

## PREFACE

The present study makes an effort to understand educational system in relation to the larger social system of Kenya by focusing on the process of socialization. There is no shortage of studies on different aspects of socialization and education. But very few studies have tried to examine the continuities and discontinuities between the two. This study, therefore, tries to bridge this gap by focusing constantly on the changing Kenyan society and consequent adaptation of socialization and educating processes of the society to meet the newly emerging socio-cultural needs. Thus, one of the main objectives of the study is to examine historically and empirically the continuities as well as discontinuities of socialization and child rearing practices with special reference to Kenya; which was traditionally a simple society, and now is undergoing the process of modernization in a big way.

Even as we enter the twenty first century, all too often, the outside world tends to have a distorted view of Africa in general, and the Kenyan society in particular. This could be due the following two reasons (among others):

(i) That, often as a result of some free-lance writers, who perhaps in need of catching headlines on the mass media, are prepared to subordinate truth and objectivity to sensationalism.

(ii) Secondly, the validity of the information regarding colonial era is doubtful. This is because the contributors who were either missionaries or explorers, had not attained the scientific skills of data collection and interpretations. Furthermore, the records from which authentic African history can be obtained are extremely scanty, and in some instances entirely lacking except for an immediate past. This is due to the fact that individual tribes, and the nation-states of native Africa, excluding Egypt and Ethiopia, have not developed an indigenous script.

Keeping in mind the above limitations, one can realise how important it is to study the process of education in Kenya from pre-colonial, through colonial, to post-colonial era. Thus, I have tried to do so in this study from the perspective of the sociology of education.

In this branch of sociology, a study is made both of the relationship between education and society as a

whole, and of interpersonal relationships that are characteristic within an educational organization. In essence, therefore, the sociology of education is not a distinct branch of sociology with its own theoretical perspectives, but rather a division of sociological activity in which sociologists of many skills, views, and interests analyse educational phenomena.

I have, in the present study, tried to examine the relationship between society, education and teachers in Kenya. This study is organised around eight chapters all of which are presented in three parts.

Part-I consists of chapters one and two. These Chapters deal with the introduction and the setting of the study respectively.

Part-II covers three chapters which are essentially socio-historical. Chapter three briefly elucidates the relationship between the social structures and education in pre-colonial Kenya. Chapter four deals with a series of socio-cultural changes that followed the colonization of Kenya by the British : with an emphasis on the emergence of formal education. Chapter five probes the relationship between society and education in post-colonial Kenya.

Part-III constitutes three chapters, two of which are based on survey data. The last one incorporates all the findings of the study. That is, chapter six examines the socio-economic background from which school teachers are recruited from the Kenyan society as revealed by the case of Nakuru Municipal area. Chapter seven explores some of the overall sets of attitudes and value-orientations of school teachers of Nakuru Municipality. It also attempts to relate source of these orientations to certain background variables in order to find out the nature, and type of relationship between the two. Finally, chapter eight gives a brief summary of the overall findings.