

Introduction

The purpose of this study was to examine the perception of senior high school students regarding their intention to pursue post-secondary education, and to determine the extent to which they valued education, and how personal, social, and school characteristics influenced this intention. The targeted population for this study was senior high school students in the Caribbean island of Jamaica. It included both publicly owned and aided secondary schools as well as independent secondary schools. This chapter includes the following sections: introduction, design of study, procedures, instrument development, pilot studies, validity and reliability issues, data collection, research questions, null hypotheses, and data analysis.

Design of Study

This study utilized the survey research design method using a single research instrument to assess the extent to which senior high-school students intended to pursue post-
secondary education. Gay (1996) believes that many disciplines, including education, utilize the survey method as a viable research tool, and it is commonly used for the collection of data by or about schools in this discipline (p. 251). The research instrument used to collect the data was an original questionnaire. I chose to design an instrument, since I was unable to find a suitable instrument to measure the intention of senior high-school students to pursue post-secondary education. Seven non-cognitive variables as well as 11 demographic variables were used in an attempt to explain the dependent variable intention to pursue post-secondary education.

Population

Gay (1996) indicates that regardless of the technique that one uses in sample selection, the first step in the process is to define the population. Accordingly, he argues that the population is the group of interest to which the researcher "would like the results of his study to be generalized" (p. 112). The population for this study comprised approximately 40,000 Form 5 male and female high-school students enrolled in the Jamaican educational system during the 2002-2003 academic year. During that year, the male female ratio stood at 1:1 (J. McFarlane-Edwards, personal
communication, June 30, 2003). At the time this study was
developed, data compiled by McFarlane (2000) revealed that
there were 152 public and 75 private institutions in Jamaica.
Students form publicly owned institutions comprised about 90% of
the Fifth Form population (J. McFarlane-Edwards, personal
communication, April, 22, 2003).

The island’s 14 parishes are organized into six
educational regions. Each region differs in terms of the
number of high-schools. Consequently, the study utilized
proportional random sampling to select the relevant percentage
of high schools from each region. The Statistical Package for
Social Scientists (SPSS) was employed to accomplish the task
of sample selection. Each school was coded with numbers from
01001 - 14223. The first two digits identified the parish,
while the last three digits identified the school.

Sampling involved the selection of the institutions as
distinct from selection of the subjects. Table 3 indicates
the numerical standing of each region relative to the number
of institutions, sample selection, and the percentage of
sample to region for public institutions. Although there are
152 public institutions and some 75 independents, because
public schools constituted approximately 90% of the Fifth Form
population, a decision was taken to select a greater number of
schools from the public domain.
Table 3

Public Institutions by Region, Sample, and Percentage of Sample

<table>
<thead>
<tr>
<th>Region</th>
<th>Number of Institutions</th>
<th>Sample</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>45</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>12</td>
<td>3</td>
<td>25</td>
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<tr>
<td>3</td>
<td>16</td>
<td>3</td>
<td>19</td>
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<td>4</td>
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<td>5</td>
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<td>4</td>
<td>19</td>
</tr>
<tr>
<td>6</td>
<td>36</td>
<td>7</td>
<td>19</td>
</tr>
</tbody>
</table>

For this reason, 30 publicly owned and seven privately owned institutions were selected for participation. Since the selection process was by geographical region, stratified random sampling was used to choose the appropriate number of institutions by region.

Sample

Gay (1996) asserts that sample selection is a crucial step in conducting research, since “the ‘goodness’ of the sample determines the generalizability of the results” (p. 113). Kerlinger (1964) argues for the use of “as large samples as possible” (p. 61). He reasons that in the
computation of "a mean, a percentage, or anything else from a sample, a population value is being estimated" (p. 61). In other words, the margin of error becomes smaller when sample sizes are larger, and smaller sample sizes may contribute to a greater margin of error. Using larger samples allows the principle of randomization to work, and results in dependable outcomes.

To ensure a large sample size, a decision was taken to select 60 students from each institution for participation in the study. Having obtained the list of Fifth Form students the principal of each participating high-school, 2,220 students were randomly selected for participation. To ensure that the sample adequately represented both males and females in the population, an equal number of each sex was selected for participation. Using the SPSS software, the name of each student was entered by school into the random seed procedure from which 60 students were randomly selected. This procedure was repeated for selecting the participants from the 37 high schools.

Arrangements were made with the principal of each institution regarding an appropriate time when participants could complete the research instrument in a secured, controlled environment. Poor climatic conditions militated against collecting data from the originally 37 targeted
institutions. In the final analysis 23 public and 5 private institutions participated. Of the One thousand six hundred and eighty questionnaires distributed, one thousand one hundred and eighty five were found to be usable for a return rate of 70.5%.

Protection of Human Subjects

Ethics is an important consideration in educational research, especially as it pertains to the protection of human subjects. Stangor (1998) in his commentary on psychological research describes informed consent as "the most important tool for providing freedom of choice and reducing psychological stress from participation in research" (p. 41). In view of this recommendation every effort was made to ensure the protection of the human subject by obtaining the approval of parents and/or guardians for the participation of their charge in the survey (see letter to parents/guardian and informed consent form in Appendix A). This is particularly important for this study, since participants were minors.

Procedures

The Institutional Review Board (IRB) of Andrews University granted authorization to conduct the study. Approval was sought from the Jamaican Ministry of Education and Culture to implement the study among male and female
senior high-school students. The Ministry gave approval to conduct the study in December 2001 (see Ministry of Education Letter, Appendix A). The selection of participating schools from the population of Jamaican high-schools (public and private) was effected by means of stratified random sampling.

Following the selection of the sample of high-schools, a letter was sent to the principal of each selected institution, in December 2001, requesting approval for their school to participate in the research project (see letter to principal, Appendix A). Two schools responded to the request. In April 2002, I visited with the principal of each selected school. Thirty-three schools elected to participate. However, most principals did not want their institution to be identified in the study. Having authorized the participation of their schools, each principal arranged that the current list of Form Five students be made available to me. Participants were randomly selected from these lists. Finally, arrangements were made to collect data during the month of September 2002.

Letters were sent to each potential participant requesting his or her participation in the study. Each student, along with their parents or guardians, was required to sign a consent form (see Appendix A) and return it to the designated coordinator of the project in their respective school. The coordinator was responsible to assist me, and
functioned as a liaison between students and parents, in collecting the consent forms, and assisting in the administration of the questionnaire.

The coordinator of each school and I administered the questionnaire in most instances in a controlled environment. In a few cases it was administered either by the coordinator or by me. Generally, testing areas were free from noise. Further, participants in the respective schools completed the questionnaires during the same period, and no communication was permitted among the participants. A simple instructional sheet accompanied each batch of questionnaires (see Appendix A), which informed participants on procedures for completing the questionnaire and encouraging them to work independently. The completed questionnaires were placed in a large envelope, which was provided for the purpose, and sealed. In those cases where I did not function as the proctor, I collected the envelope with the completed instruments from the supervising proctor on either the same day or the next.

The data collection was scheduled to take place over a 1-month period, but was extended to 7 weeks because two Island-wide floods forced the cancellation of classes in most participating schools and the consequent rescheduling of appointments. In each school, questionnaires were
administered to participating groups within the school setting.

**Instrument**

**Description**

I developed the survey instrument Intentions to Pursue Post-secondary Education (IPPSE) used in the study after an extensive effort to locate an appropriate instrument proved fruitless. The instrument consisted of 81 items. Table 4 presents a summary of the main part of the instrument which was comprised of 66 items designed to measure 7 non-cognitive factors that may be related to senior high school student’s intention to pursue post-secondary education. Intention was measured directly by item 67, and indirectly by items 68 and 72. Items 73, 74, 77, 78, 79, 80 and 81 consisted of demographic variables. Items 69, 70, 71, 75, and 76 gathered data regarding student’s expectations to pass examination, encouragement to pursue post-secondary education and so forth.

In taking the decision to construct a self-report instrument, the following two formats were adopted using Likert scale measuring techniques: (a) “Strongly disagree” on the lower end of the continuum, and “strongly agree” on the higher end (b) “Never” on the lower end of the continuum, and “Always” on the higher end.
Table 4

Domains, Scales, and Items of the Instrument

<table>
<thead>
<tr>
<th>Domain</th>
<th>Scale</th>
<th>Item #</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Value of Education/</td>
<td>Value of education</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9,</td>
</tr>
<tr>
<td>Self-efficacy</td>
<td></td>
<td>20, 21, 22, 23</td>
</tr>
<tr>
<td>2. Personal Characteristics</td>
<td>Self-esteem</td>
<td>10, 11, 12, 13, 14, 16, 17</td>
</tr>
<tr>
<td></td>
<td>Locus of control</td>
<td>15, 18, 19, 24, 25, 41</td>
</tr>
<tr>
<td></td>
<td>Student satisfaction</td>
<td>26, 27, 28, 29, 53, 55, 58</td>
</tr>
<tr>
<td>3. Social Factors</td>
<td>Parental Support</td>
<td>30, 31, 32, 33, 34, 35, 36,</td>
</tr>
<tr>
<td></td>
<td>Peer Influence</td>
<td>46, 48</td>
</tr>
<tr>
<td>4. School Factors</td>
<td>School Climate</td>
<td>43, 44, 45, 54, 56, 57, 59,</td>
</tr>
<tr>
<td></td>
<td>Financial Assistance</td>
<td>60, 61, 62, 63, 64, 65, 66</td>
</tr>
<tr>
<td></td>
<td></td>
<td>47, 49, 50, 51, 52</td>
</tr>
</tbody>
</table>
Development

Anderson and Bourke (2000) suggest that in the development of an instrument the following basic procedures should be adopted:

1. The definition of the construct, that is, the affective characteristics under investigation

2. The definition of the target, that is, the object, activity, or idea to which the affective characteristic is being directed (p. 25).

An example might assist understanding. In an attempt to assess a student's attitude towards the value of education, the specific affective characteristic to be defined is "attitude," and value of education becomes the target. The literature review provided the framework from which the targets were selected and operationally defined.

The domain-referenced approach highly recommended by Gable and Wolf (1993) was the means by which the target was operationalized. In this affective-scale construction approach, the target and the direction (whether subject falls to the left or right of the neutral point of the scale) of the affective characteristics were first operationalized, followed by the intensity (the distance the subject is away from the midpoint) aspect of the construct (Anderson & Bourke, 2000, p. 37). The instrument was subjected to content validation.
subsequent to development, and was followed by two pilot studies to assess issues of validity and reliability.

Content Validity

Content validity speaks to the extent to which an instrument contains a sampling of items from the area under investigation; that is to say, the intended universe or domain of content (Gable & Wolf, 1993; Gay & Airasian, 2000; McMillan & Schumacher, 1997). Two concepts are of importance here: item validity—the extent to which test items are relevant in measuring the intended content area—and sampling validity, the extent to which the test samples the total content area that is being studied (p. 163).

Since experts determine content validity (Gay & Airasian, 2000, p. 164), copies of the instrument were submitted to the members of my dissertation committee. In addition, seven experts in the field of education in Jamaica and six faculty members from three disciplines, on the Andrews University campus reviewed the instrument. They were asked to check for the extent to which the instrument sampled the content area under investigation as well as internal consistency among the items.

Resulting from these consultations, the length of the instrument was reduced, variables were redefined, gender,
religious, and culturally sensitive information was reworded and items were reworded to express ideas more clearly. In addition, some items were reversed scored as was recommended. There was general agreement that the items sampled the content area under investigation, and that with the necessary adjustments, they were appropriate for senior high-school students. Subsequently, the instrument was pre-tested using senior high-school students.

Pilot Studies

Two pilot studies were conducted aimed at evaluating such mechanical features as grammar, content, poor items, and the establishment of estimates of reliability and construct validity of the IPPSE questionnaire.

First Pilot Study

During December 2001, permission was obtained from the principals of two Jamaican high-schools to conduct the first pilot study. The only requirement for participation was that the participants were students enrolled in Form 5. One hundred and fifty questionnaires were administered. Seventy-four students completed the questionnaires for a return rate of 49.33%.

The questionnaire comprised 13 demographic variables, 83 closed-ended, and two—open ended statements that spoke to
factors that seem to influence a person's intention to pursue post-secondary education. Participants indicated their level of agreement or disagreement by selecting one response from each statement on a 5-point Likert-type scale for all closed-ended statements.

Item analysis was performed on the 83-item Intention to Pursue Post-secondary Education questionnaire (IPPSE) which yielded an alpha reliability coefficient of .8523. Bernard (1991) suggests that a point-multiserial correlation coefficient ranging between .25 and .75 is generally considered acceptable by test constructors (p. 82). Items below .25 were removed until a 65-item instrument resulted, yielding an alpha reliability coefficient of .8679.

Factor analysis was conducted on the 65 items using a ten-factor and an eight-factor rotation. The eight-factor rotation appeared to be the more credible alternative. It retained seven of the original scales and added an eighth, which is described as motivation.

The results of the pilot study indicated that the questionnaire was potentially construct-valid for collecting data from senior high-school students. In an effort to increase the number of items for three scales which had four items, as well as to increase the alpha coefficient of some scales, 64 new items that appeared to be relevant were added.
to the 65-item questionnaire. This resulted in conducting a second pilot study using a larger sample of senior high-school students.

Second Pilot Study

The second pilot study was conducted in May 2002, with participants drawn from three Jamaican high-schools. The principals of these institutions granted authorization to allow their students to participate. Two hundred and fifty questionnaires were distributed. One hundred and seventy-nine questionnaires were returned for a response rate of 71.6%. Forty cases were eliminated because of missing values or incompletion.

The questionnaire comprised 131 structured and six unstructured questions as well as 10 demographic variables. Closed-ended questions were divided among the eight scales. The 131-item Intention to Pursue Post-secondary Education (IPPSE) questionnaire yielded an alpha reliability coefficient of .7697. Items below .25 were eliminated successively until a 66-item instrument resulted, yielding an alpha reliability coefficient of .8685. The results of the second pilot study were used to make relevant adjustments to the IPPSE questionnaire. Based on the reliability analysis, 66 structured questions were selected for inclusion in the
final product. This revised instrument was used to collect data for the study.

Analysis of Empirical Data

Item Analysis

The empirical data was subjected to an item analysis. The 66-item questionnaire was reduced to 55 items. Eleven items failed to meet the .2500 criterion that was used for retention. Bernard (1991) posits that "a point multi-serial correlation coefficient is generally considered acceptable by test constructors if it lies within the range .25 - .75" (p. 82). The 55-Item instrument yielded an alpha reliability of .8977. The instrument and the instructions that were used in the data collection process are presented in Appendix B.

Factor Analysis and Validity Issues

Subsequent to the item analysis, the data set was subjected to an exploratory factor analysis. The intent was to determine the extent to which the literature-based variables conformed to the factors. Factor analysis is a mathematical procedure that enables one to study correlations among many variables, to summarize these variables by a few factors and to interpret each factor by means of the variables assigned to it (Bernard, 1991, pp. 77, 78). The Bartlett Test of Sphericity revealed a chi-square statistic of $\chi^2_{(2145)} =$
15982.09, \( p = .000 \), and was statistically significant, indicating that there were a significant number of correlations among the questionnaire items. Further, the Kaiser-Meyer-Olkin Measure of Sampling Adequacy of .88 corroborated that the correlation matrix had adequate item correlations and was therefore appropriate for factor analysis.

Principal Components was used for factor extractions, and the Varimax procedure was used to obtain the rotated factor matrix. Bernard (1991) suggests that "factor loadings and communalities of .30 are considered to be acceptable by test constructors" (p. 79). Three factor rotations were attempted: 10, 8, and 7-factor rotations. The 7-factor rotation was selected as the most suitable factor structure. These seven factors accounted for 41.42% of the variance. The results of the rotated factor loadings and item description are presented in Tables 5, 6, and 7. The following are factors of the rotated matrix:

Factor 1 loaded 12 items (see Table 5). The factor loadings ranged from a low of .40 for Item 56 to a high of .69 for Item 64. It appears to be characterized by such concepts as, "my teachers are able to make learning fun," "my teachers appear to understand how to relate to teenagers," "my principal is a positive role model," and "my guidance
counselor is encouraging me to go to college". The scale was described as School Climate/Teacher Influence. The factor rotation excluded three items from the second pilot study, but included two others, items 56 and 66.

Factor 2 loaded nine items (see Table 5). The factor loadings ranged from a low of .48 for Item 48 to a high of .76 for Item 32. It appears to be characterized by such items as, "my parents guide me in my plans to help me succeed," "my parents are persons who I can talk to about my plans for college," and "my parents are interested in my educational progress". The factor was described as Parental Support. The factor included items 30-36, 46 and 48.

Factor 3 comprised 11 items (see Table 6). It included all 9 items from the original Value of Education scale and loaded an additional 3 items from the self-efficacy scale. Factor loadings ranged from .38 to .61 and included Items 1-4, 6-9, 20, 22, and 29. The factor is characterized by such concepts as, "a good education is important for my future success," "a good education will help me to develop my full potential," and "a good education is the most important thing for me right now". It was described as Value of Education.

Factor 4 loaded seven items (see Table 6). Factor loadings ranged from .45 to .74, and included Items 10-14, 16, and 17. The factor loaded such items as, "I value my
Table 5

*Rotated Factor Loadings for Intention: Factors 1 and 2*

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Item Description</th>
<th>Factor 1</th>
<th>Factor 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q64</td>
<td>My teachers know how to relate teenagers</td>
<td>.694</td>
<td></td>
</tr>
<tr>
<td>Q59</td>
<td>My teachers are able to make learning fun</td>
<td>.666</td>
<td></td>
</tr>
<tr>
<td>Q60</td>
<td>My teachers treat students fairly</td>
<td>.641</td>
<td></td>
</tr>
<tr>
<td>Q54</td>
<td>At my school teachers respect students</td>
<td>.618</td>
<td></td>
</tr>
<tr>
<td>Q65</td>
<td>My teachers take a personal interest in me</td>
<td>.583</td>
<td></td>
</tr>
<tr>
<td>Q61</td>
<td>My teachers believe that I will be successful</td>
<td>.577</td>
<td></td>
</tr>
<tr>
<td>Q45</td>
<td>My principal is a positive role model</td>
<td>.558</td>
<td></td>
</tr>
<tr>
<td>Q43</td>
<td>My teachers encourage me to attend college</td>
<td>.479</td>
<td></td>
</tr>
<tr>
<td>Q66</td>
<td>My teachers help me succeed in my school-work</td>
<td>.473</td>
<td></td>
</tr>
<tr>
<td>Q63</td>
<td>My teachers have confidence in my ability to do well</td>
<td>.439</td>
<td></td>
</tr>
<tr>
<td>Q62</td>
<td>My teachers find time to listen to students</td>
<td>.437</td>
<td></td>
</tr>
<tr>
<td>Q56</td>
<td>My school encourages development of moral values</td>
<td>.403</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>My parents/guardians:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q32</td>
<td>Guide me in my plans to help me succeed</td>
<td>.765</td>
<td></td>
</tr>
<tr>
<td>Q35</td>
<td>Are interested in my educational progress</td>
<td>.702</td>
<td></td>
</tr>
<tr>
<td>Q36</td>
<td>Are persons I can talk to about my plans for college</td>
<td>.701</td>
<td></td>
</tr>
<tr>
<td>Q33</td>
<td>Encourage me in my academic pursuit</td>
<td>.697</td>
<td></td>
</tr>
<tr>
<td>Q30</td>
<td>Believe that I will be a success in life</td>
<td>.665</td>
<td></td>
</tr>
<tr>
<td>Q46</td>
<td>I admire the positive values of my parents</td>
<td>.639</td>
<td></td>
</tr>
<tr>
<td>Q31</td>
<td>My parents/guardians expect me to go to college</td>
<td>.638</td>
<td></td>
</tr>
<tr>
<td>Q34</td>
<td>My parents/guardians expect me to earn good grades</td>
<td>.562</td>
<td></td>
</tr>
<tr>
<td>Q48</td>
<td>I practice the positive values of my parents</td>
<td>.479</td>
<td></td>
</tr>
</tbody>
</table>
Table 6

Rotated Factor Loadings for Intention: factors 3 and 4

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Item Description</th>
<th>Factor 3</th>
<th>Factor 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q4</td>
<td>A good education:</td>
<td></td>
<td>.609</td>
</tr>
<tr>
<td>Q1</td>
<td>Is necessary to help me develop my thinking skills</td>
<td>.560</td>
<td></td>
</tr>
<tr>
<td>Q2</td>
<td>Is necessary to help me develop my social skills</td>
<td>.559</td>
<td></td>
</tr>
<tr>
<td>Q7</td>
<td>Is the most important thing for me right now</td>
<td>.554</td>
<td></td>
</tr>
<tr>
<td>Q3</td>
<td>Will help me develop my full potential</td>
<td>.540</td>
<td></td>
</tr>
<tr>
<td>Q6</td>
<td>Is essential to help me develop a good work ethic</td>
<td>.532</td>
<td></td>
</tr>
<tr>
<td>Q8</td>
<td>Is important to ensure future success</td>
<td>.513</td>
<td></td>
</tr>
<tr>
<td>Q9</td>
<td>Getting good grades is extremely important for me</td>
<td>.474</td>
<td></td>
</tr>
<tr>
<td>Q23</td>
<td>I work hard at succeeding so as to achieve in school</td>
<td>.441</td>
<td></td>
</tr>
<tr>
<td>Q22</td>
<td>I plan my life so that I can work to succeed</td>
<td>.420</td>
<td></td>
</tr>
<tr>
<td>Q29</td>
<td>I really feel satisfied with being in school</td>
<td>.382</td>
<td></td>
</tr>
<tr>
<td>Q13</td>
<td>I value myself</td>
<td></td>
<td>.737</td>
</tr>
<tr>
<td>Q11</td>
<td>I am a worthwhile individual</td>
<td></td>
<td>.709</td>
</tr>
<tr>
<td>Q12</td>
<td>I love myself the way I am</td>
<td></td>
<td>.660</td>
</tr>
<tr>
<td>Q10</td>
<td>I know who I am</td>
<td></td>
<td>.634</td>
</tr>
<tr>
<td>Q14</td>
<td>I am a unique individual</td>
<td></td>
<td>.576</td>
</tr>
<tr>
<td>Q16</td>
<td>I am aware of my strengths</td>
<td></td>
<td>.462</td>
</tr>
<tr>
<td>Q17</td>
<td>I feel good about myself despite what others think about me</td>
<td></td>
<td>.452</td>
</tr>
</tbody>
</table>
self," "I am a worthwhile individual," and "I feel good about myself despite what others think about me". Originally described as Identity Development, the items that were loaded were labeled as Self-esteem.

Factor 5 comprised four items, namely 38-40 and 42 (see Table 7). Factor loadings ranged from a low of .64 to a high of .82. It includes such concepts as, "most of my friends are planning to go to college," and "most of my friends are getting passing grades in school". The factor was identified as Peer Influence.

Factor 6 loaded seven items (see Table 7) which included "I have really enjoyed my years in school," "my school is a place where I feel loved by my peers," and "and I have not been comfortable at school". Items 26-28, 53, 55, 57, and 58 were included in the factor loadings. The scores ranged from .34 for item 57 to .65 for item 58. The factor was described as Student Satisfaction with School.

Factor 7 loaded five items (see Table 7) which included items 18, 20, 24, 25, and 44. However, item 44 was exempted from the scale since it did not conform to the description of the factor, which was labeled Locus of Control.
Table 7

**Rotated Factor Loadings for Intention: Factors 5, 6, and 7**

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Item Description</th>
<th>Factor 5</th>
<th>Factor 6</th>
<th>Factor 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q39</td>
<td>Most of my friends:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q38</td>
<td>Are planning to go to college</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q40</td>
<td>Are interested in a college education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q42</td>
<td>Work very hard to succeed in school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q58</td>
<td>Are getting passing grades in school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q26</td>
<td>My school is a place where I feel happy</td>
<td>.615</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q53</td>
<td>I have really enjoyed my years going to school</td>
<td>.509</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q28</td>
<td>My school is a place where I feel loved by my peers</td>
<td>.651</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q27</td>
<td>I have not been comfortable at my school</td>
<td>.499</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q55</td>
<td>I am proud to be a student of my school</td>
<td>.456</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q24</td>
<td>I am a successful student</td>
<td>.352</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q25</td>
<td>I take responsibility for the results of my good decisions</td>
<td>.556</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q20</td>
<td>I often place the responsibility for my failure on others</td>
<td>.546</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q18</td>
<td>I make plans for my life, I do not just wait for things</td>
<td>.432</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q18</td>
<td>If life becomes unhappy, I can do something to change it</td>
<td>.366</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
It included such ideas as, “if life becomes unhappy, I can do something to change it,” “I often place the responsibility for my failure on others,” and “the good decisions I make, I take responsibility for the results”. Items ranged from .37 to .55. All the factors of the actual study coincided with those of Pilot Study Two.

Reliability Analysis

Reliability is an evaluation of the internal consistency of an instrument. According to Gay (1996) and Gay & Airasian (2000) reliability speaks to the degree to which a test consistently measures whatever it is measuring (p. 169), that is, all the items must measure the same thing. This substantiates Kerlinger’s (1964) position, which stated, “Reliability is the accuracy or precision of the measuring instrument” (p. 430). He reasons that reliability is defined through error: The more error variance, the greater the unreliability; the less the error variance, the greater the reliability (p.430).

Cronbach’s coefficient alpha was used as a measure of reliability. Westhuis and Thayer (1989) argue that Cronbach’s coefficient alpha is the best measure of reliability since “it provides a good estimate of the major source of measurement error, sets upper limits of reliability, and provides the most
stable estimate of reliability" (as cited in Harris, 1999, p. 78).

McMillan and Schumacher (2001) suggest that it is "generally the most appropriate type of reliability for survey and other questionnaires in which there is a range of possible answers for each item" (p. 247). They further recommended a range of .70 - .90 as an acceptable range of reliability for coefficients for most instruments (p. 245). In the event that all the items are measuring the same thing, the alpha coefficient will be relatively high. Bernard (1991) suggests that an instrument’s reliability of .70 to .90 is acceptable, and it might be lower for the subscales of an instrument since they are shorter than the main scale (p. 82).

The questionnaire comprised 66 items; however, based on the results of the factor analysis, 55 items were used. The reliability coefficient for the 55-item adjusted questionnaire was .8977 and the reliability of the scales ranged from .4931 to .8378. Table 8 presents the summary of descriptive statistics for the seven scales. The scale means ranged from a low of 16.14 for the peer influence scale, to a high of 49.35 for the value of education scale. The standard deviations for the scales ranged from a low of 2.33 for the locus of control scale to a high of 8.55 for the school climate scale.
Table 8
Reliability Analysis of IPPSE Questionnaire Scales

<table>
<thead>
<tr>
<th>Scale</th>
<th>n^a</th>
<th>n^b</th>
<th>M</th>
<th>SD</th>
<th>Alpha^c</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value of education</td>
<td>11</td>
<td>1131</td>
<td>49.35</td>
<td>4.32</td>
<td>.7661</td>
</tr>
<tr>
<td>School climate</td>
<td>12</td>
<td>1113</td>
<td>46.96</td>
<td>8.55</td>
<td>.8106</td>
</tr>
<tr>
<td>Self-esteem</td>
<td>7</td>
<td>1101</td>
<td>30.59</td>
<td>3.77</td>
<td>.7530</td>
</tr>
<tr>
<td>Student satisfaction</td>
<td>7</td>
<td>1139</td>
<td>28.07</td>
<td>4.17</td>
<td>.6678</td>
</tr>
<tr>
<td>Locus of control</td>
<td>4</td>
<td>1135</td>
<td>16.62</td>
<td>2.33</td>
<td>.4931</td>
</tr>
<tr>
<td>Peer influence</td>
<td>4</td>
<td>1162</td>
<td>16.14</td>
<td>2.84</td>
<td>.7754</td>
</tr>
<tr>
<td>Parental support</td>
<td>9</td>
<td>1143</td>
<td>39.05</td>
<td>5.38</td>
<td>.8378</td>
</tr>
</tbody>
</table>

^a refers to the number of items per scale.
^b refers to the number of respondents per scale.
^c Alpha after excluding poorly performing items.

Scoring the Instrument

Participants completed the instrument by marking their responses on the IPPSE questionnaire. Scores for each scale were obtained by summing the item responses for each scale. The values for items were coded as follows:

1. Scoring for Items 1 - 42 were coded as 1 = strongly disagree; 2 = disagree; 3 = undecided; 4 = agree; and 5 = strongly agree.
2. Scoring for Items 43 - 66 were coded as 1 = never; 2 = seldom; 3 = about half the time; 4 = usually; and 5 = always.

3. Scoring for Items 67 and 69 were: definitely not = 1; maybe not = 2; undecided = 3; most likely = 4; and definitely = 5.

In general, items with missing data, or items with more than one response, or responses that made it impossible to assign a single number to the item, were not assigned a score.

Guidelines for Interpreting Data

How will one make sense of the data? Data for the non-cognitive variables were analyzed by scales. Responses were coded on a 5-point Likert scale. Higher scores indicated stronger post-secondary intention, and lower scores weaker post-secondary intention. Each student’s scale score was calculated on the basis of the product of the numerical codes, 1 - 5 times the number of items in the scale. The range of each scale varied, because each scale contained a different number of variables. The neutral range was calculated based upon 3 being the central point in each response statement.

Each scale has a neutral range, which is determined by the standard error of measure, $SEM = SD\sqrt{1 - r}$, where $SD =$ standard deviation of scale score of group, and $r =$
reliability of scale scores (Anderson & Bourke, 2000, p. 152). A student whose scale score fell less than 1 standard error of measure from the neutral point in either direction was interpreted as falling in the neutral range. Hence, students whose scores fell within the neutral range were interpreted as being ambivalent, while those students whose scores fell below the lowest neutral point were interpreted as having low or weak intention. Those students whose scores fell above the highest neutral point were regarded as possessing high or strong.

The neutral point for school climate scale is 36.00, the SEM is 3.72, and the neutral or ambivalent range is 32.28 - 39.72. Therefore, the range 12.00 - 32.27 indicates low intention, while 39.73 - 60.00 indicates high intention. For the parental support scale, the neutral point is 27.00, SEM is 2.17, and the neutral range is 24.83 - 29.17. Consequently, low intention is indicated by 9.00 - 24.82, while high intention ranges from 29.18 - 45.00. For value of education scale, the neutral point is 33.00, the SEM is 2.08, and the neutral range is 30.92 - 35.08, while low intention is indicated by 11.00 - 30.91, while high intention is indicated by 35.08 - 55.00.

For the self-esteem scale, the neutral point is 21, the SEM is 1.88, and the neutral range is 19.12 - 22.88; low
intention is indicated by 7.00 - 19.11, while high intention is indicated by 22.89 - 35.00. For the peer influence scale, the neutral point is 12.00, the SEM is 1.35, and the neutral range is 10.65 - 13.35; low intention is indicated by 4.00 - 10.64, while high intention is indicated by 13.36 - 20.00.

For the student satisfaction scale, the neutral point is 21, the SEM is 2.40, and the neutral range is 18.59 - 23.40; low intention is indicated by 7.00 - 18.60, while high intention is indicated by 23.41 - 35.00. For the locus of control scale, the neutral point is 12.00, SEM = 1.66, and the neutral range is 10.34 - 13.66; low intention is indicated by 4.00 - 10.33, while high intention is indicated by 13.67 - 20.00. An understanding of these principles will enable one to begin to make sense of the data.

**Summary of Null Hypothesis Testing**

Seven null hypotheses that incorporated 55 sub-hypotheses were used to answer four research questions.

Hypothesis 1: There is no difference between senior male and female high-school students on their intention to pursue post-secondary education.

Hypothesis 2: There is no relationship between the intention of senior high-school students to pursue post-secondary education and the following demographic variables:
hours allocated to schoolwork daily outside of school time, age, parental income, individual with whom student lives, religious affiliation, person responsible for college fees, person who exerts strongest influence to seek higher education, father's level of education, mother's level of education, father's occupation, and mother's occupation.

Hypothesis 3: There is no relationship between the intention of male senior high-school students to pursue post-secondary education and the following demographic variables: hours allocated to schoolwork daily outside of school time, age, parental income, Individual with whom student lives, religious affiliation, person responsible for college fees, person who exerts strongest influence to seek higher education, father's level of education, mother's level of education, father's occupation, and mother's occupation.

Hypothesis 4: There is no relationship between the intention of female senior high-school students to pursue post-secondary education and the following demographic variables: hours allocated to schoolwork daily outside of school time, age, parental income, individual with whom student lives, religious affiliation, person responsible for college fees, person who exerts strongest influence to seek higher education, father's level of education, mother's level of education, father's occupation, and mother's occupation.
Hypothesis 5: There is no multiple correlation between the intention of senior high-school students to pursue post-secondary education and a linear combination of the following variables: value of education, parental support, peer influence, school climate, self-esteem, student satisfaction, and locus of control.

Hypothesis 6: There is no multiple correlation between the intention of male senior high school students to pursue post-secondary education and a linear combination of the following variables: value of education, parental support, peer influence, school climate, self-esteem, student satisfaction, and locus of control.

Hypothesis 7: There is no multiple correlation between the intention of female senior high-school students to pursue post-secondary education and a linear combination of the following variables: value of education, parental support, peer influence, school climate, self-esteem, student satisfaction, and locus of control.

Analysis of Data

The analysis process was preceded by reverse scoring all the items that were scored negatively to ensure that all items were scored in the same direction. The IPPSE questionnaire was scored so that 5 on the higher end of the 5-point Likert
scale represented the highest or strongest post-secondary intention, while 1 on the lower end represented the lowest or weakest post-secondary intention. Descriptive statistics, chi-square, Spearman Rho, t-test for two independent samples, one-way ANOVA'S, Pearson correlation statistics and multiple regression analysis were used to analyze the data.

1. The development of the instrument was facilitated by using coefficient alpha to do item analysis, and factor analysis to identify scales.

2. Descriptive statistics were used to describe certain personal and familial characteristics of the respondents.

3. Research question 1 that asked: What is the intention of senior high school students to pursue post secondary education was analyzed using frequencies and percentages as well as the independent-samples t-test. Green, Salkind, and Akey (2000) describe the independent-samples t-test as a procedure which assesses whether the “mean value of the test variable for one group differs significantly from the mean value of the test variable for the second group” (p. 149).

4. Spearman Rho correlation was utilized to test the hypotheses regarding the following variables for their relationship to intention as well as for gender differences: (a) Hours spent on schoolwork daily, (b) age, and (c) parental income.
5. The one-way ANOVA procedure was used to analyze the hypotheses regarding the following demographic and other variables for their relationship to intention as well as for gender differences: (a) Individual with whom student lives, (b) religious affiliation, (c) person responsible for college fees, (d) person who exerts strongest influence to seek higher education, (e) father's level of education, (f) mother's level of education, (g) father's occupation, and (h) mother's occupation.

6. Pearson correlation coefficient and multiple regression analysis were used in analyzing hypotheses regarding the following non-cognitive variables: (a) value of education, (b) parental support, (c) peer influence, (d) school climate, (e) self-esteem, (f) student satisfaction, (g) and locus of control. The significance level was set at .05 for all analyses, except where otherwise stated.

Summary

This chapter discussed the methodology that guided the development of the study. It comprised several sections including the following: The introduction followed by the design of the study, procedures that guided data collection, as well as procedures that guided instrument development.
Other sections included pilot studies, reliability and factor analysis issues, data collection, research questions, null hypotheses, and data analysis procedures. Chapter 4 presents the results of the data analysis.
CHAPTER IV

RESULTS

The purpose of this study was to examine the perception of senior high school students regarding their intention to pursue post-secondary education, and to determine the extent to which they valued education, and how personal, social, and school characteristics influenced this intention. Organized into four sections, this chapter presents the results of the data analysis. Section 1 describes the sample; section 2 describes the data; section 3 constitutes findings relative to each research question and its related hypotheses; and section 4 summarizes the chapter.

Description of the Sample

The actual sample consisted of 1,185 senior students from 23 public and five private secondary-level institutions. One thousand six hundred and eighty (1,680) questionnaires were distributed. One thousand one hundred and eighty-five were found to be usable, resulting in a return rate of 70.5% (See Table 9). Table 9 also shows the number of public and private institutions that participated in the study.
Table 9

Selected Public and Private Institutions by Region

<table>
<thead>
<tr>
<th>Region</th>
<th>Public Schools</th>
<th></th>
<th></th>
<th>Private Schools</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Selected Schools</td>
<td>Intended Sample</td>
<td>Actual Sample</td>
<td>Selected Schools</td>
<td>Intended Sample</td>
<td>Actual Sample</td>
<td>Total Sample</td>
</tr>
<tr>
<td>Kingston</td>
<td>6</td>
<td>360</td>
<td>272</td>
<td>2</td>
<td>120</td>
<td>76</td>
<td>348</td>
</tr>
<tr>
<td>Port Antonio</td>
<td>2</td>
<td>120</td>
<td>73</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>73</td>
</tr>
<tr>
<td>Brown's Town</td>
<td>3</td>
<td>180</td>
<td>152</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>152</td>
</tr>
<tr>
<td>Montego-Bay</td>
<td>4</td>
<td>240</td>
<td>183</td>
<td>1</td>
<td>60</td>
<td>30</td>
<td>213</td>
</tr>
<tr>
<td>Mandeville</td>
<td>4</td>
<td>240</td>
<td>169</td>
<td>1</td>
<td>60</td>
<td>21</td>
<td>190</td>
</tr>
<tr>
<td>Spanish Town</td>
<td>4</td>
<td>240</td>
<td>161</td>
<td>1</td>
<td>60</td>
<td>48</td>
<td>209</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>1380</td>
<td>1010</td>
<td>5</td>
<td>300</td>
<td>175</td>
<td>1185</td>
</tr>
</tbody>
</table>

1 Represents the number of schools that participated in the study.
2 Represents the potential number of respondents for all participating schools.
3 Represents the number of participants in the study.
The descriptive information that follows fluctuates because of missing data on some of the variables. Missing data were exempted from all calculations. The sample was comprised of 603 females (51%) and 582 males (49%).

Personal Data

Table 10 describes the students in terms of gender and age. The most frequently occurring age of the respondents was the 16 - 17 age group which numbered 825 or 70% of the sample; 255 (21%) reported their ages as being 15 years or younger, and 102 (9%) were 18 years or older.

Table 11 describes the sample in terms of religious affiliation and gender. It was comprised of the following: Church of God, 316 (27.55%); Seventh-day Adventist, 242 (21.10%); Baptist, 215 (18.75%); Anglicans, 84 (7.32%); Catholics, 70 (6.10%), and church-related or non-church groups, 220 (19.18%).

Family Data

Tables 12 through 14 examine student data relative to selected family variables. Table 12, compares income distribution and gender of respondents. It indicates that 45.34% of senior high-school students originate from homes with earnings under J$99,000.00. At the time of data collection 1 dollar (US) approximated 50 Jamaican dollars.
This group represented the lowest socioeconomic level. It was comprised of 41.40% and 49.06% male and female respondents respectively. The remaining 54.66% of students were equitably distributed among the other four income groups.

Table 10
Composition of Sample by Age and Gender of Respondents

<table>
<thead>
<tr>
<th>Gender</th>
<th>≤ 15 years</th>
<th>16-17 years</th>
<th>≥ 18 years</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Male</td>
<td>136</td>
<td>23</td>
<td>394</td>
<td>68</td>
</tr>
<tr>
<td>Female</td>
<td>119</td>
<td>20</td>
<td>432</td>
<td>72</td>
</tr>
<tr>
<td>Total</td>
<td>255</td>
<td>21</td>
<td>825</td>
<td>70</td>
</tr>
</tbody>
</table>

Table 11
Composition of Sample by Age and Religious Affiliation

<table>
<thead>
<tr>
<th>Religious Affiliation</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Anglican</td>
<td>42</td>
<td>7.58</td>
<td>42</td>
</tr>
<tr>
<td>Baptist</td>
<td>100</td>
<td>18.05</td>
<td>115</td>
</tr>
<tr>
<td>Catholic</td>
<td>46</td>
<td>8.30</td>
<td>24</td>
</tr>
<tr>
<td>Seventh-day Adventist</td>
<td>122</td>
<td>22.02</td>
<td>120</td>
</tr>
<tr>
<td>Church of God</td>
<td>115</td>
<td>20.76</td>
<td>201</td>
</tr>
<tr>
<td>Other</td>
<td>129</td>
<td>23.29</td>
<td>91</td>
</tr>
<tr>
<td>Sample Total</td>
<td>554</td>
<td>100.00</td>
<td>593</td>
</tr>
</tbody>
</table>

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Table 12

Comparison of Sample by Income and Gender of Respondents

<table>
<thead>
<tr>
<th>Income</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>J$99,999 &amp; under</td>
<td>207</td>
<td>41.40</td>
<td>260</td>
</tr>
<tr>
<td>J$100,000 - 249,999</td>
<td>76</td>
<td>15.20</td>
<td>81</td>
</tr>
<tr>
<td>J$250,000 - 499,999</td>
<td>60</td>
<td>12.00</td>
<td>60</td>
</tr>
<tr>
<td>J$500,000 - 999,999</td>
<td>74</td>
<td>14.80</td>
<td>70</td>
</tr>
<tr>
<td>J$1,000,000.00 &amp; above</td>
<td>83</td>
<td>16.60</td>
<td>59</td>
</tr>
<tr>
<td>Total</td>
<td>500</td>
<td>100.00</td>
<td>530</td>
</tr>
</tbody>
</table>

Table 13 presents data regarding individuals with whom a student lives. The data seem to indicate that 46% of the respondents live in a family setting with parents and other siblings, and a substantive 22.19% reside with persons other than their parents. Table 14 presents the fathers' level of education and Table 15 the mothers' level of education. The data show that 45.67% of fathers and 53.59% of mothers have had access to secondary education. Further, 45.24% of male students and 46.09% of female students have fathers who have attended high school, while 50.99% and 56.10% of male and female students respectively have mothers who have accessed secondary education.
Table 13

Comparison of Sample of Individual With Whom Students Live, by Gender of Respondents

<table>
<thead>
<tr>
<th>Individuals with Whom Student Lives</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Parents &amp; siblings</td>
<td>247</td>
<td>44.99</td>
<td>280</td>
</tr>
<tr>
<td>Father only</td>
<td>42</td>
<td>7.65</td>
<td>22</td>
</tr>
<tr>
<td>Mother only</td>
<td>158</td>
<td>28.78</td>
<td>135</td>
</tr>
<tr>
<td>Others</td>
<td>102</td>
<td>18.58</td>
<td>150</td>
</tr>
<tr>
<td>Sample Total</td>
<td>549</td>
<td>100.00</td>
<td>587</td>
</tr>
</tbody>
</table>

Table 14

Comparison of Sample of Father's Education, by Gender of Respondents

<table>
<thead>
<tr>
<th>Fathers' Education</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Primary</td>
<td>105</td>
<td>16.82</td>
<td>76</td>
</tr>
<tr>
<td>High</td>
<td>273</td>
<td>45.24</td>
<td>284</td>
</tr>
<tr>
<td>Some college</td>
<td>80</td>
<td>14.95</td>
<td>107</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>35</td>
<td>6.92</td>
<td>30</td>
</tr>
<tr>
<td>Graduate</td>
<td>48</td>
<td>11.21</td>
<td>65</td>
</tr>
<tr>
<td>Sample Total</td>
<td>541</td>
<td>100.00</td>
<td>562</td>
</tr>
</tbody>
</table>

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Table 15

Comparison of Sample of Mother’s Education, by Gender of Respondents

<table>
<thead>
<tr>
<th>Mother’s Education</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Primary</td>
<td>103</td>
<td>18.56</td>
<td>78</td>
</tr>
<tr>
<td>High</td>
<td>283</td>
<td>50.99</td>
<td>322</td>
</tr>
<tr>
<td>Some college</td>
<td>76</td>
<td>13.69</td>
<td>94</td>
</tr>
<tr>
<td>Bachelor’s</td>
<td>39</td>
<td>7.03</td>
<td>38</td>
</tr>
<tr>
<td>Graduate</td>
<td>54</td>
<td>9.73</td>
<td>42</td>
</tr>
<tr>
<td>Sample Total</td>
<td>555</td>
<td>100.00</td>
<td>574</td>
</tr>
</tbody>
</table>

Tables 16 and 17 present data regarding fathers’ and mothers’ occupational status. The results of the analysis show that some 43.60% of respondents have fathers who are engaged either in business or in other professional occupations. Approximately 19% of these students have fathers who are skilled workers. Table 17 shows that approximately 40% of the respondents have mothers who are engaged either in business or in other professional occupations. Further, the results indicate that 19.16% of the participants’ mothers are skilled workers.
Table 16

Comparison of Sample of Father’s Occupation, by Gender of Respondents

<table>
<thead>
<tr>
<th>Father’s Occupation</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Agriculture</td>
<td>47</td>
<td>8.58</td>
<td>87</td>
</tr>
<tr>
<td>Business</td>
<td>138</td>
<td>25.18</td>
<td>109</td>
</tr>
<tr>
<td>Professional</td>
<td>130</td>
<td>23.72</td>
<td>110</td>
</tr>
<tr>
<td>Skilled worker</td>
<td>98</td>
<td>17.88</td>
<td>116</td>
</tr>
<tr>
<td>Unskilled worker</td>
<td>59</td>
<td>10.77</td>
<td>62</td>
</tr>
<tr>
<td>Unemployed</td>
<td>37</td>
<td>6.75</td>
<td>47</td>
</tr>
<tr>
<td>Don’t know</td>
<td>39</td>
<td>7.12</td>
<td>38</td>
</tr>
<tr>
<td>Sample Total</td>
<td>548</td>
<td>100.00</td>
<td>569</td>
</tr>
</tbody>
</table>

Note. Professional includes educators, medical personnel, lawyers, psychologists, etc.
Table 17

Comparison of Sample of Mother's Occupation, by Gender of Respondents

<table>
<thead>
<tr>
<th>Mother's Occupation</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Agriculture</td>
<td>11</td>
<td>1.97</td>
<td>16</td>
</tr>
<tr>
<td>Business</td>
<td>119</td>
<td>21.36</td>
<td>81</td>
</tr>
<tr>
<td>Professional</td>
<td>134</td>
<td>24.06</td>
<td>122</td>
</tr>
<tr>
<td>Skilled worker</td>
<td>74</td>
<td>13.29</td>
<td>87</td>
</tr>
<tr>
<td>Unskilled worker</td>
<td>82</td>
<td>14.72</td>
<td>122</td>
</tr>
<tr>
<td>Unemployed</td>
<td>95</td>
<td>17.06</td>
<td>138</td>
</tr>
<tr>
<td>Don't know</td>
<td>42</td>
<td>7.54</td>
<td>24</td>
</tr>
<tr>
<td>Sample Total</td>
<td>557</td>
<td>100.00</td>
<td>590</td>
</tr>
</tbody>
</table>

Note. Professional includes educators, medical personnel, lawyers, psychologists, etc.

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Scoring of Items

The scale for interpreting specific items are as follows: "low or weak intention, 1 - 2.75"; "ambivalent, 2.76 - 3.75"; and "high or strong intention, 3.76 - 5." The preceding will apply to all research questions and hypotheses except those measured by correlation procedures. The scale for interpreting the Correlation hypotheses will precede each analysis. In the section that follows, research questions and their respective hypotheses are analyzed.

Research Questions and Testing of Null Hypotheses

Students' Post-secondary Intention

Research Question 1

What is the intention of senior high-school students with regard to pursuing post-secondary education?

Intending students

The intention of senior high-school students to pursue post-secondary education was measured directly by item 67 and indirectly by items 68 and 72. In responding to this question, the means and standard deviations were calculated on one quantitative variable and percentages for the two qualitative variables. Respondents were asked to indicate their level of agreement or disagreement with statements regarding their intention to pursue post-secondary education.
Table 18 presents the frequency and percentages of intention of senior high-school students to pursue post-secondary education. An examination of the data suggests that respondents possess high intention of pursuing post-secondary education ($M = 4.34$, $SD = .86$). One thousand and twenty-seven or 87.1% of the respondents indicated high intention to pursue post-secondary education; 34.5% indicated most likely, while 52.6% were definite about pursuing education beyond high school. The remaining 154 students were either undecided or were not interested in pursuing post-secondary education.

Undecided students

Table 19 furnishes possible reasons for students who were either undecided or indicated no interest in pursuing tertiary education ($n = 154$). Respondents could choose as many responses as they saw relevant to their circumstance. The most frequent reason given for a lack of intention to pursue post-secondary education was “My parents cannot afford to continue to support me in college.” Forty-four percent of the participants gave this response. “I find school work too hard” and “I am not interested in a college education” (3.90%) were the least frequent responses. Intention was also indicated by the extent to which the students were able to project themselves into their career paths.
Table 18

Frequencies and Percentages for Intention

<table>
<thead>
<tr>
<th>Post-secondary Intention</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definitely not</td>
<td>13</td>
<td>1.10</td>
</tr>
<tr>
<td>Maybe not</td>
<td>41</td>
<td>3.45</td>
</tr>
<tr>
<td>Undecided</td>
<td>100</td>
<td>8.44</td>
</tr>
<tr>
<td>Most likely</td>
<td>406</td>
<td>34.26</td>
</tr>
<tr>
<td>Definitely</td>
<td>621</td>
<td>52.41</td>
</tr>
<tr>
<td>Missing</td>
<td>4</td>
<td>.34</td>
</tr>
<tr>
<td>Total</td>
<td>1,181</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Table 19

Frequencies and Percentages for Non-Intention (n = 154)

<table>
<thead>
<tr>
<th>Reasons</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>My parents cannot support me in college</td>
<td>68</td>
<td>44.0</td>
</tr>
<tr>
<td>I need to earn money now</td>
<td>40</td>
<td>26.0</td>
</tr>
<tr>
<td>Other</td>
<td>23</td>
<td>14.9</td>
</tr>
<tr>
<td>Many have succeeded without college education</td>
<td>18</td>
<td>11.7</td>
</tr>
<tr>
<td>College education not necessary for success</td>
<td>9</td>
<td>5.8</td>
</tr>
<tr>
<td>Education beyond high-school not important</td>
<td>7</td>
<td>4.5</td>
</tr>
<tr>
<td>I find school work too hard</td>
<td>6</td>
<td>3.9</td>
</tr>
<tr>
<td>I am not interested in college education</td>
<td>6</td>
<td>3.9</td>
</tr>
</tbody>
</table>
Intention and career choices

Table 20 presents their responses as they ranked their preferences with 1 as their first choice, 2 as their second choice, and 3 as their third choice.

Table 21 presents responses of male and female students, ranking them by first choice only (n = 1,185). Students who perceive themselves in such professions as accounting, computing, medicine, law, business, engineering, nursing, teaching, management, and aviation accounted for approximately 81.6% of the responses. The responses of students to this item indicate that the most popular first-career preference was accounting, while the least popular was plumbing. The group labelled "other" comprised a variety of other job and occupational choices.

Comparison between intending and undecided students

A comparison was also made between those students who indicated intention to pursue post-secondary education and those who did not (see Table 22). Both groups appear similar in their choice of potential careers. For those students who indicated intention, 14.7% chose accounting and 12.2% chose computing. For students who indicated no intention, 13% chose accounting, 12.3% chose computing, while 11.7% chose medical doctor.
Table 20

Frequencies and Percentages for Career Choices

<table>
<thead>
<tr>
<th>Jobs/Professions</th>
<th>1st Choice</th>
<th></th>
<th>2nd Choice</th>
<th></th>
<th>3rd Choice</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Accountant</td>
<td>172</td>
<td>14.5</td>
<td>113</td>
<td>9.8</td>
<td>76</td>
<td>6.6</td>
</tr>
<tr>
<td>Computing</td>
<td>146</td>
<td>12.3</td>
<td>150</td>
<td>13.0</td>
<td>103</td>
<td>8.9</td>
</tr>
<tr>
<td>Medical Doctor</td>
<td>121</td>
<td>10.2</td>
<td>62</td>
<td>5.4</td>
<td>40</td>
<td>3.5</td>
</tr>
<tr>
<td>Other</td>
<td>122</td>
<td>10.3</td>
<td>60</td>
<td>5.2</td>
<td>97</td>
<td>8.4</td>
</tr>
<tr>
<td>Lawyer</td>
<td>100</td>
<td>8.4</td>
<td>83</td>
<td>7.2</td>
<td>61</td>
<td>5.3</td>
</tr>
<tr>
<td>Business Person</td>
<td>92</td>
<td>7.8</td>
<td>166</td>
<td>14.3</td>
<td>183</td>
<td>15.9</td>
</tr>
<tr>
<td>Engineer</td>
<td>93</td>
<td>7.9</td>
<td>78</td>
<td>6.7</td>
<td>71</td>
<td>6.2</td>
</tr>
<tr>
<td>Nurse</td>
<td>74</td>
<td>6.3</td>
<td>55</td>
<td>4.8</td>
<td>27</td>
<td>2.3</td>
</tr>
<tr>
<td>Teacher</td>
<td>68</td>
<td>5.7</td>
<td>83</td>
<td>7.2</td>
<td>92</td>
<td>8.0</td>
</tr>
<tr>
<td>Manager</td>
<td>52</td>
<td>4.4</td>
<td>91</td>
<td>7.8</td>
<td>112</td>
<td>9.7</td>
</tr>
<tr>
<td>Pilot</td>
<td>49</td>
<td>4.1</td>
<td>52</td>
<td>4.5</td>
<td>42</td>
<td>3.6</td>
</tr>
<tr>
<td>Soldier</td>
<td>27</td>
<td>2.3</td>
<td>27</td>
<td>2.3</td>
<td>52</td>
<td>4.5</td>
</tr>
<tr>
<td>Secretary</td>
<td>16</td>
<td>1.4</td>
<td>37</td>
<td>3.2</td>
<td>52</td>
<td>4.5</td>
</tr>
<tr>
<td>Singer/DJ</td>
<td>18</td>
<td>1.5</td>
<td>28</td>
<td>2.4</td>
<td>42</td>
<td>3.6</td>
</tr>
<tr>
<td>Mechanic</td>
<td>17</td>
<td>1.4</td>
<td>34</td>
<td>2.9</td>
<td>53</td>
<td>4.6</td>
</tr>
<tr>
<td>Police</td>
<td>12</td>
<td>1.0</td>
<td>29</td>
<td>2.5</td>
<td>37</td>
<td>3.2</td>
</tr>
<tr>
<td>Farmer</td>
<td>5</td>
<td>.4</td>
<td>7</td>
<td>0.6</td>
<td>11</td>
<td>1.0</td>
</tr>
<tr>
<td>Plumber</td>
<td>1</td>
<td>.1</td>
<td>2</td>
<td>0.2</td>
<td>2</td>
<td>0.2</td>
</tr>
<tr>
<td>Total</td>
<td>1,185</td>
<td>100.0</td>
<td>1,157</td>
<td>100.0</td>
<td>1,153</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 21

Frequencies and Percentages for the First Career Choice of Males and Females

<table>
<thead>
<tr>
<th>Jobs/Professions</th>
<th>Male</th>
<th></th>
<th>Females</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Accountant</td>
<td>61</td>
<td>10.5</td>
<td>111</td>
<td>18.4</td>
<td>172</td>
<td>14.5</td>
</tr>
<tr>
<td>Computing</td>
<td>97</td>
<td>16.7</td>
<td>49</td>
<td>8.1</td>
<td>146</td>
<td>12.3</td>
</tr>
<tr>
<td>Medical Doctor</td>
<td>50</td>
<td>8.6</td>
<td>71</td>
<td>11.8</td>
<td>121</td>
<td>10.2</td>
</tr>
<tr>
<td>Other</td>
<td>55</td>
<td>9.5</td>
<td>67</td>
<td>11.1</td>
<td>122</td>
<td>10.3</td>
</tr>
<tr>
<td>Lawyer</td>
<td>34</td>
<td>5.8</td>
<td>66</td>
<td>11.0</td>
<td>100</td>
<td>8.4</td>
</tr>
<tr>
<td>Business Person</td>
<td>49</td>
<td>8.4</td>
<td>43</td>
<td>7.1</td>
<td>92</td>
<td>7.8</td>
</tr>
<tr>
<td>Engineer</td>
<td>81</td>
<td>13.9</td>
<td>12</td>
<td>2.0</td>
<td>93</td>
<td>7.9</td>
</tr>
<tr>
<td>Nurse</td>
<td>4</td>
<td>.7</td>
<td>70</td>
<td>11.6</td>
<td>74</td>
<td>6.3</td>
</tr>
<tr>
<td>Teacher</td>
<td>15</td>
<td>2.6</td>
<td>53</td>
<td>8.8</td>
<td>68</td>
<td>5.7</td>
</tr>
<tr>
<td>Manager</td>
<td>27</td>
<td>4.6</td>
<td>25</td>
<td>4.1</td>
<td>52</td>
<td>4.4</td>
</tr>
<tr>
<td>Pilot</td>
<td>43</td>
<td>7.4</td>
<td>6</td>
<td>1.0</td>
<td>49</td>
<td>4.1</td>
</tr>
<tr>
<td>Soldier</td>
<td>23</td>
<td>4.0</td>
<td>4</td>
<td>.7</td>
<td>27</td>
<td>2.3</td>
</tr>
<tr>
<td>Secretary</td>
<td>2</td>
<td>.3</td>
<td>14</td>
<td>2.3</td>
<td>16</td>
<td>1.4</td>
</tr>
<tr>
<td>Singer/DJ</td>
<td>11</td>
<td>1.9</td>
<td>7</td>
<td>1.2</td>
<td>18</td>
<td>1.5</td>
</tr>
<tr>
<td>Mechanic</td>
<td>17</td>
<td>2.9</td>
<td>0</td>
<td>0.0</td>
<td>17</td>
<td>1.4</td>
</tr>
<tr>
<td>Police</td>
<td>10</td>
<td>1.7</td>
<td>2</td>
<td>.3</td>
<td>12</td>
<td>1.0</td>
</tr>
<tr>
<td>Farmer</td>
<td>2</td>
<td>.3</td>
<td>3</td>
<td>.5</td>
<td>5</td>
<td>.4</td>
</tr>
<tr>
<td>Plumber</td>
<td>1</td>
<td>.2</td>
<td>0</td>
<td>.0</td>
<td>1</td>
<td>.1</td>
</tr>
<tr>
<td>Total</td>
<td>582</td>
<td>100.0</td>
<td>603</td>
<td>100.0</td>
<td>1,185</td>
<td>100.0</td>
</tr>
</tbody>
</table>

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Table 22

Frequencies and Percentages of Careers: Intending Versus Non-Intending Students

<table>
<thead>
<tr>
<th>Jobs/Professions</th>
<th>Intention</th>
<th>No Intention</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Accountant</td>
<td>152</td>
<td>14.7</td>
</tr>
<tr>
<td>Computing</td>
<td>126</td>
<td>12.2</td>
</tr>
<tr>
<td>Medical Doctor</td>
<td>75</td>
<td>7.3</td>
</tr>
<tr>
<td>Other</td>
<td>92</td>
<td>8.9</td>
</tr>
<tr>
<td>Lawyer</td>
<td>13</td>
<td>1.3</td>
</tr>
<tr>
<td>Business Person</td>
<td>63</td>
<td>6.1</td>
</tr>
<tr>
<td>Engineer</td>
<td>37</td>
<td>3.6</td>
</tr>
<tr>
<td>Nurse</td>
<td>13</td>
<td>1.3</td>
</tr>
<tr>
<td>Teacher</td>
<td>19</td>
<td>1.8</td>
</tr>
<tr>
<td>Manager</td>
<td>84</td>
<td>8.1</td>
</tr>
<tr>
<td>Pilot</td>
<td>5</td>
<td>.5</td>
</tr>
<tr>
<td>Soldier</td>
<td>46</td>
<td>4.5</td>
</tr>
<tr>
<td>Secretary</td>
<td>115</td>
<td>11.1</td>
</tr>
<tr>
<td>Singer/DJ</td>
<td>9</td>
<td>.9</td>
</tr>
<tr>
<td>Mechanic</td>
<td>2</td>
<td>.2</td>
</tr>
<tr>
<td>Police</td>
<td>13</td>
<td>1.3</td>
</tr>
<tr>
<td>Farmer</td>
<td>61</td>
<td>5.9</td>
</tr>
<tr>
<td>Plumber</td>
<td>106</td>
<td>10.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,031</td>
<td>100.0</td>
</tr>
</tbody>
</table>

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It is of interest to note that although students might not presently indicate post-secondary intention, they do possess aspirations of becoming professionals.

Gender Differences and Intention

Research Question 2

Does intention to pursue post-secondary education vary by gender?

Null hypothesis 1: There is no difference between senior male and female high-school students in their intention to pursue post-secondary education.

Table 23 describes the intention of senior high school students to pursue post-secondary education in terms of frequency and percentages. The chi-square statistic revealed a significant difference in the post-secondary intention among male and female students, $X^2 = (4, N = 1181) = 36.19, p = .000$. The proportion of students who responded that they "definitely" intended to go to college ($p = .53$) and "most likely" ($p = .34$) was much greater than the .20 expected frequency. The proportion of students which were "undecided" ($p = .08$), the proportion which responded "maybe" ($p = .04$), and the proportion which responded "definitely not" ($p = .01$) were less than the expected frequency of .20.
Table 23

Frequencies and Percentages for Post-Secondary Intention, by Gender

<table>
<thead>
<tr>
<th>Responses</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>( f )</td>
<td>( % )</td>
<td>( f )</td>
</tr>
<tr>
<td>Definitely not</td>
<td>10</td>
<td>1.73</td>
<td>3</td>
</tr>
<tr>
<td>Maybe not</td>
<td>28</td>
<td>4.84</td>
<td>13</td>
</tr>
<tr>
<td>Undecided</td>
<td>58</td>
<td>10.01</td>
<td>42</td>
</tr>
<tr>
<td>Most likely</td>
<td>227</td>
<td>39.21</td>
<td>179</td>
</tr>
<tr>
<td>Definitely</td>
<td>256</td>
<td>44.21</td>
<td>365</td>
</tr>
<tr>
<td>Total</td>
<td>579</td>
<td>100.00</td>
<td>602</td>
</tr>
</tbody>
</table>

Note. \( \chi^2 = (4, n = 1181) = 36.19, p = .000 \).

A follow-up test indicated that the proportion of students among the five categories differed significantly, \( \chi^2 = (4, n = 1181) = .36.19, p = .000 \). The sample proportions are not similar to each other. Overall, a greater proportion of students expressed intention to pursue post-secondary education than those who do not. An independent-sample \( t \)-test was conducted to evaluate the hypothesis that male and female students differed in their intention to pursue post-secondary education (see Table 24). The results indicated that the test was significant, \( t \left(_{1119.5}\right) = -5.77, p < .001 \).
Table 24  
*Independent-Samples t-Test for Student Intention, by Gender*

<table>
<thead>
<tr>
<th>Student Intention</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>T</th>
<th>df</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>579</td>
<td>4.19</td>
<td>.92</td>
<td>-5.77*</td>
<td>1,119.5</td>
</tr>
<tr>
<td>Female</td>
<td>602</td>
<td>4.48</td>
<td>.76</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Significant at the < .01 level.

Female students \((M = 4.48, SD = .76)\) are more likely to express stronger intention to pursue post-secondary education than male students \((M = 4.19, SD = .92)\). However, the effect size, \(d = .27\), suggests a small difference. The null hypothesis, nonetheless, was rejected.

Table 25 reports frequencies and percentages of reasons for non-intending male and female students \((n = 123 \text{ and } 69 \text{ respectively})\). "My parents cannot afford to support me in college" \((\text{male, } 37.4\% ; \text{ female, } 46.4\% )\) and "I need to earn money now" \((\text{male, } 23.7\% ; \text{ female, } 18.8\% )\) were the most frequent reasons. The least frequent reasons given were, "Education beyond high-school not important" \((\text{male, } 3.3\% )\); "A college education is not necessary for success" \((\text{female, } 1.4\% )\); and "I am not interested in college education" \((\text{male, } 3.3\% ; \text{ female, } 2.9\% )\).
Table 25  

Frequencies and Percentages for Gender Differences regarding Non-Intention

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Male (n = 123)</th>
<th></th>
<th>Female (n = 69)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>My parents cannot support me in college</td>
<td>46</td>
<td>37.4</td>
<td>32</td>
<td>46.4</td>
</tr>
<tr>
<td>I need to earn money now</td>
<td>29</td>
<td>23.6</td>
<td>13</td>
<td>18.8</td>
</tr>
<tr>
<td>Other</td>
<td>11</td>
<td>8.9</td>
<td>12</td>
<td>17.4</td>
</tr>
<tr>
<td>Many have succeeded without college education</td>
<td>13</td>
<td>10.6</td>
<td>5</td>
<td>7.2</td>
</tr>
<tr>
<td>College education not necessary for success</td>
<td>9</td>
<td>7.3</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Education beyond high-school not important</td>
<td>4</td>
<td>3.2</td>
<td>4</td>
<td>5.8</td>
</tr>
<tr>
<td>I find school work too hard</td>
<td>7</td>
<td>5.7</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>I am not interested in college education</td>
<td>4</td>
<td>3.3</td>
<td>2</td>
<td>2.9</td>
</tr>
<tr>
<td>Total</td>
<td>123</td>
<td>100.0</td>
<td>69</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Both males and females appear to share similar reasons for intention not to pursue post-secondary education.

Factors That Appear to Influence Intention

Research Question 3

What are the factors that influence intention to pursue post-secondary education?

Demographic Factors and Intention

Hypothesis 2: There are no relationships between intention to pursue post-secondary education and the following demographic and socio-economic variables: hours allocated to schoolwork daily outside of school, age, parental income, individuals with whom student lives, religious affiliation, person responsible for college fees, person who exerts strongest influence to seek higher education, father's level of education, mother's level of education, father's occupation, and mother's occupation.

Table 26 displays the Spearman Rho Rank correlation coefficient statistic with a two-tailed significance test that was used to examine the relationship between three demographic variables and post-secondary intention. Using the Bonferroni approach to control for type 1 error across the six correlations, a $p$ value of less than or equal to .008 was
analyses indicate that five of the six correlations were statistically significant and were equal to or greater than \(-.101\). The correlation between hours allocated to schoolwork on a daily basis outside of school time and post-secondary intention was \(r_{(1174)} = .152, p < .01\). Likewise the correlation between age and post-secondary intention was significant, \(r_{(1179)} = -.112, p < .01\). The correlation between parental income and post-secondary intention was also \(r_{(1029)} = .104, p < .01\). For these correlations, the null hypotheses were rejected.

Table 26

Spearman Rho Correlation for Demographic Variables, by Intention

<table>
<thead>
<tr>
<th>Variable</th>
<th>1(^a)</th>
<th>2(^b)</th>
<th>3(^c)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Hours spent on schoolwork daily</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Age</td>
<td>.015</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Parental income</td>
<td>.101**</td>
<td>-.101**</td>
<td></td>
</tr>
<tr>
<td>4. Post-secondary intention</td>
<td>.152**</td>
<td>-.112**</td>
<td>.104**</td>
</tr>
</tbody>
</table>

\(^{a}n = 1,174.\)

\(^{b}n = 1,179.\)

\(^{c}n = 1,029.\)

\(^{**}p \leq .01\) required for significance.
The significant correlation between hours allocated to schoolwork on a daily basis outside of school and post-secondary intention suggests that the more hours students allocate to schoolwork outside of school time, the stronger their post-secondary intention. The correlation between the independent variable and the criterion variable is .152; hence, the variance in post-secondary intention that is explained by the number of hours allocated to doing schoolwork daily, outside of school time, is .023 or 2.3%.

In addition, the negative relationship between age and post-secondary intention seems to indicate that younger students tend to display stronger post-secondary intention than older students. The correlation between the independent variable age and the criterion variable is -.112; hence, the variance in post-secondary intention that age explains is .0125 or 1.25%.

Further, the significant relationship between parental income and post-secondary intention shows that the higher the income, the more likely students are to manifest intention to go to college. The correlation between parental income and intention to pursue post-secondary education is .104; hence, the variance in intention that parental income explains is .0108 or 1.08%.
A one-way analysis of variance was conducted to evaluate group differences between the independent variable, Individual with whom student lives, and the dependent variable, Intention to pursue post-secondary education. The independent variable had four groups. Table 27 reports the results of the analysis. The ANOVA indicated no statistically significant relationship between the individual with whom the student lives and post-secondary intention at the .05 level. The null hypothesis was retained. Regardless of whom the student lives with, students are not significantly different from each other with respect to intention to pursue post-secondary education $F(3, 1129) = 1.09, p > .05$.

Table 27

<table>
<thead>
<tr>
<th>Individuals with whom student lives</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>F</th>
<th>df</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family</td>
<td>524</td>
<td>4.37</td>
<td>.85</td>
<td>1.09</td>
<td>3,1129</td>
<td>.351</td>
</tr>
<tr>
<td>Father only</td>
<td>60</td>
<td>4.18</td>
<td>1.12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mother only</td>
<td>299</td>
<td>4.32</td>
<td>.87</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td>250</td>
<td>4.37</td>
<td>.79</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 28 reports the results of the one-way analysis of variance conducted to evaluate group differences between the independent variable, Religious affiliation, and the dependent variable, Intention to pursue post-secondary education of senior high-school students. Religious affiliation had six groups. The ANOVA was significant \( F(5, 1140) = 2.74, p < .018 \). The null hypothesis was rejected. Students who report being affiliated to the Church of God are more likely to indicate significantly higher intention to pursue post-secondary education \((M = 4.47, SD = .72)\) than any other religious group.

Table 29 reports the one-way analysis of variance conducted to evaluate group differences between the person responsible for college fees and the intention of senior high-school students to pursue post-secondary education. The independent variable had seven groups. The ANOVA was significant, \( F(6, 1169) = 5.88, p < .001 \). The null hypothesis was rejected. However, the strength of the relationship between the person responsible for college fee and intention, as assessed by \( \eta^2 \), was weak, accounting for 2.9% of the dependent variable. Follow-up tests were conducted to evaluate the pair-wise differences among the means using the Student-Newman-Keuls procedure. Table 29 reports the results of these tests.
Table 28

ANOVA for Religious Affiliation, by Intention

<table>
<thead>
<tr>
<th>Religious Affiliation</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>F</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anglican</td>
<td>84</td>
<td>4.45</td>
<td>.80</td>
<td>2.74</td>
<td>5,1140</td>
<td>.018*</td>
</tr>
<tr>
<td>Baptist</td>
<td>214</td>
<td>4.34</td>
<td>.84</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Catholic</td>
<td>70</td>
<td>4.27</td>
<td>.78</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seventh-day Adventist</td>
<td>242</td>
<td>4.30</td>
<td>.96</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Church of God</td>
<td>316</td>
<td>4.47</td>
<td>.72</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>220</td>
<td>4.22</td>
<td>.93</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p < .05 required for significance.

Table 29

ANOVA for Person Responsible for College Fees by Intention

<table>
<thead>
<tr>
<th>Major Influence</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>F</th>
<th>df</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother &amp; father</td>
<td>4.45</td>
<td>.77</td>
<td>455</td>
<td>5.88</td>
<td>6,1169</td>
<td>.000</td>
</tr>
<tr>
<td>Father only</td>
<td>4.27</td>
<td>.98</td>
<td>96</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mother only</td>
<td>4.26</td>
<td>.92</td>
<td>159</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student loan</td>
<td>4.32</td>
<td>.97</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work full-time</td>
<td>3.82</td>
<td>1.10</td>
<td>67</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work part-time</td>
<td>4.38</td>
<td>.77</td>
<td>242</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>4.32</td>
<td>.85</td>
<td>97</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
There are significant differences in the means between students who will work full-time to pay their way through college and all other groups. Students who indicate that they will work full-time to pay their way showed weaker intention to pursue post-secondary education ($M = 3.82, SD = 1.10$) than all other groups. There were no differences among the other groups.

Table 30 reports the results of a one-way analysis of variance that was conducted to evaluate group differences between the individual who most influences senior high-school students to seek higher education and their intention to pursue post-secondary education. The independent variable was comprised of six groups. The ANOVA was significant, $F_{(5, 1177)} = 2.65, p < .05$. The null hypothesis was rejected. However, the strength of the relationship between the person who most influences students to seek higher education and post-secondary intention, as assessed by $\eta^2$, was weak, accounting for 1.1% of the variance. The Student-Newman-Keuls procedure was used to conduct follow-up tests to evaluate the pair-wise differences among the means. The results of these tests indicated that there is a significant difference between the means of the group father, who is the major influence, and sister, who is the major influence regarding post-secondary intention.
Students who are influenced by their sisters ($M = 4.49$, $SD = .67$) indicated stronger post-secondary intention than any other group. Fathers exhibited the least influence ($M = 4.03$, $SD = .88$). There was no significant difference among the other groups.

Table 31 presents a one-way analysis of variance that was conducted to evaluate group differences between the independent variables, father and mother's educational levels, and the dependent variable, intention of senior high-school students to pursue post-secondary education. The independent variables had five groups. The ANOVA indicated no statistically significant difference between a father's and a
Table 32 presents a one-way analysis of variance that was conducted to evaluate group differences between the independent variables father’s and mother’s occupation regarding the post-secondary intention of senior high-school students. The independent variable had six groups. The ANOVA indicated no statistically significant difference between a father’s and a mother’s occupation and post-secondary intention. The null hypothesis was retained. Regardless of the occupational experience of fathers and mothers, students are not significantly different from each other with regard to post-secondary intention.

Gender Differences for Demographic Factors

This section will analyze demographic variables for gender differences.

Hypothesis 3: There is no relationship between male post-secondary intention and the following demographic variables: hours allocated to schoolwork daily outside of school time; age; parental income; individual with whom student lives; religious affiliation; person responsible for college fees; person who exerts strongest influence to seek higher education; father’s education; mother’s education; father’s occupation, and mother’s occupation.
mother's educational level and intention. The null hypotheses were retained. Regardless of the educational level of father and mother, students are not significantly different from each other with regard to post-secondary intention.

Table 31
ANOVA for Father's and Mother's Education, by Intention of Respondents

<table>
<thead>
<tr>
<th>Education</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>F</th>
<th>df</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary School</td>
<td>208</td>
<td>4.46</td>
<td>.75</td>
<td>1.74</td>
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<td>.139</td>
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<tr>
<td>High-school</td>
<td>553</td>
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<td>.89</td>
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<tr>
<td>Some College</td>
<td>156</td>
<td>4.29</td>
<td>.86</td>
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<tr>
<td>Bachelor's</td>
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<td>4.22</td>
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<tr>
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<td>101</td>
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<td>.95</td>
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<td></td>
</tr>
<tr>
<td>Mother</td>
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<td></td>
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<td></td>
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</tr>
<tr>
<td>Primary School</td>
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<td>.177</td>
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<td>.86</td>
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<tr>
<td>Some College</td>
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<td>.86</td>
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<td></td>
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<td>68</td>
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<td>Graduate</td>
<td>106</td>
<td>4.26</td>
<td>.92</td>
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</table>
Table 32

ANOVA for Occupation of Fathers and Mothers, by Intention of Respondents

<table>
<thead>
<tr>
<th>Occupation</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>F</th>
<th>df</th>
<th>P</th>
</tr>
</thead>
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<tr>
<td><strong>Father</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agriculture (farmer, etc.)</td>
<td>133</td>
<td>4.41</td>
<td>.81</td>
<td>.590</td>
<td>5,1107</td>
<td>.708</td>
</tr>
<tr>
<td>Professional (doctor, etc.)</td>
<td>247</td>
<td>4.37</td>
<td>.84</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skilled Worker</td>
<td>240</td>
<td>4.31</td>
<td>.88</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unskilled Worker</td>
<td>213</td>
<td>4.32</td>
<td>.85</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Unemployed</td>
<td>121</td>
<td>4.35</td>
<td>.88</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>159</td>
<td>4.26</td>
<td>.90</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mother</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agriculture (farmer, etc.)</td>
<td>27</td>
<td>4.11</td>
<td>1.09</td>
<td>.861</td>
<td>5,1138</td>
<td>.507</td>
</tr>
<tr>
<td>Professional (doctor, etc.)</td>
<td>201</td>
<td>4.35</td>
<td>.84</td>
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<td></td>
</tr>
<tr>
<td>Skilled Worker</td>
<td>256</td>
<td>4.40</td>
<td>.84</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unskilled Worker</td>
<td>161</td>
<td>4.32</td>
<td>.82</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unemployed</td>
<td>202</td>
<td>4.33</td>
<td>.89</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>297</td>
<td>4.29</td>
<td>.88</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Hypothesis 4: There is no relationship between female post-secondary intention and the following demographic variables: hours allocated to schoolwork daily outside of school time, age, parental income, individual with whom student lives, religious affiliation, person responsible for college fees, person who exerts strongest influence to seek higher education, father’s level of education, mother’s level of education, father’s occupation, and mother’s occupation.

Table 33 displays the Spearman Rho correlation coefficient statistic with a two-tailed significance test that was used to examine the relationship between three demographic variables: (a) Hours spent on schoolwork daily, (b) age, and (c) parental income and post-secondary intention. Using the Bonferroni approach to control for type I error across the six correlations, a \( p \) value of less than or equal to .008 was required for significance. The results of the correlation analyses indicate that four of the six correlations were statistically significant for both male and female students and were equal to or greater than .125 for males and greater than .092 for females.

The correlation between hours allocated to schoolwork on a daily basis outside of school time and male post-secondary intention was \( r_{(495)} = .141 \) and was significant, \( p < .01 \). There was significant correlation for female students, \( r_{(528)} = \)
.155, p < .001. The null hypothesis was rejected for both male students and female students. Female students who spend more time studying outside of school time are more likely to have stronger post-secondary intention than male students.

The significant correlation between hours allocated to schoolwork on a daily basis outside of school time and post-secondary intention suggests that the more hours students allocate to schoolwork outside of school time, the stronger their post-secondary intention. The correlation between the independent variable and the criterion variable for females is .155 and for males is .141; hence, the variance in post-secondary intention that is explained by the number of hours allocated to doing schoolwork daily outside of school for female and male students is .024 or 2.4% and .020 or 2% respectively.

The correlation between age and male post-secondary intention was r_{495} = -.198 and was significant at the p < .001. The null hypothesis was rejected for male students. The correlation between age and female post-secondary intention was not significant. The null hypothesis was retained. The negative relationship between age and male post-secondary intention seems to indicate that younger male students tend to display stronger post-secondary intention than older students.
Table 33

Spearman Rho Correlations of Demographic Variables, by Intention

<table>
<thead>
<tr>
<th>Variable</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Hours spent on schoolwork</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>daily</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Age</td>
<td>.016</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Parental Income</td>
<td>.159*</td>
<td>-.083</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>4. Post-secondary intention</td>
<td>.141**</td>
<td>-.198**</td>
<td>.125**</td>
<td>-</td>
</tr>
<tr>
<td>Females</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Hours spent on schoolwork</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>daily</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Age</td>
<td>-.018</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Parental Income</td>
<td>.092*</td>
<td>.138**</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>4. Post-secondary intention</td>
<td>.155**</td>
<td>-.035</td>
<td>.123**</td>
<td>-</td>
</tr>
</tbody>
</table>

Note. n for males = 495, n for females = 528.
*p ≤ .05 required for significance.
**p ≤ .01 required for significance.

The correlation between the independent variable age and the criterion variable is -.198; hence, the variance in post-secondary intention that age explains is .0392 or 3.92%.

The correlation between parental income and post-secondary intention was significant for both male and female
students, \( r (495) = .125, p < .01 \), and \( r (528) = .123, p < .05 \), respectively. The null hypotheses were rejected for these correlations. The correlation between parental income and the intention of male senior high-school and female senior high school students to pursue post-secondary education is \( .125 \) and \( .123 \) respectively. Hence, the variance in intention that parental income explains is \( .0125 \) or \( 1.56\% \) for males and \( .123 \) or \( 1.51\% \) for females. Further, the significant relationship between parental income and the post-secondary intention of male and female students shows that the higher the income, the more likely students are to display intention to go to college.

Table 34 presents the results of a \( 7 \times 2 \) ANOVA conducted to evaluate the person responsible for college fees and the post-secondary intention of male and female students. The ANOVA indicated significant differences between the person responsible for college fees and the intention of male students to pursue post-secondary education, \( F(6, 574) = 4.05, p = .001 \). Female students' intention to pursue post-secondary education was also significant, \( F(6, 595) = 3.07, p \leq .001 \). The null hypotheses were rejected. The results show that female students indicate stronger post-secondary intention at every level than male students.
Table 34

ANOVA for Person Responsible for College Fees, by Intention

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Person Responsible for college Fees</th>
<th>n</th>
<th>M</th>
<th>SD</th>
<th>F</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>Mother and father only</td>
<td>239</td>
<td>4.35</td>
<td>.82</td>
<td>4.05</td>
<td>6,567</td>
<td>.001</td>
</tr>
<tr>
<td></td>
<td>Father only</td>
<td>54</td>
<td>4.06</td>
<td>1.02</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mother only</td>
<td>78</td>
<td>4.09</td>
<td>1.05</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student loan</td>
<td>32</td>
<td>4.34</td>
<td>.94</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Work full-time</td>
<td>31</td>
<td>3.58</td>
<td>1.12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Work part-time</td>
<td>91</td>
<td>4.16</td>
<td>.82</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>49</td>
<td>4.12</td>
<td>1.01</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>574</td>
<td>4.20</td>
<td>.93</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Females    | Mother and father only             | 216 | 4.56 | .70 | 3.07 | 6,595 | .006 |
|            | Father only                        | 42  | 4.55 | .86 |
|            | Mother only                        | 81  | 4.42 | .74 |
|            | Student loan                       | 28  | 4.29 | 1.01|
|            | Work full-time                     | 36  | 4.03 | 1.06|
|            | Work part-time                     | 151 | 4.50 | .71 |
|            | Other                              | 48  | 4.52 | .58 |
|            | Total                              | 602 | 4.48 | .76 |

Table 35 shows fathers' educational level by intention.

Father's education had five levels: primary, high, some college, undergraduate, and graduate students. The ANOVA was significant for female students, $F_{(4, 549)} = 2.93, p = .020$. 

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The null hypothesis was rejected. Father's education, as assessed by $\hat{\omega}$, was weak, accounting for 1.4% of the variance of the dependent variable. The ANOVA was not significant for male students $F(4, 533) = .304, p = .875$. The null hypothesis was retained.

Table 35

ANOVA for Father's Education, by Intention of Respondents

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Father's Education</th>
<th>n</th>
<th>M</th>
<th>SD</th>
<th>F</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>Primary</td>
<td>105</td>
<td>4.24</td>
<td>.85</td>
<td>.304</td>
<td>4,533</td>
<td>.875</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>270</td>
<td>4.19</td>
<td>.94</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Some college</td>
<td>80</td>
<td>4.14</td>
<td>.95</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Undergraduate</td>
<td>35</td>
<td>4.06</td>
<td>1.03</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Graduate</td>
<td>48</td>
<td>4.21</td>
<td>1.01</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>538</td>
<td>4.18</td>
<td>.94</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Females</td>
<td>Primary</td>
<td>103</td>
<td>4.68</td>
<td>.56</td>
<td>2.93</td>
<td>4,549</td>
<td>.020</td>
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<tr>
<td></td>
<td>High</td>
<td>283</td>
<td>4.41</td>
<td>.82</td>
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<td></td>
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<td></td>
<td>Some college</td>
<td>76</td>
<td>4.46</td>
<td>.72</td>
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<tr>
<td></td>
<td>Undergraduate</td>
<td>39</td>
<td>4.36</td>
<td>.74</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Graduate</td>
<td>53</td>
<td>4.34</td>
<td>.90</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>554</td>
<td>4.45</td>
<td>.77</td>
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</tr>
</tbody>
</table>
Tables 36-41 present the results of the one-way ANOVAS conducted to evaluate demographic variables with reference to male and female students' intention to pursue post-secondary education. The variables included the following: individual with whom student lives, religious affiliation, major influence to seek higher education, father's occupation, and mother's occupation. The results of the analyses show that there was no significant relationship between intention to pursue post-secondary education and these variables.

Table 36

ANOVA for Individual With Whom Student Lives, by Intention

<table>
<thead>
<tr>
<th>Respondents Whom Student Lives With</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>F</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
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<td></td>
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<tr>
<td>Family</td>
<td>246</td>
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<td>.93</td>
<td>.074</td>
<td>3,541</td>
<td>.974</td>
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<tr>
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<td>40</td>
<td>4.15</td>
<td>1.17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mother only</td>
<td>158</td>
<td>4.18</td>
<td>.90</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>101</td>
<td>4.18</td>
<td>.86</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>545</td>
<td>4.19</td>
<td>.93</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Female</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family</td>
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<td>1.74</td>
<td>.992</td>
<td>3,584</td>
<td>.396</td>
</tr>
<tr>
<td>Father only</td>
<td>20</td>
<td>4.20</td>
<td>1.06</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mother only</td>
<td>141</td>
<td>4.48</td>
<td>.81</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>149</td>
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<td>.70</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Total</td>
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<td>4.48</td>
<td>.76</td>
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</tr>
</tbody>
</table>
### Table 37

**ANOVA for Religious Affiliation by Intention: Gender Differences**

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Religious Affiliation</th>
<th>n</th>
<th>M</th>
<th>SD</th>
<th>F</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Male</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Anglican</td>
<td>42</td>
<td>4.41</td>
<td>.91</td>
<td>1.52</td>
<td>5,548</td>
<td>.181</td>
</tr>
<tr>
<td></td>
<td>Baptist</td>
<td>100</td>
<td>4.18</td>
<td>.90</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Catholic</td>
<td>46</td>
<td>4.15</td>
<td>.82</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Seventh-day Adventist</td>
<td>122</td>
<td>4.12</td>
<td>1.07</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Church of God</td>
<td>115</td>
<td>4.37</td>
<td>.76</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>129</td>
<td>4.12</td>
<td>.95</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>554</td>
<td>4.21</td>
<td>.92</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Anglican</td>
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<td>4.50</td>
<td>.67</td>
<td>.60</td>
<td>5,586</td>
<td>.698</td>
</tr>
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<td>Baptist</td>
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<td>.77</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Catholic</td>
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<td>4.50</td>
<td>.66</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Seventh-day Adventist</td>
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<td>4.48</td>
<td>.80</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Church of God</td>
<td>201</td>
<td>4.53</td>
<td>.69</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>91</td>
<td>4.36</td>
<td>.89</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>592</td>
<td>4.48</td>
<td>.76</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 38

ANOVA for Major Influence to Pursue Education on Gender of Respondents, by Intention

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Influence to Seek Higher Education</th>
<th>n</th>
<th>M</th>
<th>SD</th>
<th>F</th>
<th>df</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Males</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Father &amp; Mother</td>
<td>282</td>
<td>4.29</td>
<td>.87</td>
<td></td>
<td>1.82</td>
<td>5,570</td>
<td>.106</td>
</tr>
<tr>
<td>Father only</td>
<td>18</td>
<td>3.94</td>
<td>.87</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mother only</td>
<td>144</td>
<td>4.13</td>
<td>.92</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brother</td>
<td>14</td>
<td>4.14</td>
<td>1.17</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sister</td>
<td>17</td>
<td>4.47</td>
<td>.80</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>101</td>
<td>4.05</td>
<td>1.03</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>576</td>
<td>4.20</td>
<td>.92</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Females</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Father &amp; Mother</td>
<td>276</td>
<td>4.53</td>
<td>.76</td>
<td></td>
<td>1.45</td>
<td>5,595</td>
<td>.203</td>
</tr>
<tr>
<td>Father only</td>
<td>15</td>
<td>4.13</td>
<td>.92</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mother only</td>
<td>164</td>
<td>4.43</td>
<td>.77</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brother</td>
<td>11</td>
<td>4.82</td>
<td>.40</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Sister</td>
<td>34</td>
<td>4.50</td>
<td>.62</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>101</td>
<td>4.44</td>
<td>.81</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>601</td>
<td>4.48</td>
<td>.76</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 39
ANOVA for Mother’s Education on Gender of Respondents, by Intention

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Mother’s Education</th>
<th>n</th>
<th>M</th>
<th>SD</th>
<th>F</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>Primary</td>
<td>76</td>
<td>4.60</td>
<td>.73</td>
<td>1.42</td>
<td>4,554</td>
<td>.226</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>282</td>
<td>4.41</td>
<td>.81</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Some College</td>
<td>106</td>
<td>4.51</td>
<td>.74</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Undergraduate</td>
<td>30</td>
<td>4.47</td>
<td>.65</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Graduate</td>
<td>65</td>
<td>4.56</td>
<td>.63</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>559</td>
<td>4.47</td>
<td>.77</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Females</td>
<td>Primary</td>
<td>78</td>
<td>4.60</td>
<td>.73</td>
<td>1.33</td>
<td>4,568</td>
<td>.258</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>322</td>
<td>4.41</td>
<td>.81</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Some College</td>
<td>94</td>
<td>4.51</td>
<td>.74</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Undergraduate</td>
<td>38</td>
<td>4.47</td>
<td>.65</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Graduate</td>
<td>41</td>
<td>4.56</td>
<td>.63</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>573</td>
<td>4.47</td>
<td>.77</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 40

ANOVA for Father’s Occupation on Gender of Respondents, by Intention

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Father’s Occupation</th>
<th>n</th>
<th>M</th>
<th>SD</th>
<th>F</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>Agriculture</td>
<td>60</td>
<td>4.55</td>
<td>.91</td>
<td>.370</td>
<td>5,566</td>
<td>.869</td>
</tr>
<tr>
<td></td>
<td>Professional</td>
<td>115</td>
<td>4.53</td>
<td>.91</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Skilled Worker</td>
<td>122</td>
<td>4.38</td>
<td>.95</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unskilled Worker</td>
<td>95</td>
<td>4.42</td>
<td>.90</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unemployed</td>
<td>71</td>
<td>4.56</td>
<td>.89</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>109</td>
<td>4.64</td>
<td>.98</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>572</td>
<td>4.49</td>
<td>.92</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Females</td>
<td>Agriculture</td>
<td>73</td>
<td>4.55</td>
<td>.69</td>
<td>1.36</td>
<td>5,535</td>
<td>.238</td>
</tr>
<tr>
<td></td>
<td>Professional</td>
<td>132</td>
<td>4.53</td>
<td>.74</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Skilled Worker</td>
<td>118</td>
<td>4.38</td>
<td>.79</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unskilled Worker</td>
<td>118</td>
<td>4.42</td>
<td>.81</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unemployed</td>
<td>50</td>
<td>4.56</td>
<td>.84</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>50</td>
<td>4.64</td>
<td>.56</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>541</td>
<td>4.49</td>
<td>.76</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 41

ANOVA for Mother's Occupation on Gender of Respondents, by Intention

<table>
<thead>
<tr>
<th>Respondent Occupation</th>
<th>n</th>
<th>M</th>
<th>SD</th>
<th>F</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males Agriculture</td>
<td>10</td>
<td>3.50</td>
<td>1.27</td>
<td>1.74</td>
<td>5,571</td>
<td>.123</td>
</tr>
<tr>
<td>Professional</td>
<td>92</td>
<td>4.10</td>
<td>.95</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skilled Worker</td>
<td>121</td>
<td>4.25</td>
<td>.97</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unskilled Worker</td>
<td>73</td>
<td>4.33</td>
<td>.75</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unemployed</td>
<td>105</td>
<td>4.21</td>
<td>.94</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>176</td>
<td>4.18</td>
<td>.91</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>577</td>
<td>4.19</td>
<td>.93</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Females Agriculture  | 17 | 4.47  | .80 | 1.33 | 5,561| .252|
| Professional         | 109| 4.56  | .66 |      |     |     |
| Skilled Worker       | 135| 4.54  | .69 |      |     |     |
| Unskilled Worker     | 88 | 4.31  | .88 |      |     |     |
| Unemployed           | 97 | 4.46  | .83 |      |     |     |
| Other                | 121| 4.45  | .81 |      |     |     |
| Total                | 567| 4.47  | .77 |      |     |     |

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Non-Cognitive Factors and Intention

Hypothesis 5: There is no significant multiple correlation between post-secondary intention of senior high-school students and a linear combination of the following variables: value of education, parental support, peer influence, school climate, self-esteem, student satisfaction, and locus of control.

Table 42 displays the correlation matrix, and Table 43 shows the Simultaneous Regression analysis with a two-tailed significance test that was used to examine the relationships among the intention of senior high school students to pursue post-secondary education and the seven non-cognitive variables. Using the Bonferroni approach to control for type 1 error across the 28 correlations, a p value of less than .001 (.05/28) was required for significance. The analysis indicates that there is significant correlation between intention and each of the seven variables. Common variances ranged from \( r > 0.148, p < .001 \) to \( r = 0.254, p < .001 \). The null hypotheses for the seven correlations were rejected. The results of the correlation analysis are reported next.

Zero-Order Correlations

Value of education is positively correlated to all other measures. The strongest and weakest correlations occurred
With self-esteem ($r = .473$) and peer influence ($r = .189$).

School climate was positively correlated to each of the six other variables. The relationships ranged from $r = .136$ for locus of control to $r = .497$ for student satisfaction. Self-esteem was positively related to all other variables. The highest correlation occurred with value of education ($r = .473$); the weakest occurred with peer influence ($r = .143$).

Table 42

Correlation Matrix for Non-Cognitive Variables Predicting Intention ($n = 1181$)

<table>
<thead>
<tr>
<th>Variables</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Value of education</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. School climate</td>
<td>.245**</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Self-esteem</td>
<td>.473**</td>
<td>.184**</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Student satisfaction</td>
<td>.347**</td>
<td>.497**</td>
<td>.265**</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Locus of Control</td>
<td>.409**</td>
<td>.136**</td>
<td>.375**</td>
<td>.230**</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Parental Support</td>
<td>.347**</td>
<td>.352**</td>
<td>.326**</td>
<td>.339**</td>
<td>.266**</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>7. Peer Influence</td>
<td>.189**</td>
<td>.305**</td>
<td>.143**</td>
<td>.268**</td>
<td>.155**</td>
<td>.280**</td>
<td>-</td>
</tr>
<tr>
<td>8. Intention</td>
<td>.173**</td>
<td>.173**</td>
<td>.148**</td>
<td>.181**</td>
<td>.178**</td>
<td>.254**</td>
<td>.183**</td>
</tr>
</tbody>
</table>

**p significant at the < .01 level.
Student satisfaction was significantly correlated to all other measures. The strongest and weakest correlations were school climate \( r = .497 \) and \( r = .230 \) for locus of control. Locus of control was significantly correlated with all other measures. The strongest correlation occurred with value of education \( (r = .497) \) and the weakest with school climate \( (r = .136) \). Parental support indicated a positive correlation with all other measures. The strongest and weakest correlations were value of education \( (r = .347) \) and locus of control \( (r = .266) \). The peer influence scale was significantly correlated to all other variables. It ranged from a high of \( r = .305 \) for school climate to a low of \( r = .143 \) for self-esteem.

**Correlation Between Variables and Intention**

Table 43 presents the simultaneous regression analysis for testing the hypothesis that there is no significant multiple correlation between intention to pursue post-secondary education and a linear combination of the seven non-cognitive variables. The null hypothesis is rejected:

\[
F_{(7, 1173)} = 17.78, \ p < .01, \ R^2 = .091. \]

There is a significant multiple correlation between intention to pursue post-secondary education and a linear combination of the seven non-cognitive variables. The multiple correlation coefficient is .31, indicating that the seven predictors account for 9.6% of
the variance in post-secondary intention. The analysis further indicates that four of the seven scales are not meaningful predictors of intention to pursue post-secondary education. However, the locus of control, parental support, and peer influence scales are significant predictors and explained most of the variance in senior high-school students' intention to pursue post-secondary education. A restricted model was developed to determine the proportion of the variance that the significant predictors accounted for.

Table 43

Summary of Simultaneous Regression Analysis for Variables Predicting Intention (n = 1181)

<table>
<thead>
<tr>
<th>Variable</th>
<th>B</th>
<th>SE</th>
<th>B</th>
<th>t</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Value of education</td>
<td>.0005</td>
<td>.006</td>
<td>.031</td>
<td>.90</td>
<td>.368</td>
</tr>
<tr>
<td>2. School climate</td>
<td>.0004</td>
<td>.003</td>
<td>.045</td>
<td>1.33</td>
<td>.182</td>
</tr>
<tr>
<td>3. Self-esteem</td>
<td>.0003</td>
<td>.007</td>
<td>.017</td>
<td>.50</td>
<td>.613</td>
</tr>
<tr>
<td>4. Student satisfaction</td>
<td>.0009</td>
<td>.007</td>
<td>.045</td>
<td>1.34</td>
<td>.180</td>
</tr>
<tr>
<td>5. Locus of Control</td>
<td>.0021</td>
<td>.008</td>
<td>.086</td>
<td>2.73</td>
<td>.006*</td>
</tr>
<tr>
<td>6. Parental Support</td>
<td>.0025</td>
<td>.005</td>
<td>.159</td>
<td>4.93</td>
<td>.000*</td>
</tr>
<tr>
<td>7. Peer Influence</td>
<td>.0027</td>
<td>.009</td>
<td>.091</td>
<td>3.05</td>
<td>.002*</td>
</tr>
</tbody>
</table>

Note. $F_{(7, 1173)} = 17.78$, $p < .01$, $R^2 = .091$.
*p < .05 required for significance.
Restricted Model

Table 44 displays the correlation matrix, while Table 45 shows the regression analysis with a two-tailed significance test that was used to examine the relationships between intention to pursue post-secondary education and the variables of the restricted model. Using the Bonferroni approach to control for type 1 error across the 6 correlations, a \( p \) value of less than 0.008 (0.05/6) was required for significance for all variables.

Table 44 indicates that intention was significantly correlated to all three variables. Common variances ranged from \( r > 0.155, p < .001 \), to \( r = 0.280, p < .001 \). Locus of control was significantly related to all measures. The strongest positive correlation occurred with parental support \((r = .27)\). Parental support was significantly related to all measures. Its correlation with peer influence was the strongest \((r = .28)\). Peer influence was significantly correlated to all measures. The correlation between locus of control, parental support, and peer influence and post-secondary intention is \((r_{1181} = .178, r_{1181} = .254 \) and \( r_{1181} = .183, p < .01)\) respectively.

The total variance in intention to pursue post-secondary education that locus of control, parental support, and peer
influence explain is .089 or 8.9% (see Table 45). Since the full model accounts for 9.6% of the total variance, it means

Table 44

Correlation Matrix for the Restricted Model Predicting Intention (n = 1181)

<table>
<thead>
<tr>
<th>Variables</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Locus of Control</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Parental Support</td>
<td>.266**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Peer Influence</td>
<td>.155**</td>
<td>.280**</td>
<td></td>
</tr>
<tr>
<td>4. Intention</td>
<td>.178**</td>
<td>.254**</td>
<td>.183**</td>
</tr>
</tbody>
</table>

* *p significant at the < .01 level.

Table 45

Regression Information for Variables Predicting Intention (n = 1181)

<table>
<thead>
<tr>
<th>Variable</th>
<th>B</th>
<th>SE</th>
<th>B</th>
<th>T</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Locus of Control</td>
<td>.0262</td>
<td>.007</td>
<td>.109</td>
<td>3.75</td>
<td>.000</td>
</tr>
<tr>
<td>2. Parental Support</td>
<td>.0310</td>
<td>.005</td>
<td>.194</td>
<td>6.50</td>
<td>.000</td>
</tr>
<tr>
<td>3. Peer Influence</td>
<td>.0331</td>
<td>.009</td>
<td>.112</td>
<td>3.84</td>
<td>.000</td>
</tr>
</tbody>
</table>

Note. $F_{[3, 1177]} = 38.35, p < .001, R^2 = .089$. 

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that the restricted model constitutes the important variables in the model. The other variables do not contribute significantly to the model.

Gender Differences and Non-cognitive Variables

Research Question 4

Do factors influencing intention to pursue post-secondary education differ for male and female students?

Hypothesis 6: There is no significant multiple correlation between intention to pursue post-secondary education of senior male high-school students and a linear combination of the following variables: value of education, parental support, peer influence, school climate, self-esteem, student satisfaction, and locus of control.

Hypothesis 7: There is no significant multiple correlation between intention to pursue post-secondary education of senior female high-school students and a linear combination of the following variables: value of education, parental support, peer influence, school climate, self-esteem, student satisfaction, and locus of control.

Tables 46 and 47 display the results of the Pearson product-moment correlation coefficient statistic, with a two-tailed significance test used to examine the relationships among seven non-cognitive variables on male and female...
intention to pursue post-secondary education. Using the Bonferroni approach to control for type 1 error across the 28 correlations, a $p$ value of less than $0.001$ ($0.05/28$) was required for significance for all scales. The results of the analyses indicate that the seven correlations were significant for male students and six were significant for female students. Common variance ranged from $r > 0.148$, $p < .01$, to $r = 0.289$, $p < .001$ for male students, and $r > 0.109$, $p < .001$, to $r = 0.195$, $p < .001$ for female students. The null hypotheses for the seven male correlations and six for the females were rejected. The peer influence variable for female students was retained. The paragraphs that follow report the results of each scale.

**Zero-Order Correlations and Gender Differences**

The correlation between the value of education/self-efficacy and the intention of senior high-school male students to pursue post-secondary education was $r = .208$, $p < .01$, and $r = .109$, $p < .01$ for female students. There is a statistically significant relationship between value of education/self-efficacy and the intention of senior male high-school students to pursue post-secondary education.
Table 46

Correlation Matrix for Non-Cognitive Variables Predicting Intention: Gender Differences

<table>
<thead>
<tr>
<th>Variables</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male (n = 579)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Value of education</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. School climate</td>
<td>.224**</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Self-esteem</td>
<td>.465**</td>
<td>.175**</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Student satisfaction</td>
<td>.367**</td>
<td>.486**</td>
<td>.64**</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Locus of Control</td>
<td>.379**</td>
<td>.117**</td>
<td>.365**</td>
<td>.222**</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Parental Support</td>
<td>.308**</td>
<td>.323**</td>
<td>.308**</td>
<td>.322**</td>
<td>.234**</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Peer Influence</td>
<td>.164**</td>
<td>.301**</td>
<td>.105**</td>
<td>.232**</td>
<td>.089**</td>
<td>.259**</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>8. Intention</td>
<td>.208**</td>
<td>.161**</td>
<td>.148**</td>
<td>.199**</td>
<td>.165**</td>
<td>.289**</td>
<td>.240**</td>
<td>-</td>
</tr>
<tr>
<td>Female (n = 602)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Value of education</td>
<td>.257**</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. School climate</td>
<td>.473**</td>
<td>.180**</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Self-esteem</td>
<td>.315**</td>
<td>.502**</td>
<td>.251**</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Student satisfaction</td>
<td>.436**</td>
<td>.149**</td>
<td>.301**</td>
<td>.233**</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Locus of Control</td>
<td>.381**</td>
<td>.375**</td>
<td>.336**</td>
<td>.349**</td>
<td>.293**</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Parental Support</td>
<td>.191**</td>
<td>.288**</td>
<td>.139**</td>
<td>.281**</td>
<td>.210**</td>
<td>.286**</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>7. Peer Influence</td>
<td>.109**</td>
<td>.165**</td>
<td>.112**</td>
<td>.131**</td>
<td>.184**</td>
<td>.195**</td>
<td>.034</td>
<td>-</td>
</tr>
<tr>
<td>8. Intention</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**p significant at the < .01 level.
Table 47

Summary of Regression Analysis for Non-Cognitive Variables Predicting Intention: Gender Differences

<table>
<thead>
<tr>
<th>Variable</th>
<th>Male (n = 579)</th>
<th></th>
<th>Female (n = 602)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>SE</td>
<td>B</td>
<td>T</td>
</tr>
<tr>
<td>1. Value of education</td>
<td>.0014</td>
<td>.009</td>
<td>.078</td>
<td>1.65</td>
</tr>
<tr>
<td>2. School climate</td>
<td>- .0002</td>
<td>.005</td>
<td>-.002</td>
<td>- .05</td>
</tr>
<tr>
<td>3. Self-esteem</td>
<td>-.0005</td>
<td>.010</td>
<td>-.002</td>
<td>- .05</td>
</tr>
<tr>
<td>4. Student satisfaction</td>
<td>.0012</td>
<td>.010</td>
<td>.059</td>
<td>1.25</td>
</tr>
<tr>
<td>5. Locus of Control</td>
<td>.0017</td>
<td>.012</td>
<td>.065</td>
<td>1.48</td>
</tr>
<tr>
<td>6. Parental Support</td>
<td>.0031</td>
<td>.007</td>
<td>.191</td>
<td>4.31</td>
</tr>
<tr>
<td>7. Peer Influence</td>
<td>.0049</td>
<td>.013</td>
<td>.159</td>
<td>3.81</td>
</tr>
</tbody>
</table>

1 $F(7, 571) = 12.34, p < .001, R^2 = .131.$
2 $F(7, 594) = 6.29, p < .001, R^2 = .069.$
The proportion of variance in intention that is explained by education/self-efficacy is .0433 or 4.33% for male students and .0118 or 1.18% for female students. It appears that male students who regard education highly are more likely to exhibit stronger intention to pursue post-secondary education than female students.

The correlation between the school climate and the intention of senior high school students to pursue post-secondary education was $r = .154$, $p < .001$ for male, and for female students $r = .165$, $p < .001$. The variance in post-secondary intention that is explained by school climate is .0237 or 2.37% for male students and .0272 or 2.72% for female students. The results seem to indicate that while there is a relationship between males and females on intention, school climate has very small effect upon both male and female students concerning post-secondary intention.

The correlation between self-esteem and the intention of senior high school students to pursue post-secondary education was $r = .148$, $p < .01$ for male, and $r = .112$, $p < .01$ for female students. The proportion of the variance in post-secondary intention that is explained by self-esteem for male students is .0219 or 2.19% and .0125 or 1.25% for female students. While students with higher self-esteem are more likely to demonstrate stronger post-secondary intention than
those with low self-esteem, there is very little difference between male and female students regarding self-esteem as a predictor of post-secondary intention.

The correlation between the student satisfaction and the intention of senior high school students to pursue post-secondary education was $r = .199$, $p < .01$ for males, and $r = .131$, $p < .01$ for female students. There is a statistically significant relationship between student satisfaction and the post-secondary intention of senior male and female high-school students. The proportion of the variance in post-secondary intention that is explained by student satisfaction for male students is .0396 or 3.96% and .0172 or 1.72% for female students. Males who are satisfied with school are more likely to indicate stronger post-secondary intention than female students.

The correlation between the locus of control and post-secondary intention of senior high-school students was $r = .165$, $p < .01$ for male students, and $r = .184$, $p < .01$ for female students. There is a statistically significant relationship between locus of control and the post-secondary intention of senior male as well as female students. The proportion of the variance in post-secondary intention that locus of control explains is .0272 or 2.72% for male students and .0338 or 3.38% for female students. Female students who
are intrinsically motivated are more likely to demonstrate stronger post-secondary intention than intrinsically motivated male students are.

The correlation between the parental support and the intention of senior high school students to pursue post-secondary education was $r = .289$, $p < .01$ for male students, and for female students $r = .195$, $p < .001$. There is a statistically significant relationship between parental support and the intention of senior high school male and female students to pursue post-secondary education. The variance in intention that is explained by parental support is .0835 or 8.35% for males and .0380 or 3.80% for females. Males who receive parental support are more likely to exhibit stronger post-secondary intention than female students.

The correlation between the peer influence and the intention of senior high school students to pursue post-secondary education was $r = .240$, $p < .01$ for male, and $r = .034$, $p > .05$ for female students. There is a statistically significant relationship. The proportion of the variance in male intention to pursue post-secondary that is explained by peer influence is .0581 or 5.81%. Male students who receive peer support are more likely to exhibit stronger post-secondary intention than their female counterparts are.
Regression Models for Gender and Intention

Table 47 presents the simultaneous regression analysis for testing the hypothesis. The null hypotheses for male and female intention are rejected: $F(7, 571) = 12.38, p < .01, R^2 = .132$ and $F(7, 594) = 6.29, p < .01, R^2 = .069$ respectively. There is a significant multiple correlation between intention to pursue post-secondary education and a linear combination of the seven variables. The multiple correlation coefficient is .36 for males and .26 for females, indicating that the seven predictors account for 13.1 and 6.9% of the variance in male and female intention to pursue post-secondary education. The analysis indicates that five of the seven scales were not significant or meaningful predictors of male post-secondary intention and four were not significant predictors for females. However, the parental support and peer influence scales were significant predictors for males, while locus of control, parental support and school climate scales were significant predictors for females.

These variables explained most of the variance in intention to pursue post-secondary education for males and females. Restricted models were developed to determine the proportion of the variance that the significant predictors explained.
Restricted Model

Table 48 displays the correlation matrix with a two-tailed significance test used to examine the relationships among the intention of senior high school students to pursue post-secondary education and the restricted model for male and female students. Table 49 displays the regression information. Using the Bonferroni approach to control for type 1 error across the three correlations for male students, a p value of less than .0166 (.05/3) was required for significance for all variables. Using the same procedure for female students, a p value of less than .008 (.05/6) was required for significance for all variables.

An interpretation of the data shows that there is significant correlation between male intention and the two variables parental support and peer influence. Common variances for males range from $r > 0.240$, $p < .001$, to $r = 0.289$, $p < .001$. Parental support was significantly related to peer influence and intention: $r > 0.259$, $p < .001$, and $r = 0.289$, $p < .001$, respectively. Peer influence was significantly related to post-secondary intention ($r > 0.240$, $p < .001$). Parental support was significantly related to all measures. Its correlation with post-secondary intention was the strongest ($r = .289$). Peer influence was significantly related to all measures. Its strongest correlation was with
parental support ($r = .259$); its weakest correlation was with post-secondary intention ($r = .240$). The correlation between parental support, peer influence, and post-secondary intention is $r_{(579)} = .289$ and $r_{(579)} = .240$, respectively.

Table 48

Restricted Model Correlation Matrix, by Gender Predicting Intention

<table>
<thead>
<tr>
<th>Variables</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male ($n = 579$)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Parental support</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Peer Influence</td>
<td>.259**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Intention</td>
<td>.289**</td>
<td>.240**</td>
<td></td>
</tr>
<tr>
<td>Female ($n = 602$)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. School Climate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Locus of Control</td>
<td>.149**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Parental Support</td>
<td>.375**</td>
<td>.293**</td>
<td></td>
</tr>
<tr>
<td>4. Intention</td>
<td>.165**</td>
<td>.184**</td>
<td>.195**</td>
</tr>
</tbody>
</table>

**p significant at the $< .01$ level.
Table 49

Restricted Model Regression Analysis Predicting Intention: Gender Differences

<table>
<thead>
<tr>
<th>Variable</th>
<th>B</th>
<th>SE</th>
<th>B</th>
<th>T</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male(^1) (n = 579)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Parental Support</td>
<td>.0396</td>
<td>.007</td>
<td>.243</td>
<td>5.98</td>
<td>.000</td>
</tr>
<tr>
<td>2. Peer Influence</td>
<td>.0533</td>
<td>.013</td>
<td>.177</td>
<td>4.35</td>
<td>.000</td>
</tr>
<tr>
<td>Female(^2) (n = 602)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. School Climate</td>
<td>.0854</td>
<td>.004</td>
<td>.101</td>
<td>2.37</td>
<td>.018</td>
</tr>
<tr>
<td>2. Locus of Control</td>
<td>.0280</td>
<td>.009</td>
<td>.134</td>
<td>3.24</td>
<td>.001</td>
</tr>
<tr>
<td>3. Parental Support</td>
<td>.1677</td>
<td>.006</td>
<td>.117</td>
<td>2.65</td>
<td>.008</td>
</tr>
</tbody>
</table>

\(^1\)F(2, 576) = 35.59, p < .001, R^2 = .113.
\(^2\)F(3, 598) = 13.69, p < .001, R^2 = .064.
The total variance in post-secondary intention that parental support and peer influence explain is .113 or 11.3%. Since the full model accounts for 13.1% of the total variance, it means that the restricted model accounts for 86% of the variance. The other variables in the full model do not contribute significantly to the model.

There is significant correlation between female intention and the variables school climate, locus of control, and parental support. Common variances ranged from $r = 0.149$, $p < .001$, to $r = 0.375$, $p < .001$. Locus of control was significantly related to all measures. The strongest positive correlation occurred with parental support ($r = .293$, $p < .001$). Locus of control had the weakest correlation with school climate ($r = .149$). Parental support was significantly related to all measures. Its correlation with school climate was the strongest ($r = .375$, $p < .001$). School climate was significantly related to all measures. The correlation between locus of control, parental support, school climate, and post-secondary intention is $r_{(602)} = .184$, $r_{(602)} = .195$, and $r_{(602)} = .165$, $p < .01$, respectively. These variables explained .064 or 6.4% of the variance in intention. Since the full model accounted for 6.9%, it means that the restricted model accounted for almost all of the explained variance of the full model. The restricted model comprises
the important variables and the others do not significantly contribute significantly to the model.

**Summary of Null Hypotheses Testing**

**Retained Hypotheses**

The following null hypotheses were retained:

Null hypothesis 2: There is no relationship between intention to pursue post-secondary education and the following demographic variables: individual with whom student lives, father's level of education, mother's level of education, father's occupation, and mother's occupation.

Null hypothesis 3: There is no relationship between the intention of male senior high-school students to pursue post-secondary education and the following demographic variables: individual with whom student lives, religious affiliation, person who exerts strongest influence to seek higher education, father's level of education, and mother's level of education, father's occupation, and mother's occupation.

Null hypothesis 4: There is no relationship between the intention of senior female high school students to pursue post-secondary education and the following demographic variables: age, individual with whom student lives, religious affiliation, father's level of education, mother's level of education, father's occupation, mother's occupation.
Null hypothesis 5: There is no multiple correlation between the intention of senior high-school students to pursue post-secondary education and a linear combination of the following variables: value of education, school climate, self-esteem, and student satisfaction with school.

Null hypothesis 6: There is no multiple correlation between the intention of male senior high-school students to pursue post-secondary education and a linear combination of the following variables: value of education, school climate, self-esteem, student satisfaction, and locus of control.

Null hypothesis 7: There is no multiple correlation between the intention of female senior high-school students to pursue post-secondary education and a linear combination of the following variables: value of education, self-esteem, student satisfaction with school, and peer influence.

Rejected Hypotheses

The following null hypotheses were rejected:

Hypothesis 1: There is no difference between senior male and senior female high-school students in their intention to pursue post-secondary education.

Hypothesis 2: There is no relationship between intention to pursue post-secondary education and the following demographic variables: hours allocated to schoolwork daily.
outside of school time, age, parental income, religious affiliation, person responsible for college fees, and the person who exerts the strongest influence to seek higher education.

Hypothesis 3: There is no relationship between male post-secondary intention and the following demographic variables: hours allocated to schoolwork daily outside of school time, age, parental income, and person responsible for college fees.

Hypothesis 4: There is no relationship between female post-secondary intention, and the following demographic variables: hours allocated to schoolwork daily outside of school time, parental income, and person responsible for college fees.

Hypothesis 5: There is no multiple correlation between the intention of senior high-school to pursue post-secondary education and a linear combination of the following variables: parental support, peer influence, locus of control.

Hypothesis 6: There is no multiple correlation between the intention of male senior high school to pursue post-secondary education and a linear combination of the following variables: parental support, and peer influence.

Hypothesis 7: There is no multiple correlation between post-secondary intention of senior female high-school students
and a linear combination of the following variables: parental support, school climate, and locus of control.

Summary of Chapter

The purpose of the study was to investigate the intention of senior high-school students to pursue post-secondary education. The sample consisting of 582 males and 603 females, 70% of which fell within the 16 - 17 age range, was taken from 23 public and five private institutions. Thirty-two of the 54 null sub-hypotheses tested were retained, and 22 were rejected. The results regarding the intention of senior-high students to pursue post-secondary education revealed high intention among male and female student. Among the demographic variables, age and number of hours spent doing schoolwork indicated gender difference. Gender differences were observed among the seven non-cognitive variables. The restricted models developed showed that parental support, peer influence and locus of control were significant predictors for gender. For male students, parental support and peer influence and for female students, parental support, locus of control, and school climate were the significant predictors.
CHAPTER V

SUMMARY, DISCUSSION, CONCLUSION, AND IMPLICATIONS

Introduction

This study investigated the intention of senior high-school students to pursue post-secondary education. The study, conducted in Jamaica, is a response to a current disturbing trend in which a large percentage of male students who graduate from secondary education fail to matriculate into tertiary education. This chapter summarizes the research methodology and the major findings. It also presents the discussion, conclusion, implications for practice and future research.

Purpose of the Study

The purpose of this study was to examine the perception of senior high school students regarding their intention to pursue post-secondary education, and to determine the extent to which they valued education, and how personal, social, and school characteristics influenced this intention.
Methodology

This study utilized the survey design method using a single research instrument the IPPSE Questionnaire to ascertain the extent to which senior high-school students indicated their intention to pursue post-secondary education. As a means of achieving this objective, the study measured the perceptions of senior high-school students. The study was conducted among senior high school students in Jamaica. The sample included publicly funded as well as independent high schools. The Jamaican Ministry of Education and Culture granted authorization to conduct the study.

Population and Sample

The sample for this study was drawn from a population of approximately 40,000 senior high-school students who were enrolled in 151 public and 70 privately administered high schools. Stratified random sampling was used to select the participants that included 20% (n = 30) publicly owned high schools and approximately 10% (n = 7) privately owned institutions by educational region. Sixty Form 5 students were randomly selected from each school for participation in the study.
Instrument

Educators and statisticians in both Northern Caribbean University, the University of the West Indies, and Andrews University established the content validity of the instrument through the review of the questionnaire. Two pilot studies were conducted to establish the validity and reliability of the instrument. The second pilot study was conducted with the intent of increasing the number of items in those scales which had four items or less.

Principal Component analysis with Varimax rotation was used to extract the factors and to obtain the rotated factor matrix. Eight factors were rotated in the first pilot study. The reliability analysis for the eight scales of the first pilot indicated that alpha ranged between .52 and .89. Some scales had four items, and in an effort to increase the number of items per scale, a second pilot study was conducted. Item analysis was performed for the second pilot study, followed by factor analysis, which produced seven factors. The reliability analysis of the seven scales revealed that alpha ranged between .62 and .86. This resulted in the development of a 66-item instrument.

The empirical data were subjected to item and factor analysis resulting in the reduction of the 66-item questionnaire to 55 items. The 55-item adjusted instrument
showed reliability coefficient of .8977. A 5-point Likert scale was used as the basis for scoring each item. Participants completed the instrument by indicating their responses on the questionnaire. Scores for each scale were obtained by summing the item responses for each scale. The lowest value, 1, represented weak or low intention, while 5 denoted strong or high intention. Because non-cognitive variables were analyzed by scales rather than items, the range of scores on each scale varied since the number of variables in each scale was different. All participants were asked to sign a parental consent form (Appendix A).

Summary of Findings

This study investigated the intention of senior high-school students to pursue post-secondary education and related factors among Jamaican senior high-school students. Seven null hypotheses were tested which included 54 sub-hypotheses. Twenty-two sub-hypotheses were found to be statistically significant. The section which follows summarizes the major findings regarding the four research questions and the 22 significant sub-hypotheses.

1. Eighty-seven percent of the respondents indicated strong or high intention to pursue post-secondary education.
There was significant difference between male and female students regarding their intention to pursue post-secondary education. Female students indicated stronger intention than males.

2. Students who allocated more time to school work outside of school time held higher intention to pursue post-secondary education, but female students were more likely to pursue post-secondary education than male students.

3. Male students 15 years or younger exhibited stronger intention to pursue post-secondary education than any other male or female group.

4. Both male and female students from high-income-level homes appeared to hold stronger intention to pursue post-secondary education than those from lower-income-level groups.

5. Students who attended or were affiliated to the Church of God denomination indicated stronger intention to pursue post-secondary education than students affiliated to any other religious denomination.

6. Students who intended to work full time to pursue a college education showed the weakest intention to pursue post-secondary education. There was no difference between male and female students. Female students who intended to work part-time also showed weak intention to pursue post-secondary education.
7. Sisters exercised stronger influence upon their siblings regarding intention to pursue post-secondary education than any other family member.

8. Three affective variables predicted student intention to pursue post-secondary education: locus of control, parental support, and peer influence. For male students, parental support and peer influence explained intention to pursue post-secondary education. For female students, school climate, locus of control, and parental support explained intention to pursue post-secondary education.

Discussion of Findings

The primary purpose of this study was to assess the extent to which senior high-school students indicated intention to pursue post-secondary education. The study also considered the influence of certain socio-demographic as well as non-cognitive variables on intention to pursue post-secondary education. Gender differences regarding intention to pursue post-secondary education were also considered.

Research Question 1

Question 1 asked: Does intention to pursue post-secondary education vary by gender?

In the sample of 1,185 senior high-school students, the results indicate that 87% of the respondents possess high
intention to pursue post-secondary education. This high positive response compares favorably with the findings of Hass (1992), who reported findings from a number of studies that seem to suggest that 50% of American teenagers intend to go to college, 25% intend to go to work part-time, and about 10% intend to work full time after graduation. In another study, limited only to the Seventh-day Adventist church, Dudley (1992) found that over 90% of North American Seventh-day Adventist high-school students indicated aspirations of attending college (p. 230).

These results appear corroborate Miller’s (1976) finding which indicates that 83% of Jamaican high-school students do value education. This high positive response indicates that it is imperative for Jamaican educational policy-developers to make the necessary provisions for students who desire access to tertiary education, and for these students to realize their educational goals. This is important since only about 15% of the youth population is expected to have access to tertiary education (Ministry of Education, 2001). This finding also indicates that the majority students appear to be interested in becoming professionals. That 82% of the participants anticipate such professions as accounting, engineering, law, and medicine, etc., as their first choice is justification for this perspective. These occupational choices are indicators
that senior high-school students possess aspirations of becoming professionals. It follows that these career choices will require post-secondary preparation and training. There appears to be congruence between the students' reported intention and their professional goals.

Thirteen percent (154) of the respondents were either undecided or expressed little or no interest in pursuing post-secondary education. They reported lack of money to finance education beyond high school (44%) as the major reason for disinterest. The fact that a substantive percentage of Jamaican senior high-school students cherish intention to pursue tertiary education augurs well for future national development. The challenge is to translate this intent into reality, by (a) providing more opportunities for access of tertiary education, (b) pursuing the development of an economy that is capable of providing meaningful employment for a qualified citizenry, and (c) motivating the youth by means of important models in the society to dream and to translate their dreams into reality by expending effort to achieve.

Research Question 2

Question 2 asked: Are there significant gender differences with respect to intention to pursue post-secondary education?
Although people are similar in many ways, people are also different. Significant differences were found between the intention of male senior high-school students to pursue post-secondary education ($M = 4.19$, $SD = .92$), and female senior high-school students ($M = 4.48$, $SD = .76$). Generally, both males and females expressed high intention of pursuing post-secondary education. However, the results of the t-test indicate that females are more likely to hold stronger intention to pursue post-secondary educational than males. This conclusion is supported by the small effect size of $d = .27$. It is understandable that female students would hold higher intention to pursue post-secondary education as has been indicated by previous studies.

Recent studies (Bailey, 1999; Parry, 2000) point out that although females are generally better educated than males the occupational opportunities are skewed in favor of males. Jamaican males, therefore, treasure high expectations of enjoying better-paying jobs than females after leaving school. This phenomenon results from the fact that, generally, “Jamaica has a male dominated social value structure” (Ministry of Education, 2003).

The finding that females demonstrate higher intention appears to result from their determination to break the male-dominated social structure. This is by no means an easy
challenge. However, Longwe (as cited in Bailey, 1999) posits that achieving control over factors of production, credit and land, is critical if women are to participate fully in the developmental process of the nation, as well as to gain equality with males. Since education tends to make people more productive, it may be suggested that some women utilize it as a tool in their effort to gain equality in a male dominated society. Parry (2000) states, "The growing economic independence of Caribbean females has rendered the core claims of Caribbean masculinity (control over women and their economic subordination within the family) both inappropriate and unrealizable" (p. 61).

It is of interest to note that although males indicate weaker intention than females, their mean score (M = 4.19, SD = .92) indicates high intention. This finding runs counter to the general tenor of the perception regarding the educational experience of males referred to by Evans (1999) as "male peer culture" (p. 45). Parry (2000) describes this phenomenon as a "very hard and anti-education image" (p. 55). Many factors tend to contribute to this perceived negative male value of education which appears to be rooted in the socio-historic and politico-economic experience of the nation.

Since the 1950s Jamaica has lost much of its human capital. Two decades, the 1970s and 1980s, witnessed one of
the more traumatic periods in the nation's modern history. Resulting from serious economic, political, and social issues that immersed the citizens, thousands migrated, including a substantive number of the middle class. Many of these migrants were males, and driving force of the economy. These models that provided motivation (external and internal) for younger males to excel disappeared. The nation is yet to recover from the brain drain and the economic depletion as well as the social ferment of these recent decades.

Jamaica is in the throes of an economic struggle. Because the social conditions are discouraging, schools seem incapable of finding answers for students seeking employment. These youth need speedy solutions. K. A. Walker (1997) supports the perception that many students were somewhat pessimistic about employment opportunities and Jamaica's economic future. He further suggests that young people caught up in the rush to make money, choose limited short-term occupations after high school instead of pursuing a college education (p. 14). He reasons that the low aspirations that Jamaican students display might be related to the imprisoning economic and social conditions that many youth experience. Generally, this is a fitting appraisal of what males experience.
As the nation struggles to find solutions to its present reality, new models have appeared upon the social, cultural, and economic landscape. The celebrated dance-hall musicians called DJ's, and the illegitimate community controllers the Dons, are seen as attractive alternatives to achieving financial success. They have the proclivity to make quick money, and they make it fast. Therefore, education is perceived as a slow means towards financial independence.

In addition, Evans (1999) points out that despite the fact that males professed belief in the value of education, the issues of studiousness and seriousness presented a conflict for many. She noted, "Valuing academic work was not an important part of the identity of a large number of boys" (p. 63). Attitudes do affect academic performance, and performance has implications for academic intentions. This analysis is a part of the males' reality that could negatively influence their intention, and this becomes more prominent as they get older.

In the section that follows, research questions 3 and 4 are discussed together as factors that appear to influence intention to pursue post-secondary education.
Research Questions 3 and 4

Socio-Demographic Factors and Intention

Question 3 asked: What are the factors that influence intention to pursue post-secondary education?

Question 4 asked: Do factors influencing intention to pursue post-secondary education differ for male and female students?

In the sections that follow, six demographic and four affective variables that were found to be significant and appear to influence the intention of senior high-school students to pursue post-secondary education are discussed.

Hours allocated to schoolwork

The hypothesis regarding the relationship between hours allocated to schoolwork, daily, outside of school time and the intention of senior high-school students to pursue post-secondary education showed significant differences. The more hours students spent doing school-work outside of school time, the stronger their intention to pursue post-secondary education. Further, there was significant correlation between intention to pursue post-secondary education and gender. While the difference was small, the data indicate that female students who spend more hours (3 – 4 hours daily) doing
schoolwork are likely to possess stronger intention to pursue post-secondary education than male students.

Students who spend time doing school-work are indicating interest in their academic agenda, manifesting effort, as well as giving evidence of being self-regulated learners. Such students set goals for themselves and are intrinsically motivated to work toward them. These students are more likely to perform at a higher academic level than students who are less engaged (Zimmerman, 1998, pp. 1, 7). The same holds true for girls who spend more time engaged in schoolwork outside of school time than boys. Millard (1997) investigated differences in reading habits and found that boys, ages 8 to 14 years, mainly read at school while girls do most of their reading at home. The finding of this study compares favorably with Evans (1999) who found that the amount of time spent on homework has a positive impact on academic performance (p. 36). As a result, it can be conjectured that students who are successful academically should possess intentions of accessing tertiary education.

Age and intention

The hypothesis that tested for relationship between age and the intention of senior high-school students to pursue post-secondary education indicated significant differences.
The significant correlation between age and intention to pursue post-secondary education \((r = -.115, p = .000)\) suggests that younger students are more likely to indicate stronger intention to pursue tertiary education than those who are older. When gender differences were examined, a significant relationship was found for male students only. The negative relationship \((r = -.198)\) suggests that younger male students appear to have stronger intention to pursue post-secondary education than older males.

The viewpoint that younger males tend to express stronger post-secondary intention appears tenable. Studies done by Cortis and Newmarch (2000) and Parry (2000) point out that many educators perceive that the male masculine or macho attitudes and behavior created learning concerns that were not compatible with either educational motivation, or good grades. This phenomenon may partly explain why younger males express stronger intentions to pursue post-secondary education than older males. While the 15 years and under age group have started to experience physical and psychological changes, it is likely that they might not yet be fully acculturated into the values, attitudes and behavior of older males that create learning concerns. Consequently, younger males might be more successful academically, and might be more disposed to educational pursuit, since might not have yet developed the
anti-academic, anti-success "macho" attitude of older male students.

This finding corroborates studies done by Arthur (2000) and Bernard (1991), which showed significant differences between younger students and age groups above 16 years, but no difference among age groups 16 years of age or older. It is conceivable that there is no difference among female groups. Through their socialization in the home, females are appear to be more goal oriented and, therefore, more intentional, since they are constantly encouraged from an early age to strive to become independent. An important means of realizing this ideal is through the pursuit of education. In general, girls aspire for academic achievement.

Income and intention

The hypothesis regarding relationship between parental income and intention indicated significant differences. The higher the income level of parents, the more likely students were to demonstrate intention to pursue post-secondary education. The results for both male and female students were also significant. However, the difference between the sexes was small. The finding that students originating from higher income levels are more likely to show stronger intention to pursue post-secondary education than students from lower
income levels, might be due to the fact that higher-income-level parents usually possess a higher degree of cultural capital than parents from lower income levels. Usually such parents have had access to post-secondary education and are in a position to encourage and motivate their offspring to pursue their educational goals. Further, their financial situation enables them to provide a variety of educational experiences and opportunities for their children.

Religious affiliation and intention

The hypothesis that tested for relationship between religious affiliation and intention to pursue post-secondary education showed significant differences. The results appear to indicate that students affiliated with the Church of God are more likely to display stronger intention than any other religious group. Recent studies (Jeynes, 1999; Park, 2001) indicate that there is a connection between religiousness and achievement, and that religiously committed children perform better on most academic indicators than those who are less religious. However, Park (2001) found that the relationship is mediated by social/psychological factors. It is of interest to note that all religious groups had high scores with means ranging from $M = 4.22$ to 4.47.
Within the context of the Jamaican educational system, most religious denominations invest to varying degrees and levels in education. Some denominations invest in basic schools, others in primary and high schools, and others invest in education from the Pre-Kindergarten to University. Although the Church of God invests in education, it appears to have fewer educational institutions than the Catholics and Seventh-day Adventists. Since the Catholics and Seventh-day Adventists are major investors in education, it would be reasonable to think that students affiliated to these denominations would have scored higher on their intention to pursue post-secondary education. However, it is not apparent why students affiliated to the Church of God scored higher on intention than other religious denominations in this study.

Responsibility for college fees and intention

The hypothesis that tested for individual(s) responsible for the respondent’s college fees on intention to pursue post-secondary education showed significant differences. The results revealed that female students indicated stronger intention to pursue post-secondary education at every level than male students. However, both male and female students who have to work full time to pay their way through college indicate the lowest intention to pursue post-secondary
education. Part-time female students also indicate low intention. The other groups do not differ. It is understandable that students who are engaged in a full-time employment are less inclined to commit themselves to post-secondary education. Such students are likely to have obligations that militate against academic pursuit, unless they are intrinsically motivated to pursue that goal.

Influence to seek education and intention

The hypothesis that examined the persons who exerted the strongest influence on participants to seek higher education, indicated significant differences. It showed that sisters exercised the strongest influence upon their siblings to seek post-secondary education. Fathers appeared to be the weakest influence. No gender differences were observed, suggesting that a sister’s influence to seek post-secondary education had a similar impact upon male and female students alike. This finding seems plausible considering the current context of post-secondary education in which females outnumber males by at least a 2:1 ratio, and appear to be deliberate in their educational pursuit and advancement. Harris (1999) found that fathers do not wield a strong influence in their children’s post-secondary educational decisions. Mothers, on the other hand, strongly influence their children’s academic pursuits.
Non-Cognitive Variables and Intention

This study was to investigate the extent to which selected non-cognitive variables influenced a student's intention to pursue post-secondary education. Regression models to examine gender differences regarding student intention were developed to address this issue. The hypotheses that examined the relationships between intention to pursue post-secondary education of senior high-school students and a linear combination of the non-cognitive variables, namely: value of education, parental support, peer influence, school climate, self-esteem, student satisfaction and locus of control, indicated that the model was significant.

However, the following variables were significant in the model: locus of control, parental support, and peer influence. An analysis of the restricted model revealed that the three variables were also significant. These three variables explained 97% of the explained variance; hence, the other variables are of little importance in the full model. These results imply that students who are more intrinsically motivated, who receive positive parental and peer support, are more likely to pursue post-secondary education than students.
who are externally motivated, and who lack parental and peer support.

In terms of gender differences, the hypotheses that examined the relationships between the intention of male senior high-school students and the intention of female senior high-school students regarding a linear combination of the seven non-cognitive variables indicated that both models were significant. Two variables, parental support and peer influence, were significant male predictors, while school climate, locus of control, and parental support were the significant female predictors.

The results appear to indicate that male students who receive parental and peer support are more likely to pursue post-secondary education than females. However, female students who are intrinsically motivated (possess internal locus of control), receive parental support, and enjoy the school environment are more likely to pursue post-secondary education than are male students. Although locus of control appears to have the highest correlation, caution needs to be exercised in interpreting the results since this scale has the lowest alpha coefficient in the study.
Parental support

Parental support describes the extent to which parents are involved in their children's education, providing encouragement, guidance, and fostering high expectations. It also includes a demonstration of interest in their children's activities as well as and giving their support to school activities. The results of the current study support previous research findings (Arthur, 2000; Burns, 1993; Gonzalez, 2002) which suggest that parental support enables students to perform better academically ($r = .26, p = .000, N = 843$).

Epstein (1992) indicates that parents who are aware, knowledgeable, and involved in their children's education find that such children perform better academically at all grade levels, demonstrate more positive school attitudes, and possess higher aspirations among other positive behaviors (p. 1141).

Male students in the study scored higher on the parental support scale than did female students. This seems to suggest that male students are more externally motivated and are dependent upon parental support as well as the support of peers to affect a post-secondary decision. It could also be argued that males require more parental support to progress beyond high school academically than females. This finding
does not support previous findings, for example: Harris (1999) found that females scored higher on parental support.

Since students indicate positive intentions to pursue post-secondary education, it is arguable that as parents increase their level of support for the educational development of their children, such parental involvement is likely to have a positive impact on their children’s post-secondary educational intention. While previous research (Harris, 1999) has documented that a mother strongly influences a child’s post-secondary educational decisions and fathers do not, this study found that siblings are the major influence in an adolescent’s intention to pursue post-secondary education.

Peer influence

The results indicated that there is a relationship between peer influence and the intention of senior high-school students to pursue post-secondary education ($r = .183, p < .0001$). Male students appear to enjoy support from their peers ($r = .240, p < .001$), and therefore display stronger intention to pursue post-secondary education. Female peer influence was not found to be significant. This finding contradicted the results of Cohen (1987) and Harris (1999), who found that females experienced a stronger degree of
support from their peers than males. Terenzini et al. (1994) have indicated that having the support of friends makes the transition into college easier. This might explain why Jamaican males regard peer support as an influencing factor in post-secondary educational intention. Coleman (1961) points out that students "With ability are led to achieve only when there are social rewards, primarily from their peers, for doing so (p. 265). He further reports peers matter tremendously.

Locus of control

Locus of control is associated with achievement motivation. It defines the extent to which individuals take responsibility for their behavior, the results of their behavior, or both. The concept embraces two important ideas, intrinsic and extrinsic loci of control. The data (n = 843) indicate that locus of control is positively correlated to the intention of students to pursue post-secondary education. Female students appear to be slightly more intrinsic (r = .184, p = .000) than male students (r = .165, p < .001). An important consideration from a motivation perspective is that students who tend to be intrinsic rather than extrinsic accept responsibility for their success or failure and are not inclined to blame others for negative results.
This result supports the findings of Negrete (1984) whose study of anxiety among Seventh-day Adventist students reported similar outcomes. The finding that females appear to demonstrate a stronger degree of post-secondary educational intention with reference to internal locus of control, a factor of a student’s motivation achievement, contradicts Gordon’s (1977) finding that boys with an internal locus of control are likely to consistently perform better than girls with similar characteristics. This finding may partly explain why a substantially greater number of females than males have persisted and have graduated from Jamaican higher educational institutions, during the course of the past two decades.

School climate

School climate describes existing normative conditions that are relatively enduring over time and are used to distinguish one school environment from the other. The character of the school, however, is a product of the varying publics with which it interacts. The school climate scale included such concepts as teacher influence and role models. The results of the study show that there is a positive correlation between school climate and the intention of senior high-school students to pursue post-secondary education. Gender differences were observed between school climate and
student intention. While the data indicated a positive correlation for female students, there was no significant correlation for male students.

The result indicates that female students who perceive their school environment as positive are more likely to hold intention to pursue post-secondary education. This finding lends support to Parry (1995) who reported the existence of "an anti-academic male/sex/gender identity" that was incompatible with diligent study or good grades (p. 8). The fact that the results of this study indicated no significant correlation for males, lends support to the perception of male anti-academic attitude, and that males appear to be less interested in education than females. Evans (1999) indicates that in the Jamaican school system teachers perceive girls as better behaved, and are given much more responsibilities than are boys. The teacher-male student relationship is usually negative. This type of differential treatment can negatively influence learning for boys.

Data from this study support the findings of Harris (1999) that females scored significantly higher than males regarding school support. Further, Evans (1988) has shown that girls are perceived to be better behaved and as such are regarded as more responsible and are given more responsibility by teachers. Such considerations have implications for
encouraging post-secondary attendance. These findings contradict that of Rothenberg (1995), who found that high school males receive greater levels of support for pursuing higher education than females.

Conclusion

The current study developed the Intention to Pursue Post-secondary Questionnaire (IPPSE) to examine the extent to which senior high-school students intended to pursue post-secondary education. It further examined relationships among four constructs: value of education, student characteristic, social characteristic, and school climate that appear to influence the intention of senior high-school students to pursue post-secondary education. Seven scales that included school climate, value of education/self-efficacy, parental support, peer influence, self-esteem, student satisfaction, and locus of control were developed to measure the constructs.

The results of the study indicate that students possess positive intention of pursuing post-secondary education. Eighty-seven percent of the respondents strongly indicate intention to go to college. The results further show that female students are more likely to hold stronger intention to pursue post-secondary education than males. Male intention to pursue post-secondary education appears to be influenced by
the extent to which they are able to access social support that comes from both parents and peers. On the other hand, females who are intrinsically motivated, who receive parental support, and who enjoy school, are likely to indicate strong intention to pursue post-secondary education. Younger males (15 and under) are more likely to exhibit stronger intention to pursue post-secondary education than older male and female students.

Implications for Practice

Parry (2000) suggests that the male under-achievement syndrome is a phenomenon that affects many countries worldwide, including both developed and developing countries. Jamaica is by no means immune to this growing educationally non-progressive trend, especially at the tertiary level. In view of the foregoing, the following are recommendations that policy developers may adopt in an effort to translate the intent of senior high-school students into the practical reality of their educational goals:

1. The data indicate that female students are intrinsically motivated, while male students are dependent on external motivation regarding their intention to pursue post-secondary education. Parents and educators should provide continued support to female students to foster sustained
development of intrinsic motivation. Further study also needs to be given to gender based education with particular emphasis on the intrinsic motivation of male students. This would necessitate that the Ministry of Education, youth governmental agencies, and Private Sector organizations become engaged in a partnership. This collaborative would provide funding to assist the school system in developing programs to teach parents how to facilitate their children in meeting their educational needs and goals. In addition, the home, the church, and schools, need to enter into an intentional educational partnership for motivating students from early in their development to achieve success.

2. The finding that younger male students (15 years and under) tend to indicate stronger intention to pursue post-secondary education than any other male or female age group is an important consideration from the male perspective. Consequently, younger males need to be targeted so that they might be given a stronger educational foundation in reading, writing and arithmetic. Parents, teachers, government agencies responsible for youth development, and other social as well as religious institutions should encourage students to appreciate the joy of learning and the value of education. Students should be led to understand the importance of education in becoming responsible citizens.
3. The finding that school climate, though a significant predictor of female intention to pursue post-secondary education, is not for males is a cause for concern. The school is a major influence in the life of students since they spend a substantive portion of their waking lives in its environs. Peterson and Skiba (2001) argue that because school climate is a "reflection of the positive or negative feelings regarding the school environment ... it may directly or indirectly affect a variety of learning outcomes" (p. 155). Researchers (Harris, et al., 1986; Lumsden, 1997; Schofield, 1997) suggest that students tend to live up to the expectations of their teachers. Consequently, teachers can promote an atmosphere either for success or for failure.

Comer and Haynes (1991) argue that difficult interactions between staff and students can lead to low levels of school success for both, which results in a difficult and uncomfortable school climate (p. 272). The "macho" male "anti-academic" attitude might be an important reason why school climate does not predict male intention to pursue post-secondary education. On the other hand, could it be that teacher attitude could evoke the development of this "macho" male "anti-academic" climate? Schools and other societal influences need to be evaluated on an ongoing basis to ensure that the climate that is created is conducive to optimum
learning opportunities for both male and female students. Students, administrators, and other teachers should do these evaluations.

4. That income predicts intention to pursue post-secondary education and that the higher socioeconomic status students are more likely to possess stronger intention to pursue post-secondary education than students from lower income levels are traditional themes. However, the educational system needs to ensure that each student is treated fairly. Current research data indicate that teachers respond differently to children of various social, economic, and ethnic orientations. McLoyd (1998) affirms that teachers tend to exhibit lower achievement expectations and exhibit tendencies to perceive less positively those children who originate from poor and low-SES experiences. Teachers tend to relate in a more positive manner to students from orientations that are more affluent. The current educational context requires that the school system analyzes and evaluates the classroom practices of teachers to determine the extent to which differential teacher treatment exists. Subsequently, reform procedures should be implemented to reshape the present educational context so that all students, regardless of their socio-cultural, socioeconomic, or gender orientation, be treated equitably.
5. Since peers play an important role in the development of each other, those who are responsible for placement need to ensure greater care in the structuring of classes so that students can benefit from each other in terms of cultural capital. The tendency in some schools to stratify students into groups by ability could be counterproductive for weaker students. Research has indicated that students deficient in cultural capital can benefit from those students who are rich in cultural capital. Further, their association with the more deficient students will not negatively affect students who possess cultural capital.

Implications for Further Research

Based on the findings of this research, as well as the conclusions presented, the following are recommendations for future research:

1. Future research could replicate this study in which the intention of students to pursue post-secondary education could be surveyed during the course of an academic year. A subsequent survey could be conducted at the beginning of the following academic year to determine the extent to which students actually enrolled in post-secondary education. This would enable one to understand the extent to which students translate their intentions into practice.
2. Future research could develop a longitudinal study of the IPPSE questionnaire to investigate other non-cognitive motivational variables including but not limited to ability, goals, self-concept, self-regulation, as well as role models and mentors. This is important because such a resource could be a means of informing educators with regard to their students' interest in, and preparation for their post-secondary experience. Furthermore, this study could provide data, which could have implications for the economic development of the nation. Students who do not pursue post-secondary education could be tracked to determine the extent to which those who fail to access education become a burden to society in terms of productivity and dependence upon the state.

3. Since this study concentrated on the perceptions of senior high-school students regarding their intention to pursue post-secondary education, future research might be necessary to survey the range of junior and senior high-school students (Grades 7 - 11).

4. Future research could pursue the development of a regression model using Stepwise regression in an effort to determine the best model to utilize in predicting the post-secondary educational intention of high-school students.
5. This study has implications for college recruitment and orientation practices. Tertiary institutions should have access to achievement test scores that would enable these institutions to begin to develop an ongoing relationship with potentially successful students. Educators who are aware of the factors that influence students' intention to pursue post-secondary education can develop recruitment plans and create strategies geared toward student needs and concerns.

Development is a critical factor in nation building. No substantive development is possible and sustainable without the education of the main resource of a nation, its youth. Consequently, it is important that government, despite its critical debt-repayment schedule, create more opportunities, which enable access to a greater number of young people who cherish aspirations of excelling in careers that require tertiary education. The future of the nation is dependent upon the quality and the nature of the investment that it makes in its youth. Serious effort should be undertaken to ensure that both male and female students make progress in the academic arena in an equitable manner. This is important since any neglect in the educational development of males or females can lead to an eruptive social, economic, and political future national agenda.
APPENDIX A

CORRESPONDENCE
October 7, 2001

Mr. Wesley Barrett
The Chief Education Officer
Ministry of Education and Culture
Kingston, Jamaica
West Indies

Dear Mr. Barrett,

Greetings! I trust that the current academic year is proving to be a rewarding experience. The education of our nation’s youth is one of the critical challenges confronting our development as a nation presently. One of the disturbing trends that I have observed is the lessening number of male high school graduates who are moving into tertiary education.

I, the undersigned, am a Jamaican pursuing a Ph. D. degree in Education with emphasis in Curriculum and Instruction at Andrews University in Berrien Springs, Michigan. The University’s Department of Education is willing to cooperate with me in conducting a research study that is relevant to senior secondary students in Jamaica. The topic of the study is:

Male Under-representation in Jamaican Post-secondary Education: Perceptions of Senior High School Students in Selected Institutions.

The study seeks to capture the perception of senior high school students with regards to the significance of post-secondary education for their personal as well as national development. It has implications for curriculum as well as instructional planning for all those years preceding fifth form and beyond fifth form.

From all indications, it seems that this is an excellent opportunity for me as a Jamaican student in collaboration with Andrews University and your Ministry to cooperate in better understanding the educational as well as academic
concerns of our youth so that, as a nation, we can better plan to meet national developmental needs.

Consequently, I am seeking permission to carry out data collection in schools randomly selected from our high school population in Jamaica. I am aware of the human subjects' concern, and will do all that is necessary and possible to ensure that human subjects are protected. The respondents will be asked to complete a single questionnaire in which they will remain anonymous. I will mail to you, under separate cover, a copy of my research proposal.

I would really appreciate hearing from you at the earliest time possible. Plans regarding this study as well as my educational pursuit are greatly hinged upon your response to this request.

Respectfully,

Teran Milford

E-Mail: termil4@hotmail.com or teran@andrews.edu

cc: Dr. Paul Brantley
Academic Advisor
December 20, 2001

Mrs. Cortis Nolan  
Principal  
Jonothan Grant High School  
White Church St.  
Spanish Town

Dear Mrs. Nolan,

Greetings! You will recall that I contacted you during the month of October regarding the possibility of your school participating in a research project exploring the topic:

**Male Under-representation in Jamaican Post-secondary Education: Perceptions of Senior High School Students in Selected Institutions.**

Having received permission from the Ministry of Education, you will be pleased to know that your school has been randomly selected to be a participant in this project.

I look forward to your support as a significant participant in an effort to assist in providing some answers to this important issue.

As noted in my previous correspondence, the findings of this study could assist educators in curriculum as well as instructional planning in order to ensure that the nations' youth are equipped with the necessary knowledge base that will inform them not only in terms of their personal development, but also with reference to national needs.

The Ministry of Education has granted approval for the study to be conducted. Your school is one of the twenty that has been randomly selected among all the high schools in the nation to participate in this research project.

I would like to do a random selection of students from your institution who will participate in the project. I have made the necessary contact with parents and students and am ready to
begin the process of data collection. The participants will be asked to respond to a 75 item questionnaire.

The process should take about 30 - 45 minutes. I would be grateful if you made the necessary arrangements to have the subjects respond to the questionnaire on . . . .

Please make arrangements for me to access the grade point averages for the participants.

Thanks for your support in this matter. I look forward to your speedy response as we work together in the interest of our nations’ youth.

Respectfully,

Teran Milford
E-mail: teran@andrews.edu	ermil4@hotmail.com

Please respond to:
Teran Milford
Northern Caribbean University
Mandeville, Manchester
Jamaica
Dear Parent/Guardian,

I am a Jamaican, currently enrolled as a student in Berrien Springs, Michigan completing a program in Education with emphasis on Curriculum and Instruction for the PhD. Degree. One of the challenges facing us as a nation is to consistently provide quality education for our youth at all levels.

One of the striking occurrences that have been impacting our society during the course of the past 20 years is the diminishing numbers of males who are progressing into tertiary education. This gives grave cause for concern. I am currently engaged in a project to study this problem. It will require your assistance.

My dissertation focuses on "the intention of male and female senior high school students to pursue or not to pursue post-secondary education." I am writing to seek your consent for your son/daughter to participate in a very important study.

Parents in general desire the best for their children. The findings from this study could assist educational planners as well as implementers to explore and determine ways and means to influence more Jamaican males to become participants in tertiary education.

The questionnaire which should take about 20 - 30 minutes to be completed has no hazards or risks. This is not an academic test, and your son/daughter will not be asked to write his/her
name on the questionnaire. Further, should you give your consent your child will have the option to withdraw from the study at any time if he/she does not want to continue in the project.

Please complete the enclosed consent form and return it to the school as quickly as you can. Thank you for understanding and for your cooperation in this important undertaking. I look forward to your speedy response. If you have any questions, please feel free to call me at:

Telephone: 616 - 473 - 2963 or
E-mail: termi01@yahoo.com

Respectfully,

Teran Milford
Andrews University
School of Education
Informed Consent Form

Title of Study: Male Under-representation in Jamaican Post-secondary Education: Perceptions of Senior High School Students.  
Teran Milford, Graduate Student in School of Education
Jimmy Kijai, PhD, Dissertation Chairman

Research is indicating that the population of Jamaican males enrolled in Tertiary education is decreasing. The purpose of this study is to examine the perception of senior high school students in Jamaica, regarding their intention to pursue post-secondary education and the extent to which the value students place on education, Personal characteristics, social characteristics and school characteristics influence this intention.

I understand that in order to participate in this study my child must be a student of form five who is currently enrolled in a Jamaican high school. I understand that my child would have been randomly selected to participate in the study.

I understand that should I give consent, my child will be asked to fill out questionnaire which will take 20 - 30 minutes. I understand that my child will not be permitted to place a name or any form of identification on the questionnaire. I understand that upon completion my child will place the document into a sealed envelope and deposit it in a box which will be collected immediately by the researcher or his designee. I understand that the event will take place at my child’s school.

I understand that there are no risks associated with my child’s participation in the study, and that we have the right to ask any question about the research, our rights or related
matters of the Researcher. I understand that I am being asked to allow the school to release my child's final grade for the current academic year as an aspect of the data collection process.

I further understand that my child's participation in this study is voluntary. I understand that my child may discontinue participation in this study at any time without any penalty or prejudice. I also understand that there is no compensation in return for my child's participation.

I understand that my child and I may not receive any direct benefits from participating in the study. I understand that the results may help researchers to better understand why more males are not continuing with their education beyond high school, and therefore develop strategies that could change the practice.

I understand that I will receive a copy of this form.

Signature of Parent or Guardian  Date

Signature of Child  Date

Signature of Investigator  Date

Teran Milford
8516 Westwood Drive, Berrien Springs
Michigan 49103 9527, U. S. A.
Teran Milford  
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Michigan 49103 9527, U. S. A.  

Questionnaire Instructions for Proctor  

The IPPSE questionnaire should be completed in about 45 - 50 minutes. Please indicate the following to all participants:  

1. Do not write your name on the questionnaire.  
2. Do not bend questionnaire.  
3. Shade one answer per question. If you make a mistake, do not place an X in the circle, simply erase it, and shade the appropriate circle.  
4. This is not a test, it is an attitude questionnaire. There are no wrong or right answers. Work as quickly as you can!  
5. Be honest in your responses.  

Answer all questions.
December 19, 2001

Mr. Teran Milford

c/o Northern Caribbean University
Mandeville
MANCHESTER

Dear Mr. Milford

Permission is hereby granted for you to collect data from Grade 11 students to support your dissertation topic "Male Under-representation in Jamaican Post-secondary Education: Perceptions of Senior High School Students in Selected Institutions".

The Regional Directors will be apprised of this arrangement and we are requesting that a copy of the final document be submitted to this Ministry.

With every good wish.

Yours sincerely

Wesley W. Barrett
Chief Education Officer
for Permanent Secretary
INTENTION TO PURSUE POST-SECONDARY EDUCATION QUESTIONNAIRE

Indicate your opinion of feelings or attitude toward each item below.

A Good Education:
1. I can develop my thinking skills.
2. I can develop my social skills.
3. I can develop my full potential.
4. I will be a responsible citizen.
5. I will make more money in the future.
6. It is important to ensure future success.
7. It is the most important thing for me right now.
8. It is essential to help me develop good work ethic.

9. Getting good grades is extremely important for me right now.
10. I am a worthwhile individual.
11. I love myself the way I am.
12. I value myself.
13. I am a unique individual.
15. I am aware of my strengths.
16. I feel good about myself despite what others think about me.
17. If life becomes unhappy, I can do something to change it.
18. Luck is more important for success in school than hard work.
19. I make plans for my life, I do not just wait for things to happen.
20. My parents/guardians are the reason for my success in school.
21. I plan my life so that I can work to make myself successful.
22. If I achieve in school, it is because I work hard and succeeding.
23. The good decisions I make, I take responsibility for the results.
24. I often place the responsibility for my failure on others.
25. I have really enjoyed my years going to school.
26. I am proud to be a student of my school.
27. I have not been comfortable in my school.
28. I feel really satisfied with being in school.

My parents or guardians:
29. I can talk about my plans for college.
30. I expect to go to college.
31. I guide me in my plans to help me succeed.
32. I encourage me in my academic pursuits.
33. I expect me to earn good grades in high school.
34. I am interested in my educational progress.
35. I am proud of my academic achievement.

At my high school:
36. I have been encouraged to go to college.
37. I am interested in college education.
38. I am planning to go to college.
39. I am working very hard to succeed in school.
40. I try to learn from students who study.
41. I am getting passing grades in school.

My teachers:
42. I am interested in college education.
43. I am interested in my educational progress.
44. I am planning to go to college.
45. I am working very hard to succeed in school.
46. I try to learn from students who study.
47. I am getting passing grades in school.

My school is a place where:
48. I can talk about my plans for college.
49. I can develop my thinking skills.
50. I can develop my social skills.
51. I can develop my full potential.
52. I can be a responsible citizen.
53. I can make more money in the future.
54. It is important to ensure future success.
55. It is the most important thing for me right now.
56. It is essential to help me develop good work ethic.

My friends:
57. I am interested in college education.
58. I am planning to go to college.
59. I am working very hard to succeed in school.
60. I try to learn from students who study.
61. I am getting passing grades in school.

Most of my friends:
62. I can develop my thinking skills.
63. I can develop my social skills.
64. I can develop my full potential.
65. I can be a responsible citizen.
66. I can make more money in the future.
67. It is important to ensure future success.
68. It is the most important thing for me right now.
69. It is essential to help me develop good work ethic.

My teachers:
70. I can talk about my plans for college.
71. I can develop my thinking skills.
72. I can develop my social skills.
73. I can develop my full potential.
74. I can be a responsible citizen.
75. I can make more money in the future.
76. It is important to ensure future success.
77. It is the most important thing for me right now.
78. It is essential to help me develop good work ethic.
Please write the name of your school and your class below:

Name of school:____________________________
Name of your class (e.g., 11B):______________

67. I plan to attend a community college or teacher's college or university after I graduate from high school.
   a. Definitely not
   b. Maybe not
   c. Undecided
   d. Most likely
   e. Definitely

If you chose responses a, b, or c in question 67, please answer question 68.
If you chose responses d or e, go directly to question 69.

68. What are your reasons for not wanting to continue with your education after high school? (mark all that apply)
   I do not think that education beyond high school is important.
   My parents cannot afford to continue to support me.
   I don't need a college education to be successful.
   I need to earn money right now.
   I find school work too hard to do.
   Many people have succeeded in life without a college education.
   I am not interested in a college education.
   Other (please specify)__________________________________

69. I expect to pass my CXC/GCE Examination subjects when I sit them this school year.
   a. Definitely not
   b. Maybe not
   c. Uncertain
   d. Most likely
   e. Definitely

70. Who influences you most to seek after education to the highest level?
   (only select one answer)
   Father & Mother
   Father only
   Mother only
   Brother
   Sister
   Other (please specify)__________________________________

71. How much time do you spend doing school work outside of school hours each day?
   1 hour or less
   2 hours
   3 hours
   4 hours
   5 or more hours

72. Select three of the following jobs and rank them in order of preference, with 1 being the greatest preference.

   1 2 3
   Accountant
   Computing
   Engineer
   Lawyer
   Mechanical
   Nurse
   Pilot
   Secretary
   Soldier
   Business Person
   Farmer
   Manager
   Medical Doctor
   Police
   Plumber
   Singer/DJ
   Teacher
   Other

73. What is your religious affiliation?
   Anglican
   Baptist
   Catholic
   Seventh-day Adventist
   Other (please specify)__________________________________

74. What is your parents' combined income?
   $50,000 or under
   $50,000-$99,999
   $100,000-$249,999
   $250,000-$499,999
   $500,000-$999,999
   $1,000,000 and above

75. Which of the following best describes your present academic performance?
   Mostly A's
   Mostly B's
   Mostly C's
   Mostly D's
   Mostly F's

76. Who would be responsible for your college fees?
   Mother and Father only
   Father only
   Mother only
   Other (please specify)__________________________________

77. Gender
   a. Male
   b. Female

78. Age
   15 years or under
   16-17 years
   18 years or above

79. With whom do you live?
   Father and mother
   Father only
   Mother only
   Stepfather
   Other (please specify)__________________________________

80. Parent's highest level of education (or male/female guardian if you did not grow up with your parents).
   a. Primary (Grade 1-6)
   b. High school (Forms 1-6)
   c. Community College graduate
   d. Teacher's College graduate
   e. Bachelor's degree
   f. Master's degree
   g. Post Graduate degree (PhD, etc.)
   h. Other

81. Parent or guardian's current occupation (last occupation if he/she is retired or dead).
   a. Agriculture (farmer, etc.)
   b. Business/industry (banker, manager, owner)
   c. Education (teacher, professor, education officer, etc.)
   d. Medical (doctor, dentist, nurse, etc.)
   e. Professional (lawyer, engineer, psychologist, etc.)
   f. Computer programmer, engineer, technician, etc.
   g. Skilled worker (barber, cosmetologist, etc.)
   h. Unskilled worker (sales clerk, cashier, gardener, etc.)
   i. Unemployed
   j. Other

82. Parent's / guardian's current occupation (last occupation if he/she is retired or dead).
   a. Agriculture (farmer, etc.)
   b. Business/industry (banker, manager, owner)
   c. Education (teacher, professor, education officer, etc.)
   d. Medical (doctor, dentist, nurse, etc.)
   e. Professional (lawyer, engineer, psychologist, etc.)
   f. Computer programmer, engineer, technician, etc.
   g. Skilled worker (barber, cosmetologist, etc.)
   h. Unskilled worker (sales clerk, cashier, gardener, etc.)
   i. Unemployed
   j. Other
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VITA

Teran T. Milford

EDUCATION:


1985 - 1988  M.A. RELIGION, 1988, Andrews University Extension, Northern Caribbean University (formerly West Indies College)

1977 - 1981  West Indies College, Mandeville, Jamaica

EXPERIENCE:

2002  Director, Enrollment & Marketing - Northern Caribbean University

1999 - 2001  Vice-President, Enrollment, Marketing & Corporate Alliances, Northern Caribbean University

1991 - 1999  Vice-President, Student Services, Northern Caribbean University (formerly West Indies College)

1981 - 1991  Pastor - East Jamaica Conference of Seventh-day Adventist

AFFILIATIONS:

Adventist Student Personnel Association

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