

**INFLUENCE OF STUDENTS' ASSOCIATIONS ON EDUCATIONAL  
SOCIALIZATION OUTCOMES AMONG STUDENTS IN SELECTED  
UNIVERSITIES IN NAIROBI COUNTY KENYA**

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DEGREE IN SOCIOLOGY OF EDUCATION OF  
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## DECLARATION AND APPROVAL

### Declaration by the Student:

I, Ng'ae Priscilla Murugi declare that this thesis is my original work and has not been presented for a degree in any other University or for any other award.

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## **DEDICATION**

I dedicate this thesis to my family members and all those who supported in undertaking this program.

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## ABSTRACT

This research conducted a study on; Influence of Students' Associations on Educational Socialization Outcomes among Students in Selected Universities in Nairobi County Kenya. The researcher settled for Nairobi County as a suitable site for the study since apart from being the capital city, it is home to many universities as well as constituent colleges. The objectives entailed; to investigate influence of regional-based students' associations, to examine influence of religious-based students' associations and to investigate influence of career-based students' associations on the educational socialization outcomes among students in selected universities in Nairobi County Kenya. The study also intended; to assess influence of welfare-based students' associations, to determine influence of talent-based students' associations on educational socialization outcomes among students in selected universities in Nairobi County Kenya. The two theories that guided the study are the Structural Functionalist Theory and the Social Learning Theory. The study used Mixed Methodology whereby qualitative and quantitative methods were concurrently triangulated. Qualitative data was presented thematically while the quantitative data was presented using tables and charts. The target population of the study was the 105,917 students in ten chartered universities in Nairobi County. The universities were categorised into public and private. The reason for choosing universities was that the associations are well defined and have clear objectives. The students are mature and have already made career choicest. The researcher used stratified random sampling technique to come up with a sample representing both public and private universities, purposive sampling technique to come up with a sample of deans of students and simple random sampling technique to come with a sample of individual associations' members as respondents. Data was gathered from respondents using observation checklist, questionnaire for students and interview schedule for deans of students. The researcher piloted the research instruments in Nazarene University that was not among the main study sites. Reliability and validity of the instruments was checked using the split half technique and critically assessing the consistency of the responses on the pilot questionnaires. The data collected was then analysed using Statistical Package for Social Sciences (SPSS) version 24. The researcher sought the relevant authorization documents as well as informed consent from the participants. One of the major findings was that participation in students' association's activities influenced educational socialization outcomes. The study concluded that students' associations have an influence on educational socialization outcomes which had implications to academic performance. Based on the findings the study recommends that university authorities need to set up or enhance their systems as far as students' associations are concerned. Students in universities have a lot of energy and freedom. They engage in many activities some which are illegal and clandestine and therefore there is need for such groups to be identified, studied and be guided positively.

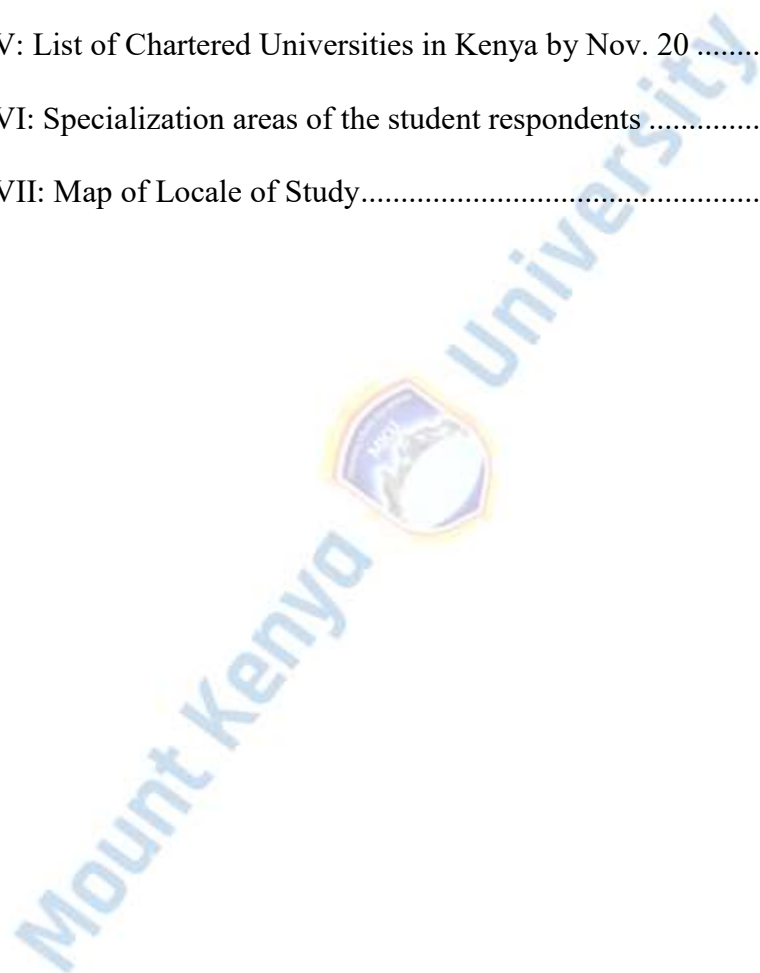
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## LIST OF ABBREVIATIONS AND ACRONYMS

**ACM** – Association for Computing Machinery

**AIGA** – American Institute of Graphic Arts

**AMA** – American Marketing Association

**APASAP** – American Pharmacist Association of Students Pharmacists

**ASTA** – Athletics Students Training Association

**BSA** – Bangladeshi Students Association

**BSU** – Black Students Union

**CBA**- Collective Bargaining Agreement

**CBG**- Career Based Groups

**CEO** – Council of Ethnic Organisation

**CCCI**- Campus Crusade for Christ International

**CMAA** – Club Managers Association of America

**CPFI** – Christian Pharmacist Fellowship International

**CSA** – Chinese Student Association

**CU** – Christian Union

**CUE** – Commission for University Education

**DVs** – Dependent Variables

**EC** – Environmental Club

**EMB** – Engineering Medicine and Biology

**FAO** – Fine Arts Organization

**FDSA** – Fashion Design Students Association

**FGD** – Focused Group Discussion

**HC**- History Club

**HFTP** – Hospitality, Finance and Technology Professionals

**HSMAT** – Hospitality, Sales, Marketing Association International

**IV** – Independent Variable

**IVs** – Independent Variables

**ISC**--International Students Chapter

**ISA** – International Students Association

**JKUA-T** – Jomo Kenyatta University of Science and Technology

**JKUSO** – Jomo Kenyatta University Students Organization

**KUSA**- Kenyatta University Students Association

**LC** – Lions Club

**NACE** - National Association of Catering Executives

**NEL**-National Educational Longitudinal

**NSK** – Nursing Society of Kenya

**NUASA**-Nairobi University Arts Students Association

**OSV** – Organization of Students Volunteers

**PAK** – Peace Ambassadors Kenya

**PBO** – Professionally Based Organizations

**PC** – Psychology Club

**SKSA** –South Korean Students Association

**RBSO** – Regional Based Social Organizations

**RBSG** – Regional Based Social Groups

**RIO** – Research Innovation and Outreach

**RCS** – Red Cross Society

**SCB** – Student Council Board

**SIFE** – Students in Free Enterprise

**SOFO** - Students’ Organizations Finance Office

**SONU** –Students Organization of the University of Nairobi

**SPSS** – Statistical Package for Social Sciences

**TUK** -Technical University of Kenya

**UFO**- University Feminist Organization

**UON**-University of Nairobi

**USIU** – United States International University

**WOSWA** – Women Students Welfare Association

**YCS** – Young Catholic Society

**YMA** – Young Muslim Association

# CHAPTER ONE

## INTRODUCTION

### 1.1 Introduction

This chapter presented the introduction, background to the study, statement of the problem, purpose of the study, objectives of the study and the research questions. The chapter also dealt with rationale of the study, significance of the study, scope of the study, limitations of the study, delimitations of the study, assumptions of the study and the operational definitions of key terms and concepts.

### 1.2 Background to the Study

All over the world, people in various societies are known to form associations that bring them together. A social organization starts with psychological bond between individuals. In their study, Amiot, Terry, Wirawan, Grice (2010), *Changes in Social Identities over Time*, the scholars stress on the role of coping and adaptation processes such as socialization which enables individuals to join new associations and cope in new environments. Socialization refers to the process through which the individual acquires modes of behaviour and is integrated into the society and its social systems (Dijkstra A. 2012). It is part of human nature for man to seek for friendship and companionship. University students are known to be attracted to the various students' associations that exist in the institutions.

Socialization is a lifetime process for any individual and it takes place through various agents. The first agent is the family and more so the parents. A study done by Neifert, (2017) titled *Ecology of Socialization*, discusses the various agents and outcomes of socialization. According to Neifert, the socialization process will be driven by other forces such as biological factors which include genetics which the child will have

inherited from their parents and evolution which involves major transformations or changes in the individual, family and the society at large. Biological factors also include hormones which will determine the pace and extent of the socialization outcomes.

The socialization process will continue throughout school life. Beginning from secondary school, the young adult is now able to identify with peers and they also have a major contribution towards the individuals' educational socialization outcomes. Peer groups are very strong agents of socialization, and their contributions will actually have a strong bearing on an individual's adult life. By the time the adult joins university, they are able to make a choice on the type of students' associations they want to join and the type of company they want to keep. Having made a choice, they may join several associations which have different roles, beliefs and practices and impart different values and attitudes.

The process of socialization continues through other agents such as the community in which the youth grow up. According to Kumar (2016), this involves an individual copying the behaviour and actions of others. Imitation is the self-conscious assumption of others acts or roles. Imitation may be conscious, unconscious, deliberate, simultaneous, perpetual, or ideational. It is through imitation that most socialization takes place. The importance of the community cannot be quantified because apart from hosting the individual, it also houses other socialization agents such as the parents, family, peer-group, culture, education, health and religion.

Globally, the picture can be seen in a report obtained from the *Students' Organizations Finance Office (SOFO) Directory (2016)*. The office at CU Boulder provides an important link between students and their surrounding communities. This is an international office that plays various roles the most important being forming a network

of the students' associations, their leaders as well as other volunteers. When the organizations work in collaboration, they are able to tap various talents and potentials among the students and also expose the same within and outside university. Participation in associations gives students opportunity to enrich their academic endeavours as well as their educational socialization outcomes. Universities in Kenya would benefit from the efforts of such an office.

According to the *SOFO Directory* (2016), new and upcoming associations are encouraged to join the umbrella organization so that they become part of the network and they can be advised on the calendar of events as well as meeting schedules. At Stanford University for example, students are given opportunity to engage in multiple interests. There are approximately 625 students' associations on campus. They enrich the social, cultural and educational conformity of the students, influence the larger university community and enhance the overall diversity (Dijkistra, 2012). The students are likely to perform better in examinations and have higher chances of self-actualization. Members of students' associations usually portray better self and collective discipline and less maladaptive behaviour. This is a good indication that students' associations have a major influence on positive educational socialization outcomes among university students.

Anne, Julia, Julie & Franz (2014), in their study, *Peers and Personality Development*, conclude that peers are the best reference for explaining somebody's socialization over the entire lifespan. In the US, each college has its own selection of associations which are operated by current students as well as Alumni. Their activities are based on major fields of study at the institutions and others on particular interests of students. They cover students' interests, explore opportunities to network and give chance to share and develop leadership skills. The experience helps to eradicate social vices such as moral decadence, drug and substance abuse as well as corruption.

Regional Based Students Associations (RBSA) which are ethnically based can be found in all universities in Kenya. Their major motive is to bring together students who hail from the same geographical region and help to orientate them to their new statuses, new environment with new and wider expectations. Regional based students' associations are meant to inform members of the opportunities that are available in their local communities especially leadership positions which in most cases attract former university students' leaders. If not well guided these RBSA can sometimes bring hostility and suspicion among the many ethnic communities that are represented in a university. Kenyan universities are national institutions and host students from different ethnic communities.

University students also form Religious Based Students' Associations which are a source of peace and harmony among them. Examples of Religious Affiliations mentioned in the directory include Christian Union (CU) which strives to bring together young Christians for the purposes of worship and fellowship. Young Catholic Society (YCS) brings together young Catholic faithful for the purposes of strengthening their worship and practice. Young Muslim Association (YMA) which brings together young Muslim faithful for the purposes of worship and practice of their faith. Faith Based Organizations (FBOs) can sometimes become extremists and engage in fanaticism and hypocrisy and sometimes radicalization.

There are also Career Based Associations (CBA) which are aimed at bringing together students in the same career line. They include Nursing Students Association (NSA) whose motive is to initiate the nursing students into the profession and make them part of the wider nursing fraternity and the Psychology Club (PC) which has the motive to encourage and motivate individuals in the field of psychology and also to advance and strengthen the course. Fashion Design Students Association (FDSA) has the motive to

provide opportunities to those interested in fashion to learn and demonstrate their talents in fashion and design. Fine Arts Association (FAA) has the motive to facilitate further exploration of art through music, drama and performing arts. History Club (HC) has the motive to create an interest in history and to build scholasticism among the students.

Welfare Based Students' Associations normally operate alongside the other associations. Their major interest is the welfare of the members where they are meant to offer financial, material as well as moral assistance to the members who are in need. There are Clubs and Societies which exist in the universities with the major aim of bringing together students who have common interests and hobbies. They include Red Cross Society (RCS) which mobilizes volunteers to offer humanitarian assistance in cases of disaster. Environmental Club (EC) which aims at creating awareness among the students on the importance of conserving their environment (*Students Organizations Finance Office Directory SOFO*, 2016). These associations offer opportunities for students to discover and grow their talents. The relationship between various students' associations is mutually reinforcing and competing. This was noted by Khushboo (2016) in an article titled, *'Types of Groups found in an organization*.

The conceptual framework of this study had various variables. According to (Kombo & Tromp, 2013, variables are attributes or qualities of the cases that we measure or record. For the purposes of this study, there were three sets of variables. These are the independent variable (IV), the dependent variables (DVs) and the intervening variables (IVs). The independent variable of the study was students' associations found in universities. The university students do live in different communities at different times. This interaction will result in various educational socialization outcomes which formed the dependent variables of the study. The dependent variables refer to the outcome variables that the research wished to verify or confirm (Kombo & Tromp, 2013).

In the case of this study the dependent variables were the educational socialization outcomes which are determined by the various students' associations that the students choose to join. This comes in form of behaviour conformity for those members who conform to the rules and procedures of the associations, moral conformity where students are instilled with moral values such as honesty, generosity, fairness, kindness and hard work. The students also go through cultural conformity or acculturation which occurs through intercultural contact. They are also able to acquire career competence where they are equipped with; skills, norms, morals, ethics and values that will enable one to excel in their career or line of study. In the process they acquire employable skills which are an advantage to the society.

Students join university when they are young adults, and their character is forming. For that matter, they easily influenced by the environment into joining students' associations. This impacts positively and sometimes negatively on their character as well as their educational socialization outcomes. The students are encouraged to take part in various activities.

Students' Associations offer opportunity for better performance in examinations and higher chances of self-actualization. Students who are fully engaged in students' associations 'activities exercise self and collective discipline and have no time for engaging in social vices such as drug and substance abuse, immorality and radicalization. They are able to build a strong moral character. This is also enhanced by other agents of socialization such as the family, peer group, religion and the state which makes it a lifetime process.

This process will be enhanced by the intervening variables. These are the various activities in universities that offer students opportunity for socialization. According to a

study by Malcolm (2002) titled, *The Tipping Point: How Little Things can make a big Difference*, she acknowledges that what is done and accomplished within a small group will be extended to the society at large. These opportunities are available in mentorship activities, volunteering, social support, quality teaching, role modelling and participation in the students' council. These opportunities play a major role in enhancing educational socialization outcomes among university students. The influence is likely to vary depending on the position a student holds in an association. Some positions such as an association's official which give leadership tasks are likely to have a stronger influence. Students' associations related tasks or goals can be classified into four areas according to a model by McGrath (1984); *Groups: Interactions and Performance*. These include generating or coming up with ideas, plans and activities towards achieving the goals, choosing or selecting a solution to the task, negotiating or putting in order the solution to the task or problem and executing or performing the task.

These joint activities have a diversity of outcomes related to behaviour conformity which includes leadership skills, honesty, and a sense of responsibility. The members also go through behaviour conformity in terms of being respectful and courteous. The members also gain career competence from their participation in decision making in their area of study. The students who are able to join and become active members of various students' associations get many opportunities for innovation and creativity which will lead to self-actualization. This kind of exposure is likely to lead to positive educational socialization outcomes.

According to Dijkstra (2012), there are seven types of interpersonal skills that are needed in order to succeed in an organizational environment. These include verbal communication, non-verbal communication, listening skills, negotiation skills, problem

solving skills, decision making and assertiveness. The associations also arrange for demonstrations whereby members can display their various talents and skills. These give them opportunities to learn from each other and to grow economically. The various associations also arrange for mentorship activities, volunteer services such as cleaning exercise, health checks and field days.

The major aims of the socialization process according to *Erikson's Theory* (1902-1994) will be development of a self-concept that is able to think, act and feel positive about themselves. This becomes important to the university students as they enjoy a lot of freedom away from their parents and in an environment where their movements and interactions are not closely monitored. The students are free to form attachments of their choice and join associations which cater for their interests and where they are their own self-regulators. This is where all the beliefs and practices, values and attitudes that they have gathered from the mentorship activities are exercised. They are now adults where integrity and responsibility are the guiding principles.

All Kenyan universities have similar associations, and it was the interest of this research to conduct a study on; Influence of Students Associations on Educational Socialization Outcomes among Students in Selected Universities in Nairobi County-Kenya. The most pronounced include the Regional Based students' associations which are formed along ethnic and geographical location lines, the Religious Based students' associations which are formed along affiliations of faith and the Career Based students' associations which operate a long career interest. Welfare Based students' associations make contributions whenever a member is in need such as bereavement, sickness as well as other social obligations such as baby-showers, birthdays, graduations and weddings. Parties are organized as well as visits in solidarity with the affected member. Other associations that are also pronounced in the universities include Talent Based students' associations such

as drama and music, theatre and fine art, painting and sculpture and many others. These operate formally, non-formally and informally as they continue to meet and organize their activities which to a great extent do have a bearing on the life of the students in the universities. Although there are some statuses established within the associations, the relationships are based on deep ties of friendship, caring for each other and relative equality (Borgatta & Montgomery, 2000).

This study helped to establish whether Students' Associations have an Influence on Educational Socialization Outcomes among Students in elected universities in Nairobi County-Kenya. This is the major gap identified by the researcher. This study explored the influence of Regional Based students' associations on educational socialization outcomes among students in selected universities Nairobi and County - Kenya, examined the influence of the Religious Based students' associations on educational socialization outcomes among students in selected universities in Nairobi County Kenya and investigated the influence of Career Based students' associations on the educational socialization outcomes among students in selected universities in Nairobi County - Kenya. The study also assessed the influence of Welfare Based students' associations on the educational socialization outcomes among students in selected universities Nairobi County- Kenya and determined the influence of Talent Based students' associations on educational socialization outcomes among students in selected universities in Nairobi County-Kenya.

Some university students also have the same interests, or they share regional or cultural background. The experience and exposure that the student has gathered from the family, school and the society is what they will take to university and in most cases their behaviour and conduct is a continuation. However, a few of them will change particularly

in regard to negative behaviour and activities. The vices of alcoholism, drug abuse, commercial sex and even radicalization in the universities could be some of the negative socialization outcomes among the students. These are normally conducted among the informal students' associations.

Students' associations are so influential and if well managed can be a source of unity and strength among the students as individuals as well as in the associations. Most of our politicians and national leaders were themselves leaders of these students' associations during their time as students in the universities. The associations nurtured their leadership skills. The energy, time and commitment among the members can be used more positively by the university administration in order to achieve the institutions mission and vision.

Educational socialization outcomes can be observed clearly among students who have been in university longer such as the third years and fourth years as compared to the first years who may not be members of any associations. There are also some associations that are more popular among the students which translate to more membership and more educational socialization outcomes. Apart from a few isolated cases, the associations rarely get into logger heads with the university authorities. This research intended to conduct a study on; Influence of Students' Associations on Educational Socialization Outcomes among Students in Selected Universities in Nairobi County- Kenya. The study was motivated by the fact that universities and other institutions of learning are an outgrowth of the wider society (Kombo, 2005). What happens among the students is a reflection or an extension of what happens in the wider society.

A study by Accardo (2013), notes that most associations encourage obedience to the law, commitment, participation and a healthy and acceptable competence. However, no study

has been conducted on; Influence of Students' Associations on Educational Socialization Outcomes among Students in Selected Universities in Nairobi County-Kenya. This study was motivated by the fact that most universities are over enrolled with very big student-teacher ratio.

### **1.3 Statement of the Problem**

Human beings live in societies and human life is essentially a life of association. Students' associations are a very important feature in any university. This research aimed at studying their influence on students' educational socialization outcomes. According to Kumar (2016), socialization is the process of learning group norms, habits and ideals. Students run the associations on their own and therefore if they are not monitored, they can engage in some anti-social and negative behaviour and activities. A student, who is positively socialized such is self- disciplined, responsible and can cope with the challenges of university life and even thereafter.

This is a global issue as depicted in various studies. According to Forsyth (2010), in the study focusing on *Group Dynamics*, most or all students' associations will have clear and set goals which give them reason to exist. Some of the goals include increasing the knowledge, skills, education and wisdom, rendering emotional support or going through a spiritual or religious experience together. The achievement of such goals is best realized within a students' association. The students' organizations form part of the university structures, and the university administration gives the learners freedom to conduct their affairs with minimum supervision. University administrators, lecturers, parents, teachers and all stakeholders in education need to understand how students conduct themselves socially when they are alone in the institutions (Saunders, 2017).

The current situation in universities is that students' associations' activities are not closely monitored. In the responses, the dean of students in one of the sampled universities confirmed that the university administration allows them to operate with minimum supervision apart from monitoring the elections of the students' leaders for the umbrella associations. The ideal situation would be for all the stakeholders to be aware of the associations' existence and activities and where possible give the necessary guidance. If the associations continue to be overlooked, the students will engage in negative behaviour and activities which will lead to negative educational socialization outcomes. However, it is not clear how students' associations influence their educational socialization outcomes. It is for this reason that this research conducted this study.

#### **1.4 Purpose of the study**

The purpose of this research was to study the Influence of Students' Associations on Educational Socialization Outcomes among Students in Selected Universities in Nairobi County-Kenya.

#### **1.5 Objectives of the Study**

Specifically, the study was guided by the followed these objectives;

1. Investigate the influence of Regional Based students' associations (RBSA) on educational socialization outcomes among students in selected universities in Nairobi County - Kenya.
2. Examine the influence of the Religious Based students' associations on educational socialization outcomes among students in selected universities in Nairobi County-Kenya.

3. Investigate the influence of Career Based students' associations on educational socialization outcomes among students in selected universities in Nairobi County-Kenya.
4. Assess the influence of Welfare Based students' associations on the educational socialization outcomes among students in selected universities in Nairobi County- Kenya.
5. Determine the influence of Talent Based students' associations on educational socialization outcomes among students in selected universities in Nairobi County- Kenya.

#### **1.6 Research Questions**

The study attempted to answer the following questions;

1. How did Regional Based students' associations (RBSA) influence educational socialization outcomes among selected universities students in Nairobi County-Kenya?
2. How did Religious Based students' associations influence educational socialization outcomes among students in selected universities Nairobi County- Kenya?
3. How did Career Based students' associations influence educational socialization outcomes among students in selected universities Nairobi County- Kenya?
4. How did Welfare Based students' associations influence educational socialization outcomes among students in selected universities in Nairobi County- Kenya?
5. How did Talent Based students' associations influence educational socialization outcomes among students in selected universities in Nairobi County- Kenya?

## 1.8 Rationale of the Study

This study is appropriate for this time especially due to the contemporary issues and trends among university students. Students' behaviour and activities in universities largely depend on their socialization patterns. Part of the socialization takes place at home among the parents, primary group members who include siblings, close relatives, and friends as well as the extended family, (Kombo, 2005).

The literature reviewed included studies conducted in foreign universities. A study by Valeeva and Yudkevich (2013), titled, *How Social Ties Affect Peer Group Effects: A Case Study of University Students*, was conducted in foreign universities. In the study, Valeeva and Yudkevich observe that social ties especially family and parental ties have a very strong effect on an individuals' socialization outcomes. It is for this reason that a study in the local universities was justified. It helped to shed light on the various students' associations that exist among university students in Kenya.

The study also aimed at coming up with measures to improve on the students' associations contributions to the administration of peace, justice and reconciliation in the universities. In the education sector, all the stakeholders are affected by the influence be it positive or negative. The society is the custodian of the students and therefore when they are socialized negatively, they become irresponsible, lazy, alcoholics and drug abusers. The government is also affected as it has to address and even spend funds on fighting the vices.

Many rehabilitation centres have been set up so as to bring the youth back to normalcy. Parents carry the biggest burden as they struggle to support their sons and daughters even when they should be independent. Lecturers also teach students who are lazy and lack self- motivation and other positive values that identify a good student. In general, such

students become more of liabilities than assets in their families, institutions and the nation at large.

### **1.9 Significance of the Study**

This study may be of importance to various stakeholders in university education. The university administrators need to recognize and appreciate the presence of students' associations in universities. They have the task of ensuring that the universities mission and vision are fulfilled. The students' associations constitute an important part of the university structures. The findings of the study may be useful to the university administration. The associations will be understood, and their activities monitored. If they are recognized and brought on board, they will conduct all their affairs in the open. This will be an advantage so that instead of playing negative roles they are given the right direction. Majority of the associations will reciprocate by dedicating their time, efforts and energy into more positive and acceptable behaviours and activities.

The university lecturers may benefit from this study as they need to be aware of students' associations' role on educational socialization outcomes among the students. This will help them to understand the socio-dynamics of the students and improve on their interrelationships. They can use the awareness towards assisting students to be able to balance their time and attention between academics and regional, religious, career, welfare and talents engagements.

The study findings will also be informative to policy makers, planners and implementers. This is because they needed to be aware of the existence and diversity of associations among students and appreciate their influence on the educational socialization outcomes.

Parents will also benefit from this study as they need to be aware of their children's formal, non-formal and in-formal engagements when they are in universities. Sometimes

these engagements lead to the students missing out on lectures, failing to do assignments, failing in examinations and even being discontinued. The parents need to be keen so as to observe any changes or new developments on the conduct of their sons and daughters. This will help them to detect and monitor any negative tendencies at the earliest stage. It will be advisable for them to address the changes before they get out of hand. Some of the engagements involve travelling and interacting with strange people and strange environments and parental guidance as well as a firm foundation on moral values are needed. The study also enlightened the parents on what goes on in the social life of their sons and daughters when they were away from their homes and enjoying a lot of freedom with their peers. This was the most challenging stage in life in preparation for responsible adulthood. The findings of this study will offer guidance on the influence of students' associations on the educational socialization outcomes among university students. The students especially associations' leaders have the potential to contribute positively towards peaceful co-existence among students from all social and cultural backgrounds. The associations are popular among the students, and it would be advisable for the various stake holders in university education to be aware of their role on the educational socialization outcomes among the students.

The study will create awareness among students. This will enable them to make informed decisions on which associations to join. They will be able to identify the associations importance without necessarily joining them. The students' associations also affect class attendance especially if they organize their activities during learning time and the students will prefer to attend to them.

The associations will also uphold positive or negative values and it will be upon individual students to choose where to belong. The youth in the universities are the next generation of leaders and their talents are discovered and nurtured in students'

associations. In this era of democracy, the students are happy to be understood and supported in their efforts towards positive living and self-realization. These two values are important towards the realization of Kenya's vision 2030.

### **1.10 Scope of the Study**

The study was conducted in three sampled universities located in Nairobi County-Kenya. The participants were drawn from the sampled universities, sampled students' associations and sampled associations' members. There are over 70 universities in Kenya today. According to the Commission for University Education website, there are 33 public and 37 private universities (CUE, 2017). The study was conducted in three universities, one public and two private universities.

The researcher used mixed method design so as to gather comprehensive data on; Influence of Students' Associations on Educational Socialization Outcomes among Students in Selected Universities in Nairobi County-Kenya. The researcher used questionnaire and observation checklist to gather data from the sampled associations' members and interview schedule to gather data from deans of students in sampled universities.

### **1.11 Limitations of the Study**

There were various limitations that posed a challenge to the study;

1. The research was conducted between July and October 2020 when the students were at home due to COVID19 outbreak. Data was collected online through google forms. This may have shut out participants from some regions that experience network challenges.

2. The three institutions are located in different constituencies of Nairobi County and the exercise entailed several visits as well as email communications per institution. This involved time and travel constraints. However, this was neutralized by adjusting the research budget progressively.
3. Accessing students' online platform was the biggest challenge. It required time, patience and resilience. Not all of them were accessible. The researcher had to liaise with the offices of the deans of students to reach as many as possible.
4. The study was also limited by the fact that some deans of students were not ready to post the questionnaire on the students' online platform. The researcher explained to them the aims of the research and assured them of confidentiality.
5. There are various types of students' associations that exist among university students. Some are informal and unregistered; others are non-formal and operate alongside the formal organizations while others are formal, registered and recognized by the university authorities. This study was limited to the formal associations. The informal and non-formal associations need to be studied on their own.

### **1.12 Delimitations of the Study**

There were various delimitations that the research observed;

1. The research was delimited to studying influence of students' associations on educational socialization outcomes among students in selected universities in Nairobi County. The data was collected from the three sampled universities and from the sampled participants only.
2. The researcher through the deans of students shared the link to the questionnaire with students who were on the online platform at the time of data collection. The

research concentrated on only the students' associations that were identified in a particular university.

3. The research was delimited to mixed methodology so as to capture the required data that helped to analyse; Influence of Students' Associations on Educational Socialization Outcomes among Students in Selected Universities in Nairobi County- Kenya.

### **1.13 Assumptions of the Study**

The researcher conducted the study with various assumptions in mind;

1. That associations are a common feature in any human society. This phenomenon can be observed in all societies, institutions and at all times in the history of mankind. Students' associations in universities are meant to bring the students together in various areas of interest and activities.
2. That human beings are created as social beings and hence the tendency to form associations wherever they find themselves together. According to Fiske, (2016) in a study titled, *The Five Core Social Motives*, she identified the five motives namely, belonging, understanding, controlling, enhancing self and trusting as the core motives that bring human beings together to form associations. The same motives do bring the students together and lead them towards self-awareness and self-realization.
3. That such associations are found in families, neighbourhoods, churches, companies and even learning institutions including universities. Every student should be encouraged to join several of the associations.

4. That students' associations do exist in all the universities in Kenya and have a bearing on educational socialization outcomes among students. This is a phenomenon that can be observed in universities whose core business is education. The associations require support from all stake holders.
5. That every association has various roles and interests that they pursue, and which will affect the members' conduct, company, values and attitudes, beliefs and practices. These are the factors that will make the association attractive or unattractive to prospective members. Every association should strive to uplift the members in all aspects of life.
6. That the students' associations affect educational socialization outcomes among the students positively and negatively. This is because some of their activities may take up study time while others involve activities outside the university. All the activities should be geared towards positive impact on the students.

### **1.13 Operational Definitions of Terms**

**Allegiance** - The loyalty and obedience that a member of a students' association owes leaders and members of an association. A group of students who have come together for a common purpose.

**Association** - In this study, they have come together on the basis of geographical region, religion, career, welfare or talent.

**Career-based students associations** - These are students' associations that bring together students from the same career line.

**Educational Socialization Outcomes** - These are positive qualities such as confidence, friendship, engagement, responsibility, leadership and influence that can be observed in a university student in Kenya.

**Emerge** - Come up within a short time. Students' Associations come up as a result of constant interaction among students in universities.

**Formal Associations**-These are officially recognized and registered with the deans of students' office. They conduct their activities with the full knowledge of university authorities.

**In-Formal Associations**- These ones exist without the knowledge of the authorities. They conduct their activities unofficially and sometimes the activities can be illegal and influence students negatively.

**Influence** - This refers to the part played by Students' Associations on educational socialization outcomes among university students in Kenya. The influence can be either positive or negative.

**Primary Group members** - Those who are very close to a person such as mother, father, siblings, relatives and friends. They have a strong influence on a student's educational socialization outcomes.

**Regional-based Students Associations** - These are associations that bring together students who come from the same geographical region in Kenyan Universities.

**Religious-based students Associations** - These are associations that bring together students who share the same religious faith in Kenyan Universities.

**Social indicators** - These are various evidence that can be used to identify a certain association. Some of the indicators may be physical for example colours, dress-code, language, signs and symbols while others are abstract such as values and attitudes, beliefs and practices.

**Social Organization** - This is a pattern of relationships among individuals and organizations that happen to share common interests. In this case, social organizations bring people together so as to achieve various objectives. They exist in all sectors of the society as well as universities and have an influence on educational socialization outcomes among students.

**Socialization outcomes** - These are the results of the socialization which may be observed in different aspects such as educational, behaviour activities, believes and practices, values and attitudes.

**Students' Associations** - These are the organizations that student in institutions of higher: learning form so that they are able to conduct various activities as a team.

**Talent-based students associations** - These are associations that bring together students with common talents and gifts.

**Welfare-based students associations** - These are associations which bring together students to support each other in times of need and happiness.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviewed related literature as guided by the objectives of the study. The chapter explored various types of students' associations that exist among students, investigated influence of regional - based students' associations, examined influence of religious - based students' associations and investigated influence of career-based students associations on educational socialization outcomes among students in selected universities in Nairobi County-Kenya. The study also assessed influence of welfare-based students associations and determined influence of talent-based students' associations on the educational socialization outcomes among students in selected universities Nairobi County-Kenya. The review of related literature was concluded with a section on gaps of knowledge that this research intended to fill.

#### **2.2 Empirical Literature**

Empirical literature was reviewed in line with; Influence of Students Associations on Educational Socialization Outcomes among Students in Selected Universities in Nairobi County-Kenya. The review looked at the various types of students' associations that exist among university students, influence of various regional -based students' associations, religious - based students' associations, career -based, welfare- based and talent-based students' associations on educational socialization outcomes among students in selected universities in Nairobi County-Kenya.

In the social sciences, a social organization is identified as two or more people who interact with one another, share several characteristics and have a sense of unity. Social organizations come in many forms and at various levels. The first and the smallest social

organization is the family with the socialization process being initiated by the primary group members. These include the parents, siblings, relatives and friends who act as a mirror which reflects the desired behaviour and activities, values and attitudes that the learner requires to adopt. These ones are refined and changed with time as the scope of the mirror widens to include the views of the neighbourhood, the school and the wider society. In fact, the learners' self-identity keeps changing and by the time they get to university, they have acquired 90% of the desired social skills that will help them cope with the challenges of university life. The major challenge comes in the choice of friends and students' associations which will occupy their time and attention outside class. This research studied; Influence of Students Associations on Educational Socialization Outcomes among Students in Selected Universities Nairobi County-Kenya.

The study objectives formed the themes and sub-themes for review under which the global, national and local situation was discussed.

### **2.2.1 Various types of Students' Associations that exist among university students**

Students' associations have been a reality in the long history of mankind. What has been changing are the types, membership, activities and interests as observed in the various stages of educational evolution. University students require moral and spiritual guidance just as they require academic and career guidance. A study conducted by Floera (2017), *Types of US College Student Organizations*, there are various students' associations that help the students spend their time well away from the lectures.

Globally, there are many foreign students in the US who need to be adjusted on the various roles and all are members of the US Colleges International Students Association (ISA). Examples are international students' associations which help foreign students to overcome initial cultural shock. These are many and they range from the African

Students Association (ASA) to the Chinese Students and Scholars Friendship Association (CSSFA). These will contribute positively towards their educational socialization outcomes as they do not have to forget their own cultural heritage.

In a report obtained from, ' *Student Organizations Finance Office (SOFO) Directory* (2016), the office at CU Boulder provides an important link between students and their surrounding communities. The office brings together students' associations, student leaders and student volunteers under the mission of making the universities have a better and involving environment. According to the report, being involved in students' associations gives the students an opportunity to improve on their academics and social experience in their various institutions.

The associations offer a good opportunity for independence and self-control. This is what university students take advantage of and come together naturally as they respond to common interests such as cultural diversity, socialization, social class, talents, games, sports and many others. Bougie, Usbonne, Sablonniere and Tylor (2011) conclude that strong perceptions of group membership help individuals to retain their sense of collective self –esteem. They now start identifying more with group interests than individual interests. A study by Abdilla (2011), *Muslim Faith Based Organizations in Somalia & Kenya*, aimed at highlighting the development activities of the Muslim Faith -Based Associations and the challenges they face such as security issues.

Another study was conducted by Munyae, Arasa. & Wawire. (2014), *the Status of Student Involvement in University Governance in Kenya, the Case of Public Universities*. The study interrogated the role of the university in preparing future leaders. The students' leadership skills are in most cases discovered and nurtured in universities. Evidence for

this is the many former university students who have won seats in various elections that have been held in Kenya.

Attraction to join a students' association is enhanced by proximity or closeness to the members which results in frequent interaction for example, among classmates, roommates, club mates and teammates. There are other factors that also come into play. These include power of similarities especially in ethnicity and culture, values and attitudes, beliefs and practices. The students' association's task also becomes an attraction through the goals and activities. Goals and activities become direct rewards or gains for the members.

### **2.2.2 Influence of Regional - Based Students' Associations on Educational Socialization Outcomes**

Social organizations are found in almost all areas of the modern society. According to Kombo (2005), '*Sociology of Education*', a social organization can be defined as two or more individuals who share a common social identification of themselves or perceive themselves as members of the same category. Communication, independence and group structure are factors that keep an organization of individuals together to form an association. Individuals get involved by joining social organizations and this serves as a good way to develop relationships with other members and to create comradeship for self and others.

Students' associations enable students to feel at home away from home. Political or multi-cultural associations are formed on cultural and ethnic basis, and they bring together students from the same geographical regions. There are many regional- based students' associations that a student can join so as to be able to network with people with whom they share a common background and most likely a common view of the world.

Another study was conducted by Anna M. Ortiz and Silvia J Santos (2009). '*Campus Diversity and Ethnic Identity Development*'. The study noted that cultural diversity is embraced in many colleges and universities as one of the institutional values. The diversities present themselves in many forms and also represent diverse goals and objectives. Most of the objectives are realized while others are difficult to achieve. However, all the objectives are necessary for the realization of diversity and its many challenges. This diversity has many benefits including educational socialization. Students from all ethnic communities also appreciate the role of cross-cultural interaction which helps them appreciate cultural diversity. Most students found comfort in others who come from similar backgrounds and were able to do a self-evaluation.

The cultural interactions also challenge students to change their attitude, beliefs, prejudices and discrimination. The campus diversities also contribute positively towards students' future goals. They expose the students to learn more on language, dance, art and religion. Ethnic studies and language courses are also encouraged as they contributed towards ethnic pride and affiliation. Inter-group studies can also be encouraged where students learn the histories and experiences of other groups other than their own. This claim is supported by Ortiz & Rhoads (2017), *Multicultural Education Framework*.

In another study conducted in the University of Houston in (2015) *Cultural Students Organizations*, a large number of cultural students' associations are identified. Most of them were aimed at promoting cultural and traditional values among the students. The associations also aim at spreading knowledge and skills about certain cultures to others who come from different cultures. Some associations work towards helping students to excel in their careers by creating networks among the members through conferences, seminars and a variety of other social activities.

Students' associations are formally structured and determined by the university authorities. Strong and stable ethnic identities have many positive educational socialization outcomes such as increased self-esteem, good mental health, positive self-evaluation and greater academic achievements (Ortiz and Santos, 2009), *Ethnicity in College*. To achieve these outcomes, universities should take advantage of all the benefits of a diverse educational community.

A study done by Michael Hartoe and Beth Perry (2004) *Universities, Localities & Regional Development*, some of the associations in various universities were identified. These include Argentina Tango Club (ATC) - a students' association meant to teach and promote Tango and Latin American Culture. Bahai Club (BC) at the University of Houston whose purpose is to unite people in the spirit of friendship and kindness, Bangladeshi Students Association (BSA) meant to unite Bangladeshi students and strengthen cross-cultural relations. This is achieved through participation in cultural events organized by various institutions. Black Students Union (BSU) is a regional association in the University of Houston. It helps students to achieve their full professional potential. Chinese Students Association (CSA) invites all students to come and celebrate their Chinese cultural heritage. The Council of Ethnic Organizations (CEO) serves as a platform for registered students' associations to actively promote diversity and inclusion of all cultures and peoples among the University of Houston communities. Columbia University has over 40 cultural and identity-based students' associations. These are recognized by the Students' Council Board (SCB). The African Students' Association (ASA) is a good forum for promoting African general interests of political, cultural and social nature. The Caribbean Students' Association (CSA) unites Caribbean students and also promotes understanding between them and the others. Korean Students Association (KSA) shares and promotes Korean culture. The United States of Colour

Council (USCC) is an umbrella organization that unites and empowers all students of colour at the University of Columbia.

Regional Based Student's Associations (RBSA) are ethnically based students' associations which are found in all universities in Kenya. Their major purpose is to bring together students who hail from the same geographical region and help to orientate them to their new statuses and new environment with new wider expectations. These people share many characteristics and can therefore be referred as a peer group. According to Borgatta and Montgomery (2000), *Encyclopaedia of Sociology*, the peer group has certain defining characteristics. These defining characteristics are unique to each association and form the basis for its strengths and weaknesses.

Kenyan universities do have regionally based students' associations but not much is known about their influence on educational socialization outcomes among the students. The researcher did not come across a study that has documented these ethnic-based students' associations in universities. This is one of the identified gaps that motivated this study.

The researcher experienced a challenge in tracing the associations and therefore dean of students' office was of great assistance. During the scheduled visits, the researcher undertook purposive observation on the attitude, conduct and activities of the staff through the observation checklist. The researcher then analysed the data and using SPSS Version 24. This enabled the researcher to do a study on Influence of Students' Associations on Educational Socialization Outcomes among University Students in Selected Universities in Nairobi County-Kenya.

### **2.2.3 Influence of Religious - Based Students Associations on Educational Socialization Outcomes**

There are Religious Associations which exist in all universities. They include Christian Union (CU) which strives to bring together young Christians for them to worship and fellowship as a group, Young Catholic Society (YCS) which brings together young Catholic faithful for the purposes of strengthening their worship and practice and Young Muslim Association (YMA) which brings together young Muslim faithful for the purposes of worship and practice of their faith.

Religious and spiritual associations are faith-based. Studies that have been conducted in foreign universities indicate that these associations are popular with foreign students who are far away from their cultures and homes. In the study conducted by Manuela F. (2014) *Types of US College Students Organizations*, the following religious based students' associations were identified; Muslim Students Association (MSA) of Colorado State University which helps Muslim students in their educational, cultural, social and spiritual lives. Adventist Christian Fellowship (ACF) at Idaho University involves members in joint Bible reading, indoor and outdoor activities as well as regular fellowship.

In a study conducted by Knudson, (2017); *Religious Communities at the University of Maine*, a revelation on a variety of religious associations in the institution is done. The university has a Student Life Office (SLO) which acts as an intermediary between the university students and the religious community. There is a Students Wellness Centre (SWC) whose leadership attracts individual students, students' associations and the local priests. It encourages participation by different faith associations in university activities. The university is a public institution and therefore respects the constitutional right for freedom of religion for all its members.

Another religious based students' association is the Campus Crusade for Christ International (CCCI). This is a Christian student association whose motto of 'Great Commission' is to fulfil Christ's last command to his disciples to go out to the world and make disciples of all nations. Their effort to make Christ an issue on campus has an impact on the entire university environment. Their activities include The Maine Event which is made up of Bible topics, fun and friends, Bible studies, discipleship groups, conferences and overseas projects. They also hold events such as parties, sports events, video shows and lots of fun. University Christian Fellowship (UCF) is another inter-denominational group of students who also welcome faculty and other staffs who seek to follow Christ as their Lord and Saviour. The association embraces ethnic diversity and holds weekly meetings for singing, teaching and worship. Other small groups also hold meetings for Bible studies, a daily prayer meeting and prayer retreats on weekends. The group also participates in welfare activities in and outside campus.

The Catholic Community is another religious - based association in the University of Maine. This one work closely with the Catholic Students Association. The students meet for mass and prayers. They also take retreats, offer service to the needy and also contribute towards spiritual development. The association is involved in preparation of sacrament and other social activities. Lectures and discussion groups on students' spiritual growth are held every semester. The Navigators is another international, inter-denominational Christian association whose purpose is to spread the good news of great joy and knowledge of Jesus Christ. They help students in their spiritual journey by organising meetings, building relationships and worshipping. They organize large gatherings, Bible study groups, individual mentoring, retreats and personal growth in an environment of love and grace.

Maine Muslim Students' Group (MMSG) is a group of international students who share and practice Islam as a religion. They take part in various activities such as weekly Friday prayers, Islamic Saturday meetings every Saturday, organize celebrations for Islamic holidays and events and serves as a good platform for positive fellowship within Islamic teachings.

A study by Ochanda (2012), *'Faith Organizations and Social Economic Welfare'*, explores the history of Christian and Muslim religions in Kenya. The study notes the contributions of faith-based associations in education and health. Religions have contributed greatly to the Kenyan development in various aspects such as the promotion of Kiswahili language which is a uniting factor among the many Kenyan communities. Many churches also run mission hospitals in Kenya, and these have managed to remain neutral and serve patients as the nursing fraternity continue to argue over the unfulfilled Collective Bargaining Agreement (CBA).

Another study was conducted by Akaranga and Ongong'a (2013), *'The Dynamics of Religiosity and Spirituality in Kenyan Public Universities'*. The study examines the distinctions between religiosity and spirituality which are common phenomena among religious communities. According to the study, the relationship between the two has been a challenge among university students. Many of them are easily influenced by peer pressure, literature and ideologies learnt from their professors.

There are a number of characteristics that cut across the board. The formal, informal and non-formal associations comprise of a given number of students who form reciprocal relations with common goals and interests. The members enjoy a sense of unity and solidarity as they all adhere to the association's norms. All the members are likely to

have similar behaviour and awareness as most of their activities are controlled by the association.

Kombo (2005), '*Sociology of Education*', emphasizes that all human beings are social beings, and they have to socialize. There is very close correspondence between the various students' associations and educational socialization outcomes among university students. This assertion helps us to draw conclusions from observation of certain behaviours and activities among students. These include the student's company, conduct, language, personal inclinations and their impact on the students' life and the educational socialization outcomes as well as the smooth running of the university. This research did a study on; Influence of Students' Associations on Educational Socialization Outcomes among University Students in Select Universities in Nairobi County–Kenya.

#### **2.2.4 Influence of Career- Based Social Organizations on Educational Socialization Outcomes**

A social organization can be defined as two or more individuals who share a common social identification. Human beings come together in many forms such as couples, families, friends, neighbourhoods, business partners, religious organizations, clubs and societies (McKenna & Bargh) in a study by Khushboo (2000), *Types of Groups found in an Organization*. Whichever form they take social organizations comprise of people with shared experiences, loyalties and interests. In this context then, though they are an association, social organizations members still retain their individuality.

In a study conducted in Oakland University (2017), *Students Activities & Professionally Based Organizations*, a number of career-based students' associations have been revealed. These include The Club Managers Association of America (CMAA) which is a career-based association involved in organizing fieldtrips and educational seminars for

those interested in club management. There are monthly senior chapter meetings where students are mentored as well as annual national conferences and trade shows. The Dinners Club (DC) is formed by a group of students with the aim of exploring local restaurants. They make arrangements to dine in various establishments and hold discussions with the owners which give students insights into the operations of a successful restaurant business. Eta Sigma Delta (ESD) is an international association for students studying Hospitality Management. It was set up to motivate and reward students who excel academically. Membership is limited to only those who score a GPA of 3.0 and above. The association's activities include an annual induction ceremony as well as community service events.

Hospitality Finance and Technology Professionals (HFTP) is an association that was formed to help students gain a deeper understanding into the career of hospitality, accounting and technology. Their activities include inviting guest speakers and organizing field- trips. The association aims at achieving various objectives such as holding motivational discussions, promoting friendly relationships and provision of educational programmes to those interested in this field. Hospitality, Sales and Marketing Association International (HSMAI) is a professional association committed to expanding hotel business through increasing sales, encouraging marketing and using the generated income more wisely. The members take part in various activities such as listening to guest- speakers, participating in sales activities, programmes and chapter events. The association offers opportunities for scholarships, internships as well as partnering with professionals in the field. The National Association of Catering Executives (NACE) is an association whose mission statement is to assist caterers to achieve career success by raising the educational level as well as professionalism in the catering industry. The students get chance to participate in the catering world and interacting with catering

professionals of all backgrounds such as catering managers, event planners, florists and disk-jokers. In the universities, NACE offers students educational opportunities, internship and mentorship programmes as well as scholarships. Students interested in event planning are able to interact with professionals in the field.

American Society of Safety Engineers (ASSE) is a global association that aims at advancing technical, scientific, managerial and ethical knowledge and skills among safety health and environmental professionals. The association is committed to protecting people, property and the environment. The students' section of ASSE connects students to professionals in various areas of Health and Safety field. Engineering in Medicine and Biology (EMB) is an association that provides a forum for students with similar interests and opportunities in the job market, internship and provides feedback from the latest conferences (*Oakland University, 2017*).

American Institute of Graphic Arts (AIGA) is an association which involves students in a dialogue with the greater design community. The connection goes beyond the UK. The national association provides resources to students in five areas. These are information, communication, inspiration, validation and presentation. American Marketing Association (AMA) is a student marketing social organization which provides aspiring professionals with access to resources, educational and career development opportunities. They are taken through real world experience, the marketing field and connected with professionals. The American Pharmacists Association of Students Pharmacists (APASP) is an association that strives to encourage all pharmacy students to seek to know more about the association and the pharmacy career.

Association for Computing Machinery (ACM) is another career-based student association. The world has become a global village with technological revolution

overtaking the industrial and agricultural revolutions. Computer knowledge and operation skills are required in all sectors such as education, religion, industry, economy and health. The students' chapter of ACM aims to equip students with knowledge and skills in computer science as there are opportunities in the ever-expanding field. The association invites guest speakers, organizes academic trips to computer industries and many other social activities.

The Christian Pharmacists Fellowship International (CPFI) is a students' association that encourages spiritual growth among pharmacy students, faculty and staff through Bible study, prayer and fellowship. According to the command of Christ, the students should be the light of the world. The College Democrats (CD) informs students on general democratic principles and values service to the party, the community, the state and the country to enable them to make informed voting decisions. The College Republicans (CR) seeks to develop political skills, knowledge and leadership ability in preparation to serve the Republican Party.

According to a study conducted by Amoiti, Terry, Wirawan and Grice (2010), *Changes in Social Identities over Time; The Role of Coping and Adaptation Processes*, there are five core motives for social organizations formation. One of them is belonging which brings affiliation and bond among the members. Another one is motive and understanding which brings a sense of belonging and pride. Controlling is also a strong motive that keeps members in competition. The students' associations also give their members opportunities for self-enhancement. Every member feels upheld by every other member and this brings out the best in each one of them. Trust is the fifth motive whereby people need each other in their many endeavours. There is strength in unity and this enables individuals to achieve goals they would never achieve on their own.

Each student chooses the associations that they want to join and out of this free will they remain loyal. They also make a point of recruiting more members. Although similarity is an important factor, there are other factors that go into association formation. According to (Johnson & Johnson, 2012), in the study '*Understanding Social Groups*', associations enjoy more tentatively when members have frequent interaction and communication with each other. This interaction and communication are extended beyond the institutions' boundaries.

In Kenya, similar associations feature in all universities. They include Career- Based Associations which aim at bringing together students in the same career line. Some of the most active ones are; Nursing Society of Kenya (NSK) whose purpose is to initiate the nursing students into the profession and make them part of the wider nursing fraternity, The Psychology Club (PC) whose purpose is to encourage and motivate individuals in the field of psychology and also to advance and strengthen the course, Fashion Design Students Association (FDSA) whose purpose is to provide opportunity to those interested in fashion to learn and demonstrate their talents in fashion and design, Fine Arts Organization (FAO) whose purpose is to facilitate further exploration of art through music, drama and performing arts and History Club (HC) whose purposes is to create an interest in history and to build scholasticism among students.

In their website, Technical University of Kenya (TUK) in Nairobi County has a number of career- based students' associations. These include the Young Professional Association which is an umbrella body for all students doing professional courses, the Association of Engineering Students which brings together the students undertaking engineering courses. The Science and Technology Association is aimed at bringing together students doing courses in technology. The Association of Business Students is for those doing business related courses, the Finance Students Association for those

doing courses in Finance and the Live Art Club for those interested in creative and performing arts.

The University of Nairobi (UON) website has 35 registered Career Associations and Clubs. They play various roles such as advocating and liaising on behalf of the students, organizing for placement vacancies as well as career guidance services. The associations also arrange for chaplaincy and liaison among students with special needs. Some of the career-based students' associations include; Nairobi University Arts Students Association (NUASA), UON Nursing Students Association and UON Social Work Students' Association. Others are University of Nairobi Geography Association, UON Political Students' Association, Association of Medical Students UON and the University of Nairobi Education Students' Association.

Collective participation in students' associations provides opportunities for students to get to know each other, pursue a particular interest, gather more knowledge and skills in their area of specialization, celebrate their cultural and religious heritage and become a role model in their society. Being involved in an association also brings a change in attitude towards various things. Some even invite guest speakers to talk to students which make them a resource as well as an opportunity for social interaction and socialization.

University students stand to benefit from career-based students' associations. Most of them are affiliated to the national and international professional associations that will offer them employment opportunities and sometimes job security once they are through with studies. Some employers also poach the best performers in a certain course and sometimes these are assured of employment immediately they complete their course. For that matter, it was in the interest of this research to study Influence of Students'

Associations on Educational Socialization Outcomes among Students in Selected Universities in Nairobi County-Kenya.

### **2.2.5 Influence of Welfare- Based Students Associations on Educational Socialization Outcomes**

According to a study conducted by Ashton (2016) titled '*A List of Formal Social Groups*', joining a formal social group of interest can be fun and rewarding'. Money is a factor in formal associations as it helps them to fulfil their objectives. It has been assumed that individuals associate with each other for various reasons and as the association becomes stable, both sides begin to benefit from one another. Students' associations have the potential to improve a student's self-image either positively or negatively. They can also influence educational socialization outcomes in either way.

Studies have been conducted on the social-emotional skills that our university students need to acquire in preparation for the many social roles and tasks ahead of them. (Tobias & Friedlander, 2000). When universities allow students' associations to flourish, incidents of indiscipline and laxity among the learners are likely to be reduced. The relationships and interactions among the learners and the staff are likely to improve and the teaching /learning environment is enhanced. Myers (2010), '*Social Psychology*', conducted a study in American universities which revealed that 5 in 10 males and 7 in 10 females say that it is very important to help others who are in difficulty. In the students' associations, the students find acceptance, belonging, and identity.

There is a wide variety of students' associations' activities that include volunteer work, social work and social welfare. There are also Clubs and Societies which exist in the universities with the major aim of bringing together students who have common interests and hobbies. The major ones include Red Cross Society (RCS) which mobilizes

volunteers to offer humanitarian assistance in cases of crises and disaster management and Environmental Club (EC) which aims at creating awareness among the students on the importance of conserving their environment.

There are some popular formal service associations that operate nationally but have local chapters. The Lions Club (LC) is the largest service formal association in the world. It was started in 1917 to fight blindness but has expanded to local community projects such as feeding the hungry, assisting the aged and the disabled and conserving the environment. There are other formal associations that concentrate on volunteer work. These include Civitan International, Key Club and Elks USA, (Ashton, 2016).

The students' associations serve many important roles in the life of the youth and more so university students. This is because the students interact quite closely within an institution, class, study- group, in the hostel or during co-curricular activities such as worship, games, clubs and activities, open days, talent shows and music and cultural festivals. Their study period in the university ranges between three and a half years to five years depending on the course and mode of study. This duration of time is sufficient for socialization and character formation given the amount of freedom that students in universities enjoy and the fact that they can access money from various sources. Bougie, Usbonne, Sablonniere, and Taylor (2011), in their study; *The Cultural Narratives of Francophone and Anglophone Quebecers: Using a Historical Perspective to Explore the Relationships among Collective Relative Deprivation, in-group Entitativity and Collective Esteem.*, concluded that strong perceptions of group consequence result from frequent interaction and communication.

Before they join universities, students go through secondary school where they are under the supervision of teachers, parents and other adults in the society. In a study conducted

by the US Department of Education (June 1977), on '*Students Peer Groups in High School*', it was noted that high school is time for adolescence when students are deciding their courses and future careers. At the same time, parental authority is being challenged by peer pressure. Peers can have both positive and negative influence on an individual. Positively, a peer-group can provide motivation for good academic performance while negatively it can lead to indiscipline and delinquency both in and outside school. Through this, values of peers play an important role on a student's educational experience and the socialization outcomes. In the same study, some of the students admitted that their friends laid less emphasis on class attendance and good grades and were more interested in social activities. Some of the group members reported that they had friends who considered having sex, alcoholism and drug-abuse as part of their socialization, (*National Educational Longitudinal (NEL) Study of 1988*). The institutions have a duty to guide and give them the right direction.

This is the same group of students who join university in a few months and carry on with the attitude and practices. Chance to join university gives them opportunity to achieve personal independence which comes in various formats such as physical support which involves providing or sharing material possessions such as clothes, shoes and books among the group members. The members also receive social support in terms of acceptance, companionship and a sense of belonging. Students' associations' members are fond of sitting together through events or during entertainment. Intellectual support is also offered to friends in need for example discussing a class assignment, talking about sex, drugs or giving directions to a certain place. Emotional support is required when a friend is in crisis and is offered a shoulder to lean on. Financial support comes when members contribute towards a welfare activity such as a fundraiser or sponsoring a friend

for a trip. These ventures have been known to be successful even to a point of uplifting a whole household.

University students comprise of rural and urban youth as well as different social classes. Majority are in the age bracket of 19-25 years and from different sexuality, religion, ethnicity and socio-economic status. A study conducted by Boyd (2007), *Why Youth Heart is in Social Network Sites: The Role of Networked Publics in Teenage Social Life*, revealed the contemporary situation. In the present digital era, the youth are so much engaged with the electronic media through channels such as face book, twitter, WhatsApp and a number of other social networking sites. Through such channels, they articulate their views, activities as well as connections. This exercise gained popularity in the developed world for example the US in 2005-2006 when majority of the youth posted their profiles in the social network sites. This culture has come to Africa, to various African countries such as Kenya and among university students. Although the sites have lost excitement, they continue to be part of the socialization process. The process of socialization and fitting into the appropriate cultural roles in the society involves acquisition of skills in leadership, initiation, assertiveness and independence. Some of the groups and organizations leaders may end up being political, social and even religious leaders after completing their studies.

Students' associations' formation starts with psychological bond between individuals. A study by Pratkanis (2007), *The Science of Social Influence*, observes that individuals associate with each other for various reasons and interests. Members depend on one another for the satisfaction of needs, goal attainment or mutual consideration of values and attitudes.

There are various studies that have been conducted nationally and internationally on the types of associations that exist among university students and the purposes that they serve. For example, according to the findings of Van Vogt & Hart, (2004), *Social Loyalties as the Glue: The Origin of Group Loyalty*, some of the associations are official and their activities are supported while others link the students with the communities which house the various institutions as well as their neighbours. The formal associations are many and a student will most likely belong to more than one. The more they see their social identities as part of their membership in the associations, the more likely they are to remain in membership. In his study, Mondal, (2016), *Social Groups; Meanings and Characteristics of Social Groups*, observes that these associations do exist in the universities just like they exist in the wider society outside universities. They prepare students for the many social, emotional, religious and economic challenges that await them after their studies. The associations should learn to engage their members in welfare activities whenever the opportunity arises for example conserving the environment, organizing for religious activities, helping or giving service to the old, the sick and needy and giving support and consolation to the injured or the sick. All these prepare a positive character ready to undertake public responsibility towards national development. The groups also contribute towards moulding an all-round character that will fit and contribute positively towards the society.

Welfare- based students' associations are the most popular among university students. The information on the universities websites indicates that most universities have registered welfare students' associations. Kenyatta University has Kenyatta University Students Association (KUSA) which is the umbrella students' self-governance association in the institution. The university has a number of students associations open to students ranging from career or discipline-based to clubs, theatre and religious

associations. All of them operate under the coordination of KUSA. They have specific mandates whereby some provide social interaction among the members while others engage in community service.

United States International University (USIU) in Nairobi County has Student Affairs Council (SAC) which is the official association in charge of all their affairs. The institution has 21 student-centered, discipline specific recreational and students' welfare associations. These are central to students' involvement in the university as they help them develop leadership skills, participate in community service while the career-based associations supplement what is learnt in class.

Jomo Kenyatta University of Agriculture and Technology (JKUA-T) in Kiambu County has Jomo Kenyatta University Students Organization (JKUSO) which is aimed at serving students and creating opportunity for their development. The association establishes structures in conjunction with the administration and the corporate world so as to equip the students with the relevant knowledge and skills for service to the community.

The University of Nairobi (UON) in Nairobi County has the Students Organization of the University of Nairobi (SONU). The university has 35 registered career associations and clubs whose major roles are advocacy, placement, guidance and counselling and bringing together students with special needs. A study conducted by Amutabi (2014), *Crisis and Students Protests in Universities in Kenya*, examines the role of students in the university leadership and the democratization process. The study observed that university students represent the interests of the common man. They are used to disseminate ideologies.

The students' welfare associations are meant to socialize the members, provide information and opportunities for behaviour and actions which are acceptable within the

institutions. They also offer moral, emotional and sometimes financial support during times of need, offer opportunity for competition, provides motivation, growth and development. Many association members will abide by the rules and regulations out of respect for the peers and a desire to remain loyal to their membership.

University students have socio-cultural, religious, career and socio-economic needs just like any other members of the society. They also have a lot of energy and free time which needs to be channelled in the right direction. For that matter they require to join the various students' associations that exist in the universities so that their needs and requirements are met. The interest of this research was to study; Influence of Students' Associations on Educational Socialization outcomes among Students in selected Universities in Nairobi County- Kenya.

#### **2.2.6 Influence of Talent - Based Students' Associations on Educational Socialization Outcomes**

Students' associations' formation is part of university life. Consequently, a student will try to look for membership among those associations where they feel that their socialization patterns will be accommodated. Others are clubs and societies which are generally based on hobbies, talents or other special interests.

A study conducted in the UK revealed various talent clubs and associations that exist in the universities in UK. The Debate Team (DT) facilitates competitions in the International Public Debate Association among scholars across the nations. The associations seek to promote excellence in public speaking, critical thinking and argumentation. Talent Life (TL) offers students a community that provides friendship, fun and a closer walk with Christ. University Feminist Organization (UFO) fosters dialogue and provides safe space for discussion about gender issues. The association

facilitates further understanding on feminist framework, interaction between feminism and the gospel and opportunity for service in gender-based associations. Athletic Training Students Association (ATSA) challenges students to become effective Athletic Training Professionals and coaches in the religious community. Both career and religious growth should be integrated in life. The association provides an environment that brings together medical services with Christian faith, ethics and accountability in the field.

A study conducted by Manuela (2017), *Types of US College Students Organizations*, identified various talent-based students associations that exist among university students in the US. These include Club Hockey and Soccer Club at South Hampshire University which is patronized by students who love the sport. Swing Dance Society of Colorado University attracts those interested in dance and the history of the US. Another study: *Recreation and organizations in the US* (2017), found that there are forums for sports and other activities undertaken by students. They bring together students who share talents, interests and hobbies.

Another study was conducted in Nigeria by Umar, Yakubu and Bada (2010), *The Effects of Social Factors on Students Academic Performance in Nigerian Tertiary institutions*. The study reveals that social activities affect students' academic performance in terms of demand on time, companionship and psychological state. The student needs to strike a balance between the stressful academic environment and the social activities. Those who are able to find this balance enjoy their time in the universities and come out with an all-round personality while those who spend most of their time either in academics or social activities are likely to come out of university as social misfits.

Few studies on talent-based students' associations have been conducted in Kenyan universities. Marvin (2010), in *Social Media in Kenyan Universities*, made important

observations on the use of social media among university students. According to the study, university students are among the most frequent users of social media in the country. Their participation comes in various forms such as content creation, silent reading, active participation and sharing information.

A study by Njoroge (2012), *Talent Management Practices in Commercial State Corporations in Kenya*, sheds light on a situation that can be observed across the board. The findings of the study indicate that most state corporations have not put in place good policies concerning talent management among their staff. Universities on the other hand can improve on their talent management especially among students and this would motivate them and add more value to their leisure time.

Another study by Wangai (2012), *Determinants of Students in Co-curricular Activities in Secondary Schools in Mwatate District- Kenya*, had almost similar observations though at a different level. According to the findings of the study, 60% of the students felt that co-curricular activities were not adequately funded, 71% felt that the co-curricular infrastructure in the schools was insufficient while another 76% felt that parents should be fully involved in the planning and implementation of projects concerned with the students' talents.

A study sponsored by KCB titled, *Kenyan Youth Use Talents to Create Jobs* (2016), was conducted in Kisii County. Having realized that there were not enough jobs to absorb the youth whose unemployment rate is currently 25-40% in Kenya, groups of youth in Kisii County are using talents to generate jobs and earn a decent livelihood for the members. The youth are drawn from different universities in the country and have formed an association known as Tabaka Saints Arts Group to help in the coordination of the activities and efforts of members. The requirement for joining the group is a talent such

as carving, weaving, design, basketry and beadwork. They make sculpture, bangles, necklaces, portraits and other ornaments from soapstone. The association has partnered with Export Promotion Council of Kenya which has linked them to major international exhibitions to showcase their products. University students from other counties can follow suit.

University students have a lot to gain from talent-based associations' membership. Talents come in diversity and in fact some are only discovered when the member is playing a role in the association. This implies that the individual may never discover their talent unless they actively engage in the association's activities. In the recent past talent has become very popular as the entertainment and advertisement industries are searching for them. This research conducted a study on Influence of Students' Associations on Educational Socialization Outcomes among Students in Selected Universities in Nairobi County-Kenya.

### **2.3 Theoretical Literature**

The two theories that informed this study are the Structural Functionalist theory (Spencer; 1898) and the Social Learning theory (Bandura; 2007). According to the first theory, institutions, relationships, roles and norms constitute towards the continued existence of others and by extension that of the society. The second theory proposes that most human behaviour is learned through observation and modelling. This takes place through role modelling which is perfected in university.

Valeeva and Yudkevich (2016), *how Social Ties affect Peer-Group Effects: A Case of University Students*, observed that individual performance of university students is influenced by characteristics and achievements of peers from individual's social network. Students' associations are known to engage in communal service, activities and

adventures and this gives members opportunity to actualize what they learn in the lectures. As they interact with other members of the society and other ideas, real circumstances make solid their classroom learning and connect them to real life situations. They are able to work and relate with families which they will be part of in future and they feel part of the larger world that has its own ideals, values and attitudes, beliefs and practices.

A major factor that attracts association membership is desire to associate. Need for affiliation with other members is met or satisfied through interaction as the need for achievement is met through taking part in the activities. Students' associations are powerful forums for satisfying basic social needs. As members interact, they assist one another within and outside the association. Consequently, the association acts as a steppingstone towards achieving an external goal such as educational economic, political or social mileage. This research studied Influence of Students' Associations on Educational Socialization Outcomes among Students in Selected Universities in Nairobi County–Kenya.

#### **2.4 Theoretical Framework**

According to (Orodho 2003) a theoretical framework comprises of a set of prepositions that are derived from and supported by data or evidence. The two theories that guided the study are the Structural Functionalist Theory. (Herbert Spencer; 1820-1903) an English Philosopher and the Social Learning Theory (Albert Bandura; 1925-2021), a Canadian-American Psychologist.

Structural functionalism as a concept in sociology states that institutions, relationships, roles and norms come together to constitute a society which serves a purpose. The theory looks at society as a structure with interrelated parts designed to meet the biological and

social needs of individuals in that society. He compared society with a human body which has various organs designed to work together to keep the body functional. Likewise, various parts of the society work together to keep society functional. An institution such as university works like society. The various members or individuals have to be ready to work together for the good of everybody.

Social learning theory states that we learn most behaviour from observing others. University students will join students' associations and engage in all behaviour and activities associated with the groups. The study explored various types of students' associations among students in the universities to establish their contribution to academic performance. Most of the regional based, religious based, career based, welfare -based and talent-based students' associations will engage in positive behaviours and activities for the wellbeing of their members and favourable consideration by the university authorities. The associations' members will display common behaviours and activities as a result of frequent interaction among themselves. The two theories are complimentary.

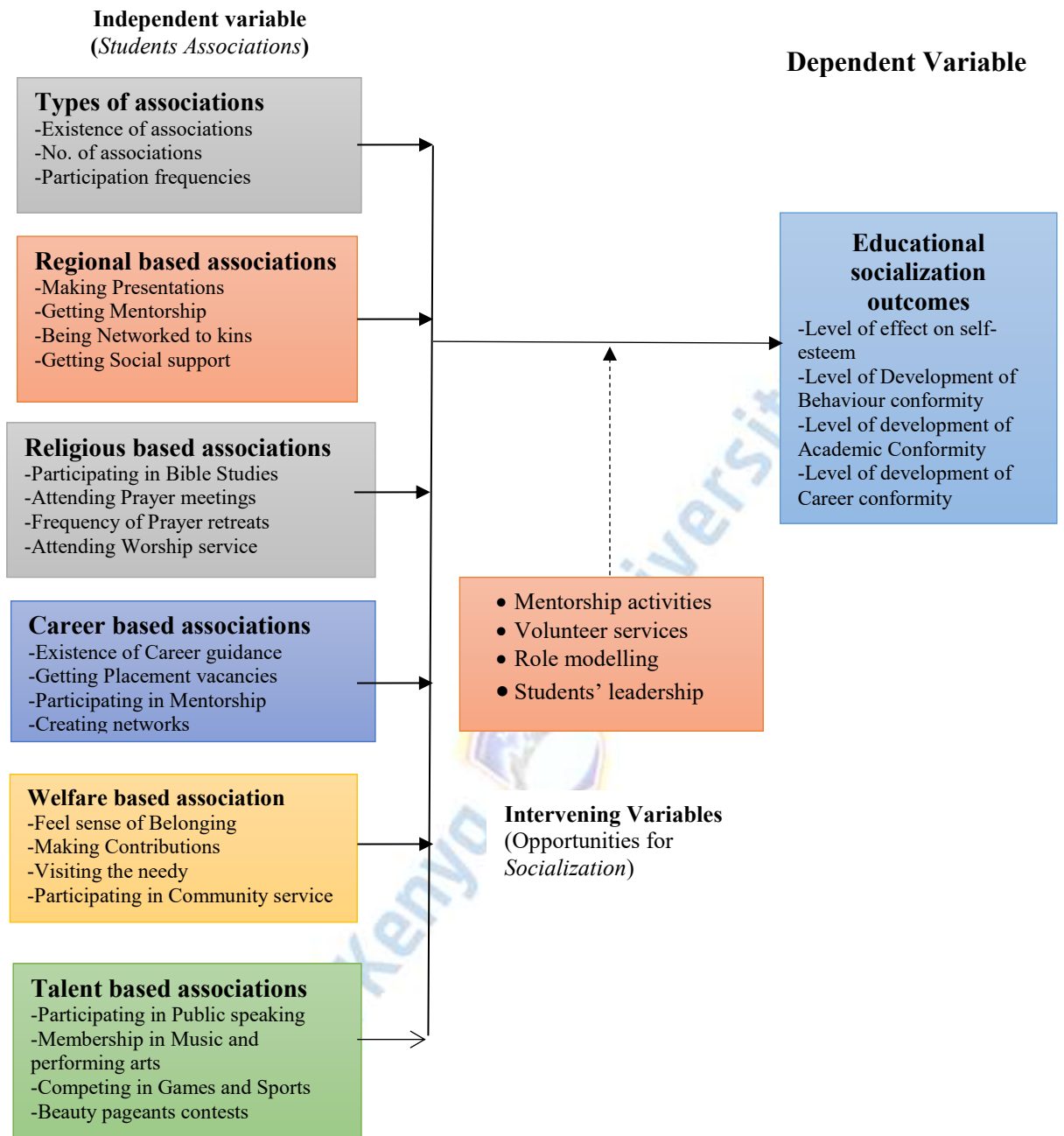
In a study conducted by Forsyth (2010), titled *Group Dynamics*, all students' associations are likely to share some characteristics. These include interaction which takes various forms such as verbal or non-verbal communication, social networking and forming bonds. There are two main types of interaction: relationship interactions and task interactions. Relationship interactions involve all actions performed by the students' associations' members in relation to the emotional and inter-personal ties within the association.

Educational Socialization outcomes among university students can be seen in terms of self-esteem, academic conformity, behaviour conformity and career conformity for those who obey the associations' rules and procedures. This is a lifetime process that a student

goes through in stages. The influence is aided by intervening variables which are activities which give members opportunity for socialization. These include mentorship activities, volunteering, social support, quality teaching, role modelling and the students' council. It is for this purpose that the researcher wished to study; Influence of students' associations on educational socialization outcomes among students in selected universities in Nairobi County-Kenya.

## **2.6 Conceptual Framework**

The variables in the study are conceptualized to relate to each other in figure 1. The conceptualization is borne by the concept of social learning theory which recognizes learning in social groups. Moreover, structural functionalism forms basis of how students agree to be in a group and organize themselves, come up with the constitution and leadership through elections.



**Figure 1** Conceptual Framework

Source: Researcher (2017)

Figure 1 shows the conceptual framework with independent variables being the types of associations measured by indicators including existence of associations, number of associations, and participation frequencies. The second independent variable is the students' associations which are specified as regional based associations which is

measured by indicators including making presentations, getting mentorship, being networked to kin and getting social support. Religious based associations are measured by indicators including bible studies, prayer meetings, prayer retreats and mass meetings. A career-based association is measured by career guidance, placement vacancies, career talks and scholasticism. Welfare based associations is measured by belonging, acceptance, companionship and contributions. The talent-based associations are measured by public speaking, music and performing arts, music and sports and beauty pageants. Students' associations are part of university structures and for them to function effectively, they require the support of the other parts of the system. Students learn from each other as stated by the social learning theory.

## **2.6 Research Gaps**

According to Macioni (2002), *Society: The Basics*, human beings have a tendency of grouping with those who they share interests.

1. Formal associations have been studied by a number of scholars, but it has emerged that no scholar has tried to study Influence of Students' Associations on Educational Socialization Outcomes among students in Selected Universities in Nairobi County-Kenya. This is the major gap that this study wished to address. Kenyan universities are home to a big percentage of the Kenyan youth as well as foreign students who come to study on academic exchange programmers or on their own initiative. As noted above, similar studies have been conducted in foreign universities and it would be interesting to find out the situation in Kenyan universities.

2. In the related literature review, the researcher did not come across a study that has documented influence of regional based students' associations on educational

socialization outcomes among students in selected universities in Nairobi County-Kenya. This is one of the identified gaps that motivated this study.

3. Another knowledge gap identified is that not much research has been conducted on the various students' associations and their impact on students' socio-emotions and moral character. Many of the studies have been conducted in foreign universities and no such a study has been conducted in the local universities. As much as we are equipping our youth with educational knowledge and skills, it will be dangerous for them to leave the institutions without socio- emotional skills and strong moral character. These qualities can be obtained through well-coordinated and positive students' associations. The influence of peer- group continues throughout life as the member continues to grow, mature and change environments, classes, peer groups, interests and friends.

## **2.7 Summary of Reviewed Literature**

Human beings are social beings and for that matter associations are a common feature in all societies. Universities are institutions of higher learning are an important part of any society. This research conducted a study on; Influence of Students' Associations on Educational Socialization Outcomes among Students in Selected Universities in Nairobi County-Kenya. The study explored influence of regional based students' associations on educational socialization outcomes, examined influence of religious based students' associations on educational socialization outcomes and investigated influence of career-based students' associations on educational socialization outcomes among students in selected universities in Nairobi County-Kenya. The study also assessed influence of welfare-based students' associations on educational socialization outcomes and determined influence of talent-based students' associations on educational socialization outcomes among students in selected universities in Nairobi County-Kenya. This study

was conducted among university students in the sampled universities located in sampled constituencies in Nairobi County-Kenya.



## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Introduction

This chapter focused on the research methods and procedures that the study adopted. The chapter discusses the research methodology, rationale for methodology, research design, and rationale for the research design, location of the study, target population, sampling procedures and sample size. The chapter also discusses the research instruments in detail, piloting of research instruments, data collection procedures, data analysis procedures and finally ethical and logistical considerations.

#### 3.2. Research Methodology

This research adopted Mixed Methodology which was most appropriate. The Mixed Methodology combines both qualitative and quantitative aspects. According to Kombo & Tromp (2013), some of the aspects are Qualitative and comprise attributes which require description while others are Quantitative and require to be analysed numerically. The qualitative data and information on Influence of Students' Associations on Educational Socialization Outcomes among University Students in Selected Universities in Nairobi-County-Kenya required description while quantitative data such as analysis of the students' associations that exist among university students was gathered in form of statistics. Most of the information that the researcher gathered was from actual visits to the universities and interaction with staff and students in the respective research departments. Interaction with deans of students and association's members was purely on phone and online platforms. All these required a mixed methodology for presentation. The mixed methodology was the most appropriate because the qualitative aspects of the study were described and explained while the quantitative aspects were gathered in form

of numbers or statistics which were analysed and presented in form of tables, charts and graphs.

### **3.3 Research Design**

This study adopted a Concurrent Triangulation design which is appropriate for Social Sciences. The study utilized both Qualitative and the Quantitative approaches whereby description as well as analysis were combined in order to give a comprehensive data and information presentation. Universities have many students' associations. To be precise, one of the public universities has 197 registered students' associations. The Dean of students in university the confirmed in an oral interview that the institution registers all associations that seek registration as long as they do not go against the laws of the land or offend the laws of the institution. The most notable are regional based students' associations, religious based students' associations, career-based students' associations, welfare-based students' associations and talent-based students' associations. The use of either quantitative or qualitative approaches on its own was not adequate enough to address this complexity. The combination of both quantitative and qualitative research approaches provided an expanded understanding of the research topic. There were more insights gained from the combination. The researcher was not able to interact with the respondents in informal and non-formal situations due to COVID19 restrictions as required by the Ministry of Health. However, the minimal interaction was recorded on camera and evidence attached.

This required that the researcher first of all reviewed literature related to the study topic which is 'Influence of Students' Associations on Educational Socialization Outcomes among Students in Selected Universities in Nairobi County-Kenya. The six objectives were achieved through the mixed methodology.

### **3.4 Location of the Study**

The location of study was selected universities in Nairobi County-Kenya. This location was chosen since Nairobi is the capital city and home to many universities. The study was conducted in three sampled universities where interest was: Influence of Students' Associations on Educational Socialization Outcomes among Students in Selected Universities in Nairobi County-Kenya. The sampling was done on the basis of category, public or private and constituency of location. The 3 universities were sampled as; 1 public and 2 private and constituency of location varied. They were coded as X, Y and Z for the purpose of confidentiality. The universities also have campuses in different parts of the country and what is done in the main campuses will be a replica of what is done in all their campuses. The students' associations are well established at this level with clear and set objectives. This location was justified because the data collected would be a good representation of what happen in all universities; private or public.

The independent variable (IV) found in the locale of the study is Students' Associations. The study focused on the formal or registered associations each of which engages in various activities. Members of Regional – based associations engaged in presentations, mentorship, networking and social support. Members of Religious- based associations were engaged in Bible study, prayer meetings, prayer retreats and worship service. Members of Career – based associations were engaged in career guidance, placement, and mentorship and creating networks. Members of Welfare- based associations were engaged in belonging, contributions, visiting the needy and community service. Members of Talent – based associations were involved in public- speaking, music and performing arts, games and sports and beauty pageants. The intervening variables (IVs) include opportunities for socialization such as mentorship activities, volunteer services, role modelling and students' leadership. The Dependent Variable (DV) was Educational

Socialization Outcomes whose indicators included behaviour conformity, career conformity and socio-economic conformity. The Dean of students in one of the public universities confirmed that students' leaders are given training before taking up their new roles. The interaction is a process that lasts a lifetime, and the outcomes are also lifetime. The three institutions were a good representation of what happens among university students especially outside academics. This was confirmed by the Dean of students in one of the public universities. The three universities have enjoyed calm among the students in the last few years even as their counter parts in other universities engage in activities that have led to loss of learning time. The 3 universities are in different constituencies of Nairobi County, and this offered a good coverage for the study.

### **3.5 Target Population**

The target population of the study were the 175,917 students in the universities in Nairobi County – Kenya. Among the universities, majority are private and located within different constituencies while a few are public and also located within different constituencies. This ensured a comprehensive and exhaustive study where data and information were collected from both public and private universities in varied constituencies as shown in Table 1.

**Table 1: Target Population**

S/no.	University	Constituency	Nature	Enrolment
1	Adventist university of Africa	Kibra	Private	2800
2	Africa International University	Lang'ata	Private	3200
3	Catholic University of Eastern Africa	Lang'ata	Private	5000
4	KCA University	Ruaraka	Private	4000
5	Pan-African Christian University	Roysambu	Private	2000
6	Strathmore University	Lang'ata	Private	4000
7	Technical University of Kenya	Starehe	Public	11000
8	Kenyatta University	Kahawa West	Public	70000
9	United States International university	Kasarani	Private	7005
10	University of Nairobi	Starehe	Public	61912
11	Multi-Media University	Lang'ata	Public	5000
<b>Total</b>				<b>175,917</b>

**Source: CUE, 2017**

Table 1 above shows that the 11 universities in Nairobi County are distributed into two broad categories as public or private with geographical location within 6 constituencies. All the universities have a total enrolment of over 175,917 students.

### **3.6 Sampling Techniques and Sample size**

The sample size for the universities' selection used Mugenda and Mugenda's (2013) recommendation of a sample size of between 10% and 30% of the population. Using the highest sample size of 30% of the 11 universities gave 3 universities. The population of

three universities (average enrolment of 175,917/11=15,992 students) gave out 15,992\*3 = 47,976 students.

The sample size for individual students in the associations was calculated from the sampled universities using the formula by Krejci and Morgan (1970). The formula is as shown below.

$$S = \frac{X^2NP(1-P)}{d^2(N-1) + X^2P(1-P)}$$

Where;

S = Required Sample size

X = Z value (e.g., 1.645 for 90% confidence level)

N = Population Size

P 1 = Population proportion (expressed as decimal) (assumed to be 0.4 (40%))

d = Margin of error or Degree of accuracy (5%), expressed as a proportion (.05).

This formula is appropriate as the population is finite from Table 3.1. The researcher had a percentage of student population involvement in students' associations at 40% and used a 90 percent confidence level with confidence interval of +/-0.05. The calculations are as shown below.

$$S = \{1.645^2 * 175917 * 0.4 * (0.6)\} / \{0.05^2(175916) + 1.645^2 * 0.4 * (0.6)\}$$

$$= 259$$

Sampling involved stratification of the universities by nature as private or public and their constituency of location.

The public universities are located in various constituencies. Kenyatta University (KU) is located in Kahawa West Constituency which is part of Nairobi-County. The private universities are spread through various constituencies. The researcher used cluster sampling to randomly select 2 universities from the first strata (private - majority) so that the 2 may not fall in the same constituency. On the other hand, simple random sampling was used to select 1 university from the second strata (public- minority).

For the student population, equal proportion of 86 students ( $\frac{1}{3} * 259$ ) was selected from each of the three selected universities. The researcher then used stratified sampling to select the 86 students from each selected university.

**Table 2. Sampling Grid**

Nature of University	Sampled Universities/Deans	Students Population	Students Sample
Private	2	31984	172
Public	1	15992	86
Total	3	47976	258

**Source: CUE, 2017**

### **3.7 Research Instruments**

The research instruments the study adopted were mainly an interview guide for the Deans of students, questionnaire for students' associations' members and an observation checklist. The research instruments enabled the researcher to gather information and allowed for probing especially the interview guide with the Deans of Students. This was done on phone and recorded and also via email (Appendix V). The researcher administered the questionnaire through google forms which the respondents accessed through a link. The researcher conducted an interview with The Deans of students on phone and also via email and the responses recorded. The multiple instruments helped to

gather as much data and information as possible from the respondents on the; Influence of Students' Associations on Educational Socialization Outcomes among University Students in Nairobi County-Kenya as justified below.

### **3.7.1 Interview Guide for Deans of Students**

This instrument was useful in gathering data on; Influence of Students Associations on Educational Socialization Outcomes among University Students in Nairobi County-Kenya. In the interview, all the deans of students had almost similar responses to the interviews. This is because universities are run and governed on policies which are more or less the same. The deans of students gave the number of students' associations registered in their university and the type of organizations that are allowed to operate in the university. One of the Deans elaborated that all groups are encouraged, and the office registered any association that applied for registration as long as it does not go against the laws of the land or the institution's rules and regulations. The study did not dwell on the unregistered groups.

The respondents outlined some of the roles of the associations such as peer-counselling, character formation and enhancing the wellbeing of the members. The most outstanding association as far as roles are concerned included Red-Cross and Environmental Clubs. In some of the institutions, these associations have won the Presidential award in recognition of their activities. The religious based associations take care of the students' spiritual matters. The respondents also indicated the percentage of students who are enrolled in the various associations. To be precise 90% of the students were engaged according to one of the Deans of Students. Their view on the impact of Students' Associations on Educational Socialization Outcomes was very positive.

The respondents also indicated that Students' Associations engaged students in social activities. These include community-based outreach programs which try to reach out to the less fortunate members of the society in their neighbourhood. Through this, the associations create awareness on the community's needs and requirements. The students are able to participate where they can like cleaning the environment, tree-planting, giving donations like food and clothes. According to the Deans, those who are engaged are very active. There is no time limit to their activities as they can engage in the evenings, over the weekends, during public holidays or during long vacation.

The Students' Associations also act as a stimulant to further participation in university creativity events. These include Culture week where drama, music, dance, food and dress are displayed. The students feature in all areas, and these keeps them positively occupied, exposed and sometimes open doors to future opportunities in the students do play a role in modelling students' leaders and in addressing students' day to day issues in the university. This data and information enabled the researcher to study Influence of Students Associations on Educational Socialization Outcomes among University Students in Nairobi County-Kenya.

### **3.7.2 Questionnaire for Students' Associations Member**

These offered a considerable advantage in data and information collection. A questionnaire presents an even stimulus, potentially to a large number of people simultaneously and provides the researcher with a relatively easy accumulation of data and information (Wellington, 2000). The Students' Associations member provided data and information as guided through the questionnaire. This included section A which contained the personal details such as' name of university, year of study, school/department, area of specialization. Part A also contained gender, age and the number of

Students' Associations that they have joined. Section B of the questionnaires sought to find out the views of the respondent on the influence of the various types of associations on their educational socialization outcomes. The respondent indicated their participation in various activities organized by the associations, the various aspects of campus life that they are exposed to through the associations and the most popular criterion that draws them towards joining an association. The respondents also indicated the phenomenon or attitudes that they gained through participation in the activities organized by various associations.

### **3.7.3 Observation Checklist**

This instrument was being used by the researcher throughout the visits to the various universities. It helped to gather additional information that was not captured from the respondents through the interview guide for Deans of Students and Questionnaire for associations' member. The researcher specifically observed the behaviour and attitude of various staff members who they interacted during the visits made to deliver the applications for online data collection.

### **3.8 Piloting of Research Instruments**

Before the actual data collection exercise commenced, the researcher piloted the research instruments in Nazarene University which is in Kajiado County. It is one of the private universities which was not among the universities sampled for the main study. The pilot entailed 28 students (10% of the sample size of 268) as recommended by Creswell (2014). The piloting of research instruments was necessary so that any anomalies on the questions, relevance of the information being sought, and appropriateness of the language used could be rectified. The exercise also made the researcher familiar with the content, requirements and administration of the questionnaires. This helped to improve

their reliability and validity. This exercise was done one month before the actual data collection in the 3 sampled universities.

### **3.8.1 Validity of Research Instruments**

Bong and Gall (1989) define validity as the degree to which a test measures what it is meant to measure. The questionnaires used for piloting were analysed so as to modify and improve all the items. Some of the questions may be deleted while others are improved.

Content validity of the research instruments was done so as to eliminate irrelevant, ambiguous and inadequate items. The irrelevant items were discarded, and appropriate ones added and modified in line with the study objectives. More guidance on the same was sought from the experts and supervisors from the Department of Educational Foundations –Kenyatta University and Educational Psychology and Technology- Mount Kenya University.

### **3.8.2 Reliability of Research Instruments**

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda, 1999). The piloting of instruments mentioned in 3.8 helped to detect any issues with the instruments and there was time between the piloting of instruments and the actual study to address all the concerns. Reliability was ensured by critically assessing the consistency of the responses on the pilot questionnaires. This was established by using split- half method that is using odd- even strategy whereby the researcher administered the questionnaires to 28 respondents once and then divided the responses into two categories of odd and even. This helped to check for appropriateness of items and to detect ambiguity and lack of

clarity. The correlation between the two halves was computed and the correlation coefficient obtained using Pearson's Product Moment Correlation (PPMC) method.

The first set of questionnaires resulted to a correlation coefficient  $r = 0.265$  (N=14) while the adjusted set resulted to a correlation coefficient  $r = 0.818$  (N=14) as shown in Table 3.

**Table 3.** *Correlations for Pilot Tests*

		First Test		Adjusted Test	
		Overall score for EVEN 14 respondents	Overall score for ODD 14 respondents	Overall score for EVEN 14 respondents	Overall score for ODD 14 respondents
Overall score for EVEN 14 respondents	Pearson Correlation	1	0.265	1	.818**
	Sig. (2-tailed)		0.359		0
	N	14	14	14	14
Overall score for ODD 14 respondents	Pearson Correlation	0.265	1	.818**	1
	Sig. (2-tailed)	0.359		0	
	N	14	14	14	14

From Table 3, the initial  $r = 0.265$  was below the recommended standard threshold of  $r > 0.7$  (Kothari, 2004) which informed revision of the questionnaire. The second  $r = 0.818$  was deemed sufficient for use to deem the questionnaire reliable. This implied high enough internal consistency in the test items.

The data in Table 3 was collected using the draft questionnaire. However, there were a few questions that required be correcting or adjusting before conducting the main study.

All the changes were made so as to improve the efficiency of the questionnaire and to align the data with the study objectives.

### 3.8.3 Validity of the Observation Checklist and Interview Guide

Experts in sociology were consulted and requested to judge each item in the observation checklist and interview guide either as Relevant (R) or Irrelevant (IR). The responses were used to determine the Content Validity Index (CVI) using the formula below:

$$CVI = \frac{\left\{ \frac{TR1+TR2}{2} \right\}}{Total\ Items}$$

Where:

CVI = Content Validity Index

TR1 = Total items marked as relevant by 1<sup>st</sup> Expert

TR2 = Total items marked as relevant by 2<sup>nd</sup> Expert

Machuki (2012) suggests that if the Content Validity Indices for the research instrument is greater than 0.5, then it implies that it is Valid.

The responses resulted into the following statistics.

Total items marked as relevant by 1<sup>st</sup> Expert, TR1 = 47

Total items marked as relevant by 2<sup>nd</sup> Expert, TR2 = 39

Total Items = 49

Thus, Content Validity Index, CVI =  $\{(47+39)/2\}/49$

CVI = 0.878

With this level of Content Validity Index, the combined items in the observation checklist and the interview guide were deemed to bear sufficient validity level because the CVI = 0.878 was above the validity threshold of 0.5.

All observation was guided by the study objectives.

The interview guide for Deans of students and the observation checklist were also reviewed for effectiveness. The following changes were done.

1. Q4- the question was changed from...Do you think students' associations make disengaged students become engaged in students' social activities? ....to.... what are some of the community-based activities done by different students' associations?
2. Q5- And those who are already engaged to increase the regularity and intensity of participation ...to ...how active and dedicated are the associations' members? ....
3. Q9- Do you think students' associations have a role to play in determining students' leadership in your university though building identity and reputation? To.... how does the university prepare associations' leaders before they can take up their roles their roles?
4. Q10-Do students in your university have a role in addressing students complains related to quality facilities and services, value for their money? to.... Do you think students' associations have influence on their educational socialization outcomes?

The observation checklist was also improved. Most students were not on campus during the data collection exercise. For that matter the observations were done both directly and indirectly. The following adjustments were made.

1. The numbering was revised so as to enable coding of the data in the SPSS.
2. Item 11 in section B- 'Association's activities were not repeated in item 16.
3. The researcher considered the gender, age and readiness to provide data on personal information.
4. Information concerning types of associations, activities, participation, creativity and view on students' associations as well as reasons for joining the association was gathered from the questionnaire and from the interview with the Deans of students.
5. The information on Meeting sessions was collected from small groups so as to comply with the Ministry of Health guidelines concerning COVID19.
6. Physical interactions were minimized to avoid crowding.

All the changes were made in line with the objectives and dictated by the prevailing circumstances.

### **3.9. Data Collection Procedures**

The researcher obtained a letter of introduction from the School of Post- Graduate Studies (SPGS) (Appendix II) and clearance from Ethics and Research Commission (ERC) Mount Kenya University (Appendix III). These enabled the researcher to obtain a research permit from the National Commission for Science, Technology and Innovation (NACOSTI) (Appendix IV) Due to the COVID19 lock down, the researcher wrote emails to the sampled institutions research departments requesting for permission to collect data from the students through the online platform. The email addresses were obtained from

the institutions' websites. (Appendix V). The emails were followed up with actual visits to the institutions since the offices were in operation though with minimal staff. The researcher was accorded a lot of cooperation from institutions with well-established online platforms while those who did not have were not willing to admit at first. This made the researcher to visit the institutions severally thereby causing a delay in the exercise. Accessing the students proved to be the most challenging part of the exercise. At this point, some changes were necessary so as to replace some of the sampled institutions that did not have well established students' online platforms. The changes were made officially, and evidence attached in (Appendix VIII).

In the first institution, the reception was good. The operations were minimal. The researcher was directed to the research office. The Director research was not available, but the researcher delivered a copy of the request to the office and was asked to check on feedback later. The director responded via email and referred the researcher to the VC office. The researcher was required to get a letter of introduction from the School of Education addressed to the VC. This letter was obtained from the Director School of Post Graduate Studies (Appendix VI). The researcher was then directed to the Dean of Students. The Dean of Students was very corporative and gave the researcher a go ahead to reach the students. The researcher was given the contact of the students' leader or president of the students' umbrella association. The student leader was also corporative, and the researcher observed that this is an exercise he was familiar with. The student leader requested to be allowed to go through the questionnaire first before posting to the rest of the students. The researcher provided the students' leader with the link to the questionnaire. The consent form was attached to the questionnaire. The students' leader provided feedback and was satisfied with the kind of data that the researcher required from the students. The students' leader guided the researcher on which group of students

would provide the kind of data required for the study. After this, the student leader posted the link to the rest of the students. Feedback was obtained in two weeks' time. The interview with the Dean of Students was conducted after obtaining feedback from students.

In the second institution, the researcher made the actual visit as a follow up after sending an email request. The researcher was directed to the office of the Director research. The researcher handed the director the request letter. The Director went through the letter and the attached requirements and noted that the NACOSTI license was missing. The researcher was able to produce a copy in a few minutes. The Director then advised the researcher to deliver the letter and the attachments to the Vice Chancellors office. The letter was officially received by the administrative assistant. For protocol reasons, the researcher was advised to check on response after one week.

The researcher returned after one week and the letter had not been acted on. The researcher was again advised check after one week. At this time, the researcher observed that the secretaries were working on shifts and so there was no proper follow up. This being a public institution, the workers were supposed to work from home including the VC. On the third visit, the researcher requested to be given guidance as the delay was consuming research time. At this time, the secretary admitted the institution did not have an online platform for the students. The reason given was that their courses were technical and therefore could not be instructed online. On this third visit, the researcher was given an official letter to change study site (Appendix VIII).

The researcher then sent the request letter to the third institution. The response was very prompt and obtained on the same day. The response was from the Dean of Students who explained that the researcher could not access the students' leaders. The reason given

was that the students' leaders' term in office had expired and therefore if the researcher wanted any data from them, they would have to wait until the institutions re-opened. This would allow for elections to be held and the new leaders are sworn into office. The earliest date the researcher would access the students would be February 2021. The researcher observed that the office of the Dean of students in this institution was very vibrant and prompt in response. This saved the researcher a lot of precious time.

The researcher then approached the fourth institution. The researcher wrote an email requesting to be allowed to collect data from the students' online platform. The email was followed with an actual visit to the office of the Director Research and Innovation. The Director was available and the reception positive. He received the request formally and the evidence is attached in (Appendix IX). The researcher advised to check on feedback after one week. The researcher complied and after the one week, the request was approved, and the researcher sent to the office of the Dean of Students.

This is the office in charge of students' affairs in many institutions. The next task was to reach the students. The Dean of Students linked the researcher with students' leaders who were able to reach out to the rest of the students. By this time the first- and fourth-year students had been recalled for exams. The Dean of students allowed the researcher to administer the questionnaire physically but observe COVID 19 protocols. This was done and feedback obtained within two days. The Dean of Students was very corporative and gave an appointment to the researcher to respond to the interview schedule for Dean of Students. At the appointment time, the researcher conducted and recorded a 30 minutes interview. This was very kind of the dean as this is one of the busiest offices in all universities. The interview gave a lot of insights into Influence of Students' Associations on Educational Socialization Outcomes among Students in Selected Universities in Nairobi County-Kenya.

The researcher embarked on the fifth institution. This was a private institution, and the researcher sent the email requesting to be allowed to collect data from the students' online platform. This was followed with an actual visit to the institution. The researcher was well received by the administrative assistant and informed that due to COVID 19 restrictions, the staff was strictly working from home. The administrative assistant provided the researcher with the contact of the Dean of Students. The researcher contacted the Dean who was very corporative. The dean requested to see the questionnaire so as to know the kind of data the researcher needed from the students. The researcher shared the link to the questionnaire and the Dean was able to go through it. On being satisfied with the contents, the Dean posted the link on the students' online platform. Feedback was obtained within one week. The Dean responded to the Interview Schedule with the Dean of Students via email. All study respondents were given enough time to interact with each data collection tool which included a consent form and a questionnaire and interview schedule.

During field work, the researcher noted down some peculiar observations throughout the study. This included a negative attitude in the institutions where the online platforms were not well established and a warm welcome where the systems were in place. Most interaction was with the staff in the offices of the Vice Chancellors, the directors of research and the deans of students in charge of students' affairs. Where the researcher interacted with data providers directly, the students were very positive. The overall observation was that there is a lot of protocol to be observed before one can reach the students officially. The biggest concern was the kind of data the researcher wanted to collect from the students.

### **3.10 Data Analysis Procedures**

The data and information collection exercise were followed by data analysis guided by the study objectives. The analysis was done as per objective. The researcher began by sorting and classifying common themes from the qualitative and the quantitative data. The researcher aimed at exploring various regional based students' associations influence on educational socialization outcomes, examining the influence of the various religious based students' associations on educational socialization outcomes and investigating the influence of various career-based students' associations on educational socialization outcomes among students in selected universities in Nairobi County-Kenya. The researcher also assessed through questionnaires and interview schedule the influence of various welfare-based students' associations on educational socialization outcomes and determined the influence of the various talent-based students' associations on educational socialization outcomes among students in selected universities in Nairobi County-Kenya. The researcher identified common themes from the qualitative and the quantitative data. Through concurrent triangulation design, the separately but concurrently collected data was analysed and then merged into one overall interpretation. The analysis yielded both qualitative and quantitative data. Qualitative data was described through qualitative data analysis techniques (Kombo and Tromp, 2013). This refers to non-empirical analysis where the researcher is interested in analysing information in a systematic way in order to come up with some useful conclusions and recommendations. Quantitative data was analysed using descriptive statistics. These included distribution frequencies, means, percentages, variables and standard deviations. They were used to describe the data and information obtained for each of the variables under study. In qualitative studies, data collections, analysis, verification and the development of theoretical explanations occurs simultaneously throughout the study (Bogdan and Biklen, 1992). Tones and Tilford

(1994) support this opinion when they assert that, ‘the analysis of qualitative data is complex and does not form a distinct stage in the research process. Data analysis was therefore a continuous process throughout the study period.

### **3.11 Ethical and Logistical Considerations**

Throughout the study, the researcher tried to keep the confidentiality of the respondents. None of the respondents was required to indicate their names or identity anywhere on the questionnaires.

The researcher sought informed consent of all the participants by explaining to them the type and purpose of the data and information needed. The researcher also provided a consent form which the participants read and signed before filling the questionnaire. Each instrument also had an introductory note bearing the name of the researcher, research title, purpose of the study and a humble request to each to provide the required information.

The questionnaire for associations’ members had several sections. In Section A, they were requested to provide general information about themselves, name of their institution, year of study, school/department and area of specialization. They also indicated their gender, age and the number of students’ associations they had joined. Section B was seeking information on Regional- based associations. The participants were to indicate how often they anticipated participating in regional- based associations’ service. They were to indicate the level of influence of regional based students’ associations on three aspects of campus life namely, experience with associations, connecting with others and adopting university culture and norms. The participants were to indicate the most popular criterion for joining regional-based students’ associations. On a scale of 1 (minor) to 2 (major), they were to rank some given socialization

phenomenon, membership and their opinion about the influence of students' associations on their educational socialization outcomes.

The interview schedule for the Dean of students sought information mainly on the number of students' associations that were registered with the office, types of students' associations that existing in the particular university, their membership, roles and also their observation about the influence of the students' associations on educational socialization outcomes among the university students.

The observation checklist contained parts A and B. Part A concentrated on characteristics of participants. These involved some aspects of individuals such as gender, age, dress code, language use, communication skills, leadership skills, organizational skills and attitude towards students' associations. Some aspects of the associations were also observed. These included gender compositions, type of association, associations' activities, participation and creativity. The researcher also sought to observe the view of the students on the associations, their reasons for joining the associations and the associations' activities.

Section B sought to observe the meeting sessions. The center of interest was the association's leader. The researcher observed their communication style, their control over the members, their leadership skills, confidence, interaction with members and the mentorship opportunities they offered the members. Section B also sought to observe interactions among members and their leaders. The researcher was interested in the level of participation of the members, confidence of the leader, general environment of the meeting and the level of corporation among the members.

Another observation was made on mentorship activities already undertaken and those that the association was planning to undertake. Data on observation of members' level

of participation was collected on Likert scale. The researcher also observed the bases for common agenda. These included students' conformity, academic conformity, academic conformity and socio-economic conformity. The researcher also observed participation in students' activities and their interaction with each other. Most of the observations were made with small gatherings as large numbers were not allowed due to COVID19 restrictions. More observations were deduced from their responses in the questionnaires.

### **3.11.1 Confidentiality**

All the data and information collected was treated with confidentiality. The researcher ensured this by coding the research tools and seeking informed and written consent from the informants. The researcher informed all respondents not to write their names or personal information on the questionnaire. The respondents were made aware not to give any personal information. The researcher undertook to explain the nature and the purpose of the information that they wished to collect before the beginning of each session. This was to ensure that the respondents participate willingly.

## CHAPTER FOUR

### RESEARCH FINDINGS AND DISCUSSIONS

#### 4.1 Introduction

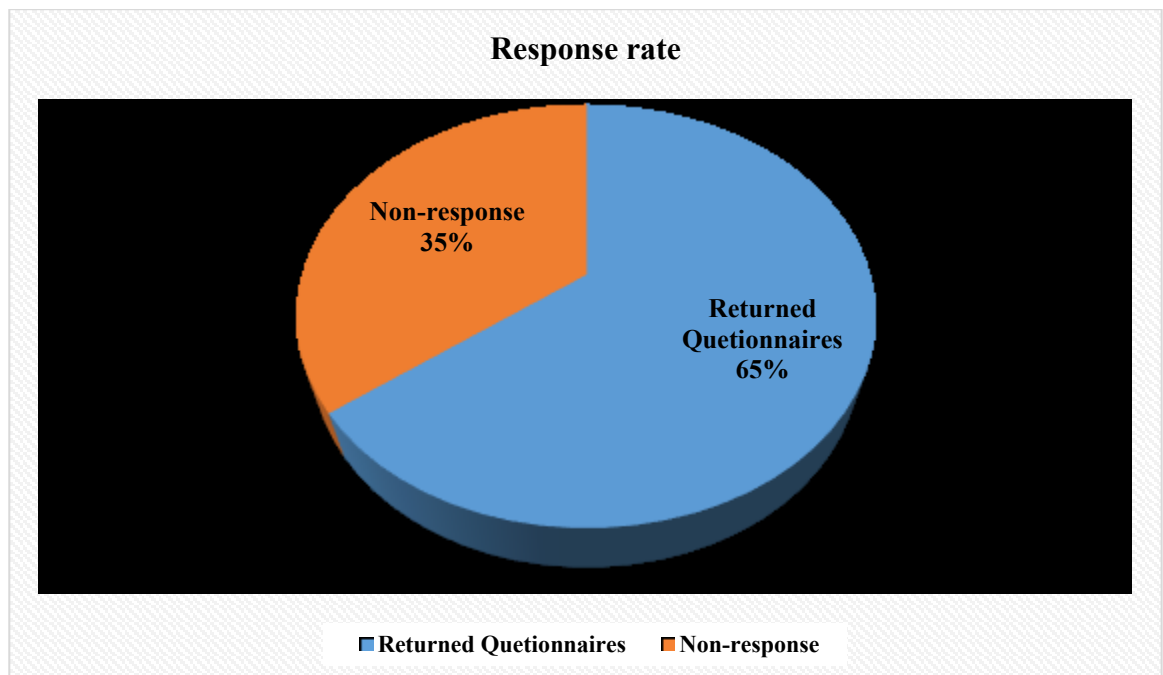
This chapter presents research findings in details, analysis in form of tables, graphs and charts, their interpretations. The chapter is guided by the research questions in chapter one including.

- i. What is the influence of Regional -Based Students' Associations (RBSA) on educational socialization outcomes among selected universities students in Nairobi County- Kenya?
- ii. How do Religious- Based students' associations influence educational socialization outcomes among students in selected universities Nairobi County- Kenya?
- iii. What is the influence of Career- Based students' associations on educational socialization outcomes among students in selected universities Nairobi County- Kenya?
- iv. How do Welfare- Based students' associations influence educational socialization outcomes among students in selected universities in Nairobi County- Kenya?
- v. In what ways do Talent- Based students' associations influence educational socialization outcomes among students in selected universities in Nairobi County- Kenya?

The chapter is organized and presented in the order of the research questions which are preceded by the questionnaire response rate and the respondents' demographics.

#### 4.1.1 Questionnaire Response rate

Guided by the sample size of 258, the researcher sent out 258 questionnaires partly physically and partly through online google forms. The returned questionnaires were 167 which translated to a response rate of 65%. Nonresponses were 91 (35%) as shown in Figure 2.



**Figure 2.** Questionnaire Response rate

Figure 2 shows that from the 258 sent out questionnaires, 167 were returned filled. This makes the response rate to be 65%. The response rate was deemed sufficient for data analysis. According to Draugalis, Coons and Plaza (2008), in their article, Volume 2, Issue 1 of AJPE, for survey research intended for publications, a response rate of at least 60% is expected. The response rate of 65% surpasses this expectation. This response rate represents over half of the expected responses meaning that the conclusion reached will be well representative. The 35% non- responses are slightly high. The researcher attributed this to the fact that majority of the students were at home due to the long closure of the institutions. This was a nationwide directive from the Ministry of Health as a way

of controlling the spread of COVID19. The few students on campus were busy revising for exams and the researcher was grateful to those who provided agreed to fill the questionnaires. The same questionnaire was posted on google forms and some responses were obtained. There were obvious challenges such as protocols to be observed before reaching to the students, poor network, poor communication and lack of clear information concerning the questionnaire. This exercise took more time than was necessary. The researcher was able to reach to the deans of students were corporative and responded to an interview schedule either on phone or via email and the responses recorded.

The findings from the students' responses were triangulated with those of the students and they seemed to agree that students' associations had an influence on their educational socialization outcomes.

K1 the dean of students noted:

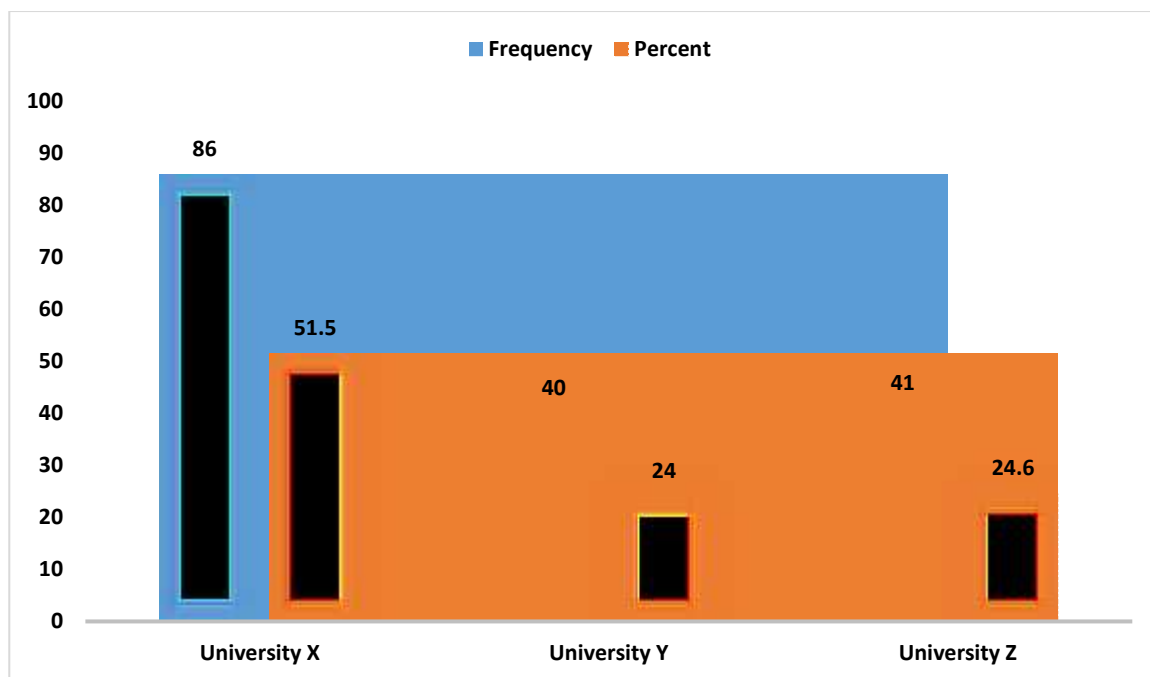
*The institution encourages all types of students' associations and currently has 197 registered associations. All of them are allowed to operate as long as they do not break the rules of the institution or go against the laws of the country. (K1 Dean of students, X University, December 2020).*

K3 the dean of students noted:

*This institution has approximately 35 registered students' associations. All types of associations are embraced as long as they contribute towards achieving the institution's mission and vision. (K3 Dean of students, Z University, December 2020).*

#### **4.1.2 Demographics**

The researcher collected data from three universities. The institutions were coded for the sake of anonymity. The codes were identified as X, Y and Z. The proportions of the participation representation in the study are as presented in Figure 3.



**Figure 3.** *The codes identified with the participating universities.*

Figure 3 shows a valid percentage of 51.5 of the responses were received from university X, 24.0 from university Y and 24.6 from university Z. The number of respondents was determined by the total students' population in a given university.

The researcher collected data from students and Deans of students in the three identified universities. The respondents were sampled from First, Second, Third, Fourth- and Fifth-year students as shown in Figure 4. This ensured a wide coverage for the research problem.

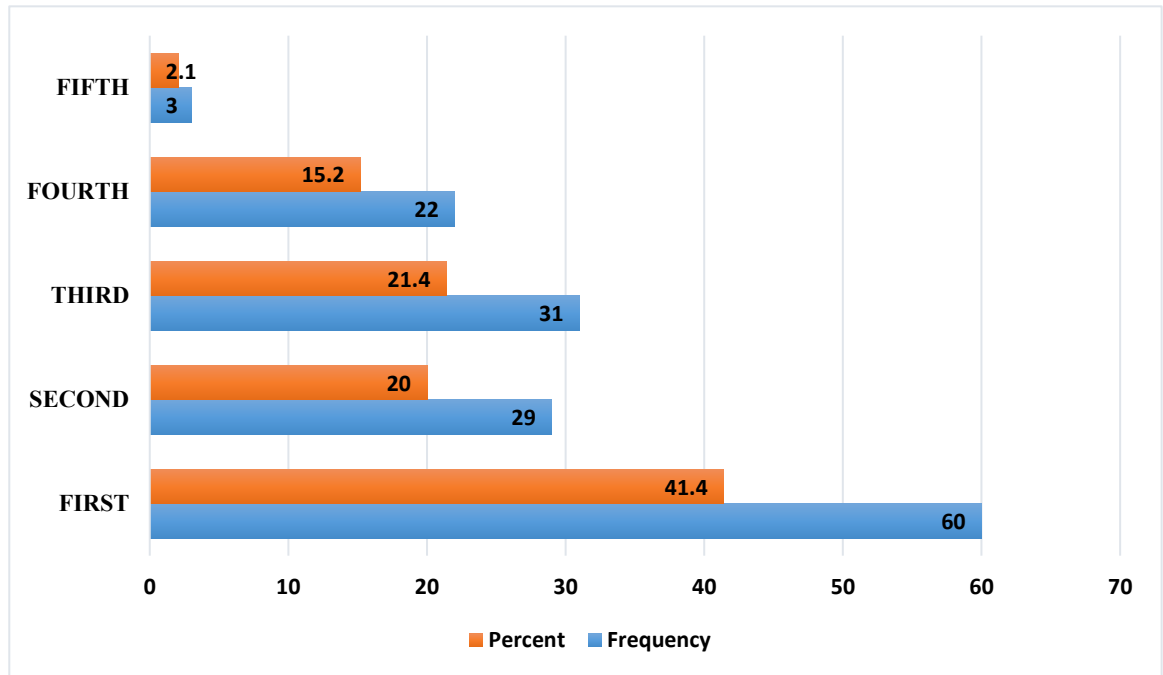
K1 the dean of students noted:

*The institution has a big population and hence the many students' associations. This is good as the students have a wide variety to choose from. (K1 Dean of students, X University, December 2020).*

K3 the dean of students noted:

*This institution does not have a big population and therefore the students' associations are not many. The 35 associations*

*that are registered with this office are sufficient compared to the students' population. . (K3 Dean of students, Z University, December 2020).*



**Figure 4** Year of study of the student

Figure 4 shows a valid percentage of 41.4 of the responses was received from First years, 20.0 from Second years, 21.4 from Third years 15.2 from Fourth years and 2.1 from Fifth years. The high percentage of responses from first years indicates that they were available and willing to fill the questionnaire as compared to the fifth years who were busy and only a few were available and willing to provide the required data.

K1 the dean of students noted:

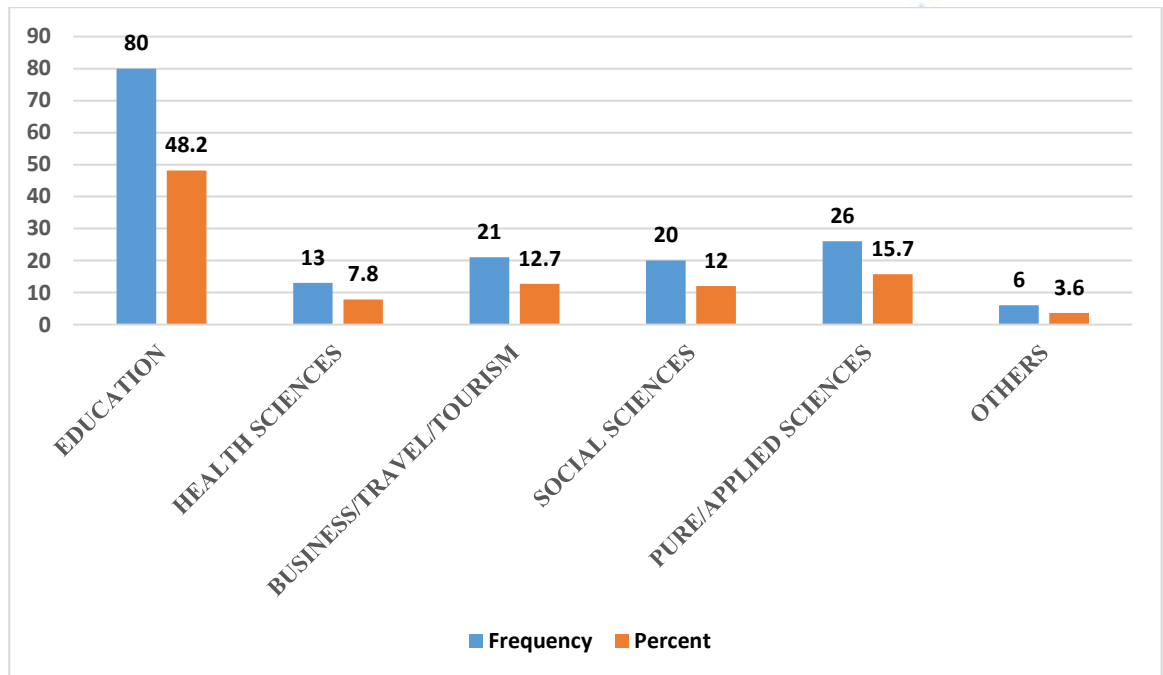
*This office organizes for induction of new students after they have reported. The induction meeting allows new students to interact with old students and they get information concerning the various students' associations that are registered with this office. (K1 Dean of students, X University, December 2020).*

K3 the dean of students noted:

*This office recognizes the role played by students' associations in moulding the students' character. (K3 Dean of students, Z University, December 2020).*

The study also collected data on the faculties /schools where the respondents belonged.

The data was analysed and presented using Figure 5.



**Figure 5** School/faculty of student

Figure 5 shows that the school/ faculty of Education had the highest responses at a valid percentage of 48.2 ((80) followed by Pure/Applied Sciences at 15.7 (26), Business Travel/Tourism and at 15.7 (26), Social Sciences at 12.0 (20) and others at 3.6 (6). This ensured there was no bias as far as the students' views were concerned. The findings from students' responses were triangulated with those of the various deans of students.

K1 the dean of students noted:

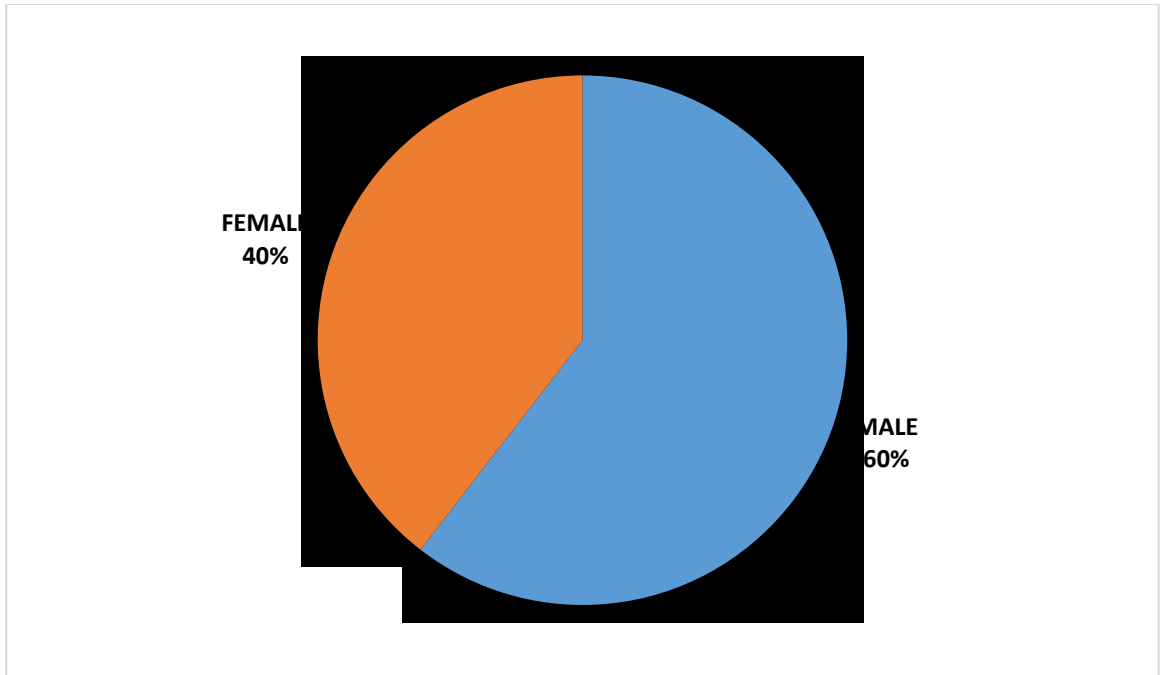
*Yes. Students' Associations help to engage students in various ways like community-based outreach. These help them to reach out to the less fortunate in the society (K1 Dean of students, X University, December 2020).*

K3 the dean of students noted:

*Yes. Students' Associations occupy students in meaningful activities like tree-planting for environmentalists and community outreach especially for career and welfare-based associations. (K3 Dean of students, Z University, December 2020).*

The respondents were also asked to indicate their areas of specialization and the findings compiled in a discipline/ area of specialization of the students. The areas were many and this was an advantage for the study. The highest responses at a valid percentage of 10.2 (17) were received from students specializing in Arts. This could also indicate that arts students are interested in social life at the university, and they enjoy a lot of free time as their field of study is not so involving. They also form the majority in terms of numbers or class size. The responses were analysed and reflected in Appendix XV.

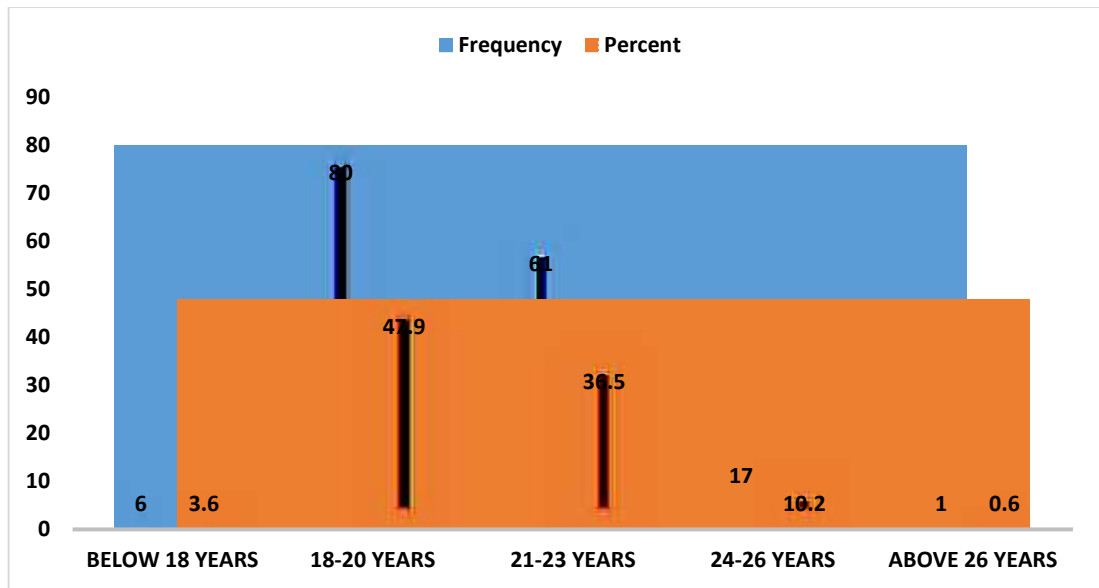
The researcher sought to find out the gender composition of the respondents and the analysis presented in Figure 6.



**Figure 6.** *Gender of the Students*

Figure 6 shows that the highest valid percentage of responses at 60.0 (100) were received from male students with 40.0 (67) of the responses having been received from female students. This disparity can also be seen in the general population of the students in most universities. Male students always outnumber their female counterparts.

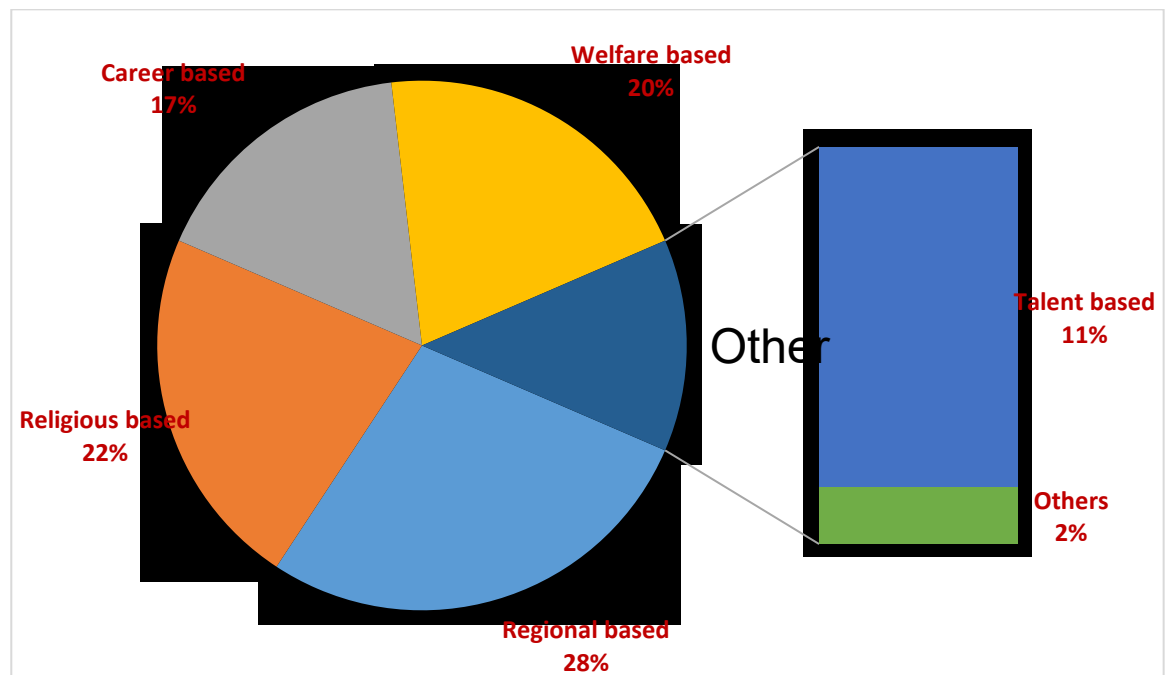
The study also considered age of the students as shown in Figure 7.



**Figure 7.** Age of the Students

Figure 7 shows that the highest valid percentage at 47.9 (80) came from 18-20years. These are first- and second-year students. Very few of the respondents at a valid percentage of 0.6 (1) were aged above 26years. Most likely these ones are students in the courses that take a longer period like law and medicine while others have extended their completion time due to various reasons. These students are few and, in most cases, they are reserved and do not engage in the social life at the university. Another valid percentage of 36.5 (61) were aged between 21-23years. These are second and third years who have been at the university for two to three years. At these levels, they have known university routines and activities and have settled down on the associations and activities they wish to participate in. A small percentage of 3.6 (60) were aged below 18 years. These are the youngest among university students and most likely they joined the institution recently. They have not yet learnt university routine and have not settled on the associations and their activities.

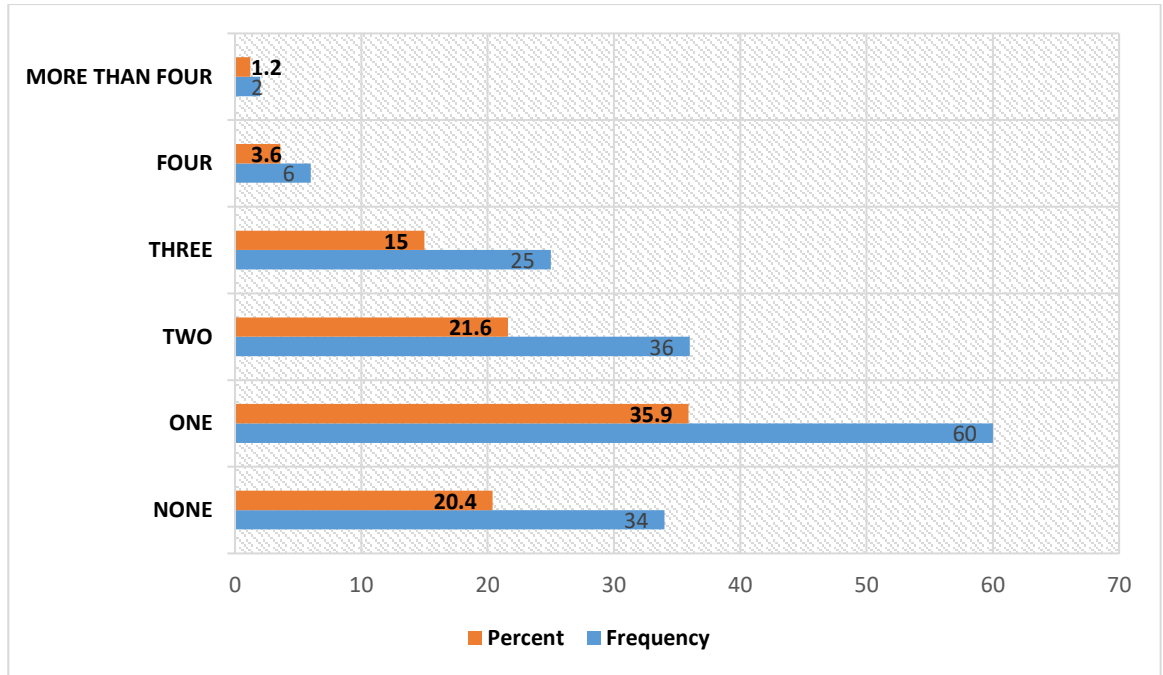
## 4.2 Types of Students' Associations in selected Universities in Nairobi County



**Figure 8** *Types of existing Students' Associations*

Figure 8 shows the existing students' associations in selected universities in Nairobi County and their dominance levels. The figure indicates that the regional-based students associations are the most common associations at 47 (28%) in the selected universities. The religious based associations form partly 37 (22%) of the associations, welfare-based 33 (20%) while career-based form 28 (17%) of the associations. Moreover, the figure shows that there are talent-based association which are part of the minority of the associations 22 (13%) in the selected universities. The talent-based form 18 (11%) while other exist at 2% portion.

The study also sought to know the number of students' associations the participant had joined, and the findings presented using Figure 9.



**Figure 9** Number of associations that the student belongs to

Figure 9 show that the highest valid percentage at 35.9 (60) had joined at least one association while the lowest valid percentage 1.2 (2) belonged to more than four associations. Another significant percentage of 21.6 (21) had joined at least two associations, 15.0 (25) had joined at least three, 3.6 (6) at least four and 20.4 (34) had joined none. Associations' activities consume a lot of time and most of the students fear that this could interfere with their study time.

K1 the dean of students noted:

*In this institution, majority of students who are serious with associations belong to one while those who are not serious belong to more than one association. The serious ones are active since they have already set their goals and can mentor new members. (K1 Dean of students, X University, December 2020).*

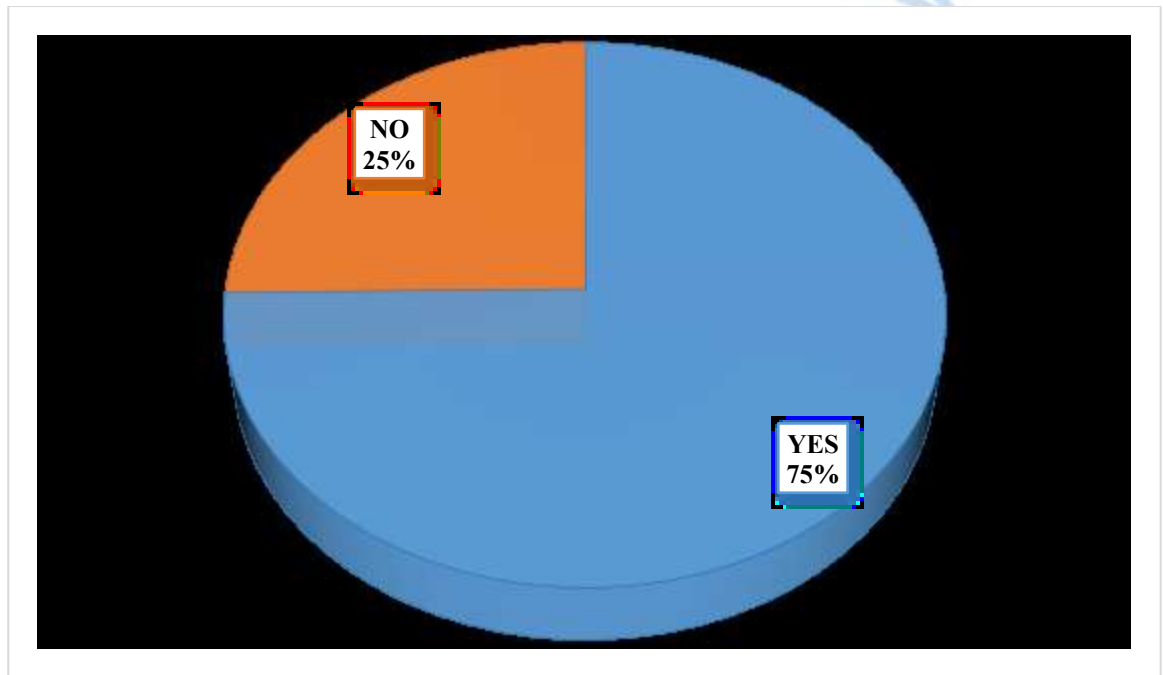
K3 the dean of students noted:

*When new students or 'fresher's' as they are fondly referred come to the university, the continuing students do welcome them with a lot of excitement. They are given information on*

*various activities and associations, and they are then left to make informed choices on the associations they wish to join. (K3 Dean of students, Z University, December 2020).*

#### **4.2.1 Participation in Regional-based Associations**

The study sought to find out whether the student looked forward to participating in any regional –based association’s activity in the next 2 months. The findings on this were presented using Figure 10.



**Figure 10.** *Students’ anticipation to participate in any regional-based associations’ activities in the next 2 months*

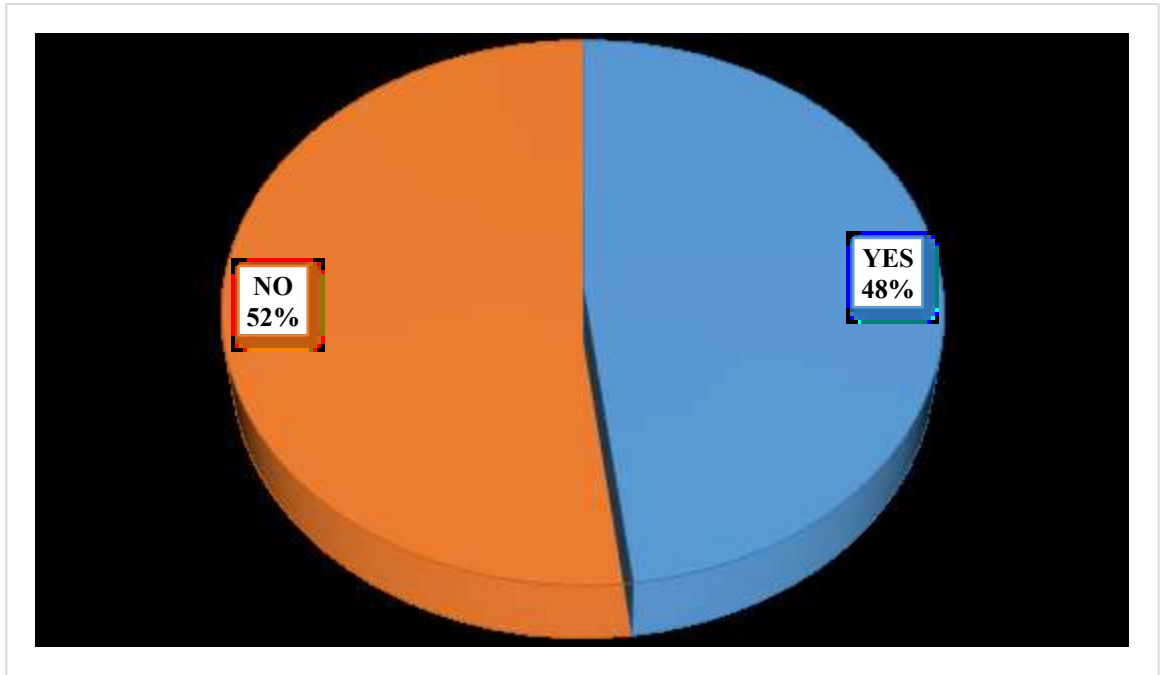
Figure 10 shows that the highest valid percentage of 75.0 [167] indicated Yes while. 250 (42) indicated No in anticipation to participate in any regional-based association activities in the next 2 months. This shows that most students like participating in regional-based associations’ activities. This implies that the concern about educational socialization outcomes derived from university students’ associations is significant. This verifies the findings of a study conducted by Floera (2017), *Types of US College Student*

*Organizations.* The study notes that there are various students' associations that help the students spend their time well away from the lectures. The students' associations enable students to feel at home away from home. Political or multi-cultural associations are formed on cultural and ethnic basis, and they bring together students from the same geographical regions. There are many regional- based students' associations that a student can join so as to be able to network with people with whom they share a common background and most likely a common view of the world.

#### **4.2.2 Participation in Religious-based Associations**

This study sought to find influence of religious –based students associations on educational socialization outcomes among students in universities.

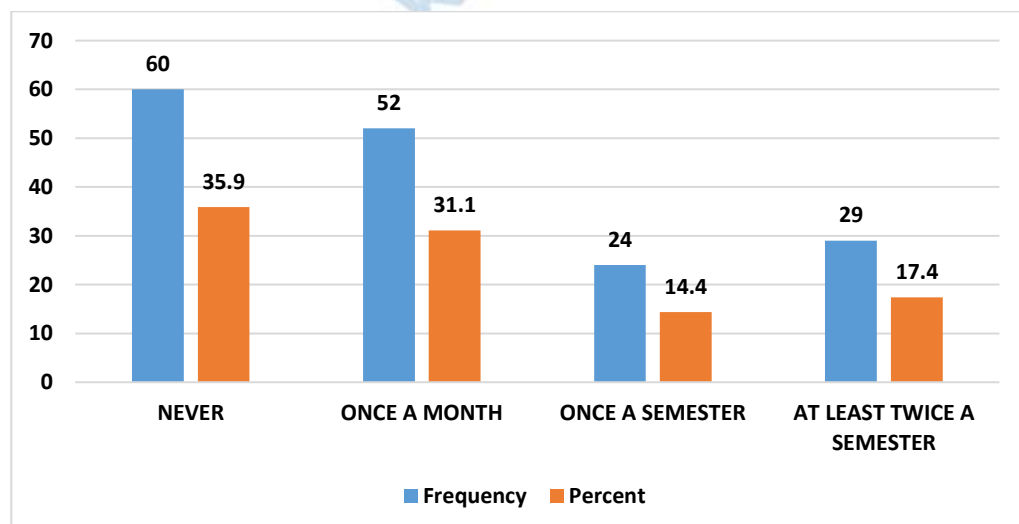
The first aspect was whether they anticipated participating in religious-based associations activities in the next 2 months. The respondent indicated YES/NO and frequency was calculated in terms of percentage and presented using Figure 11.



**Figure 11.** *Whether the student anticipated to participate in any religious-based associations' activities in the next 2 months*

Figure 11 shows a valid percentage of 52.0 (97) indicated NO while 48.0 (80) indicated YES. The disparity was minimal.

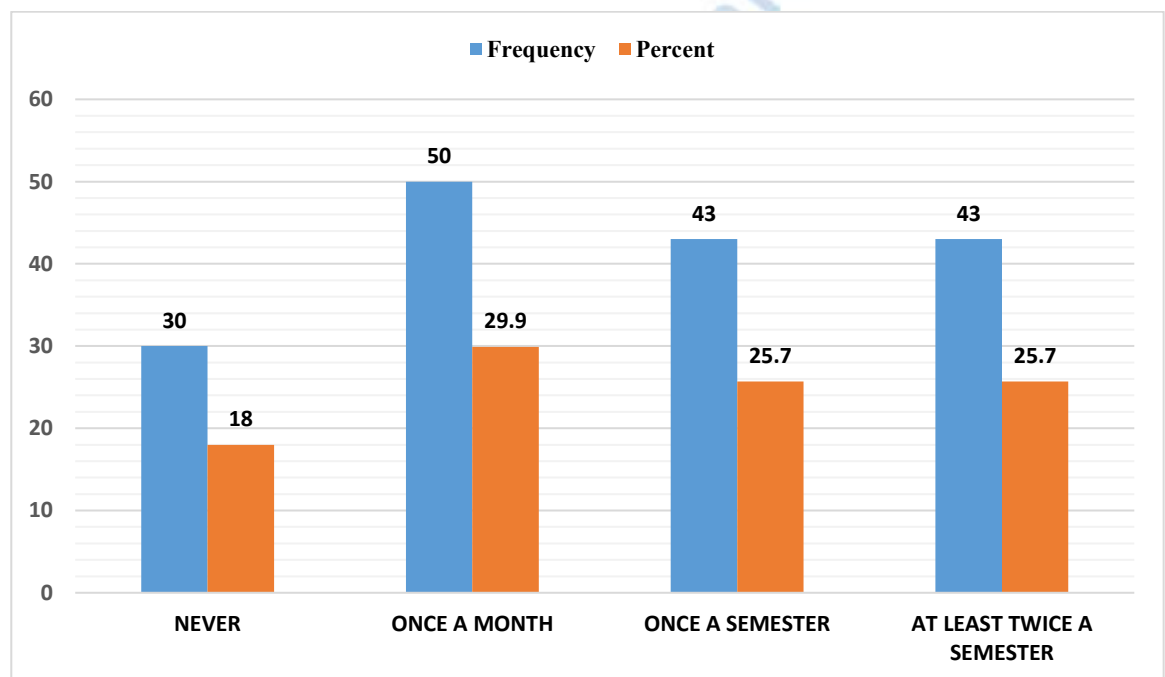
The respondents were also asked to indicate how often they participated in Bible study activities. The findings were analysed and presented using Figure 12.



**Figure 12.** *How often the student has participated in Bible Study*

Figure 12 shows the response in percentages as follows; 35.9 (60) never, 31.1 (52) once a month, 14.4 (24) once a semester and 17.4 (29) at least twice a semester. The disparity between never and once a month was minimal meaning that most of the members were aware of the activities and kept away out of their own reasons.

The study also sought to find out how often the students participated in religious- based associations' prayer meetings. The respondents were to indicate against never, once a month, once a semester, at least twice a semester, and the results presented using Figure 13.



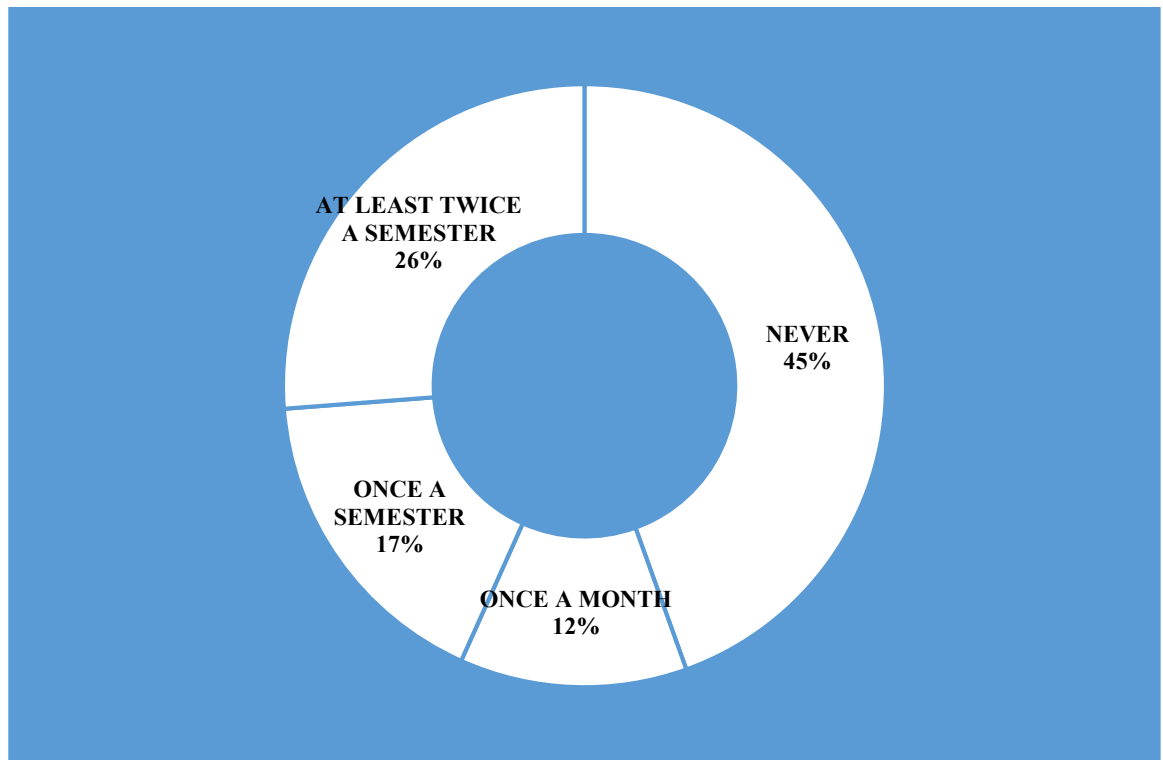
**Figure 13.** *How often the student has participated in Religious-Based Associations in Prayer Meetings*

Figure 13 shows a valid percentage of 29.9 (50) indicated once a month, 25.7 (43) indicated once a semester, 25.7 (43) at least twice a semester while 18.0 (30) indicated never. These responses show that prayer meetings are the most popular activity among

the members of religious associations. The responses show that a big number took part in the meetings as compared to those who indicated never.

The study also sought to find out how often the students participated in prayer retreats.

The study findings are presented using Figure 14.



**Figure 14.** *How often the Students Participated in Prayer Retreats*

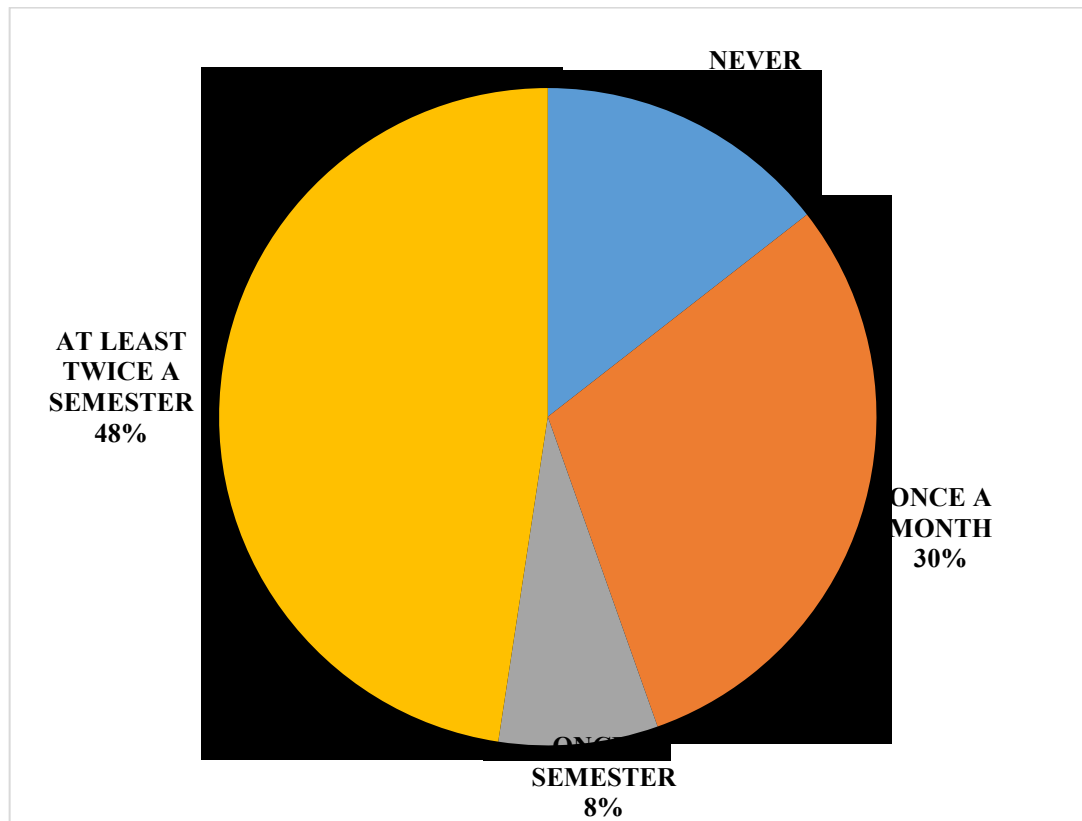
Figure 14 shows a valid percentage of 45 (75) indicated never, 26 (43) at least twice a semester 17 (28) once a semester and 12 (20) indicated once a month. The high percentage of those who indicated never could be caused by the fact that prayer retreats are usually held outside the institutions for several days and may not attract many members.

These findings collaborate with those of another study conducted in Nigeria by Umar, Yakubu and Badar (2010). The two studies noted that social activities affect students' academic performance in terms of demand on time, companionship and psychological

state. The student is advised to strike a balance between their studies and other co-curricular activities.

The study also sought to find out how often the students participated in worship service.

The findings are presented using Figure 15.



**Figure 15.** *How often the student has participated in Religious-Based Associations Worship Service*

Figure 15 shows a valid percentage of 48 (80) indicated at least twice a semester, 30 (50) once a month and 8 (13) indicated once a semester while 14 (23) indicated never. The highest percentage indicated at least twice a semester which showed the popularity of worship service among members.

Faith-based students associations are very popular among university students. They carry out various activities which attract membership. They help in the fight against indiscipline and in the promotion of morality among students.

This was confirmed by responses from the deans of students;

K1 the dean of students noted:

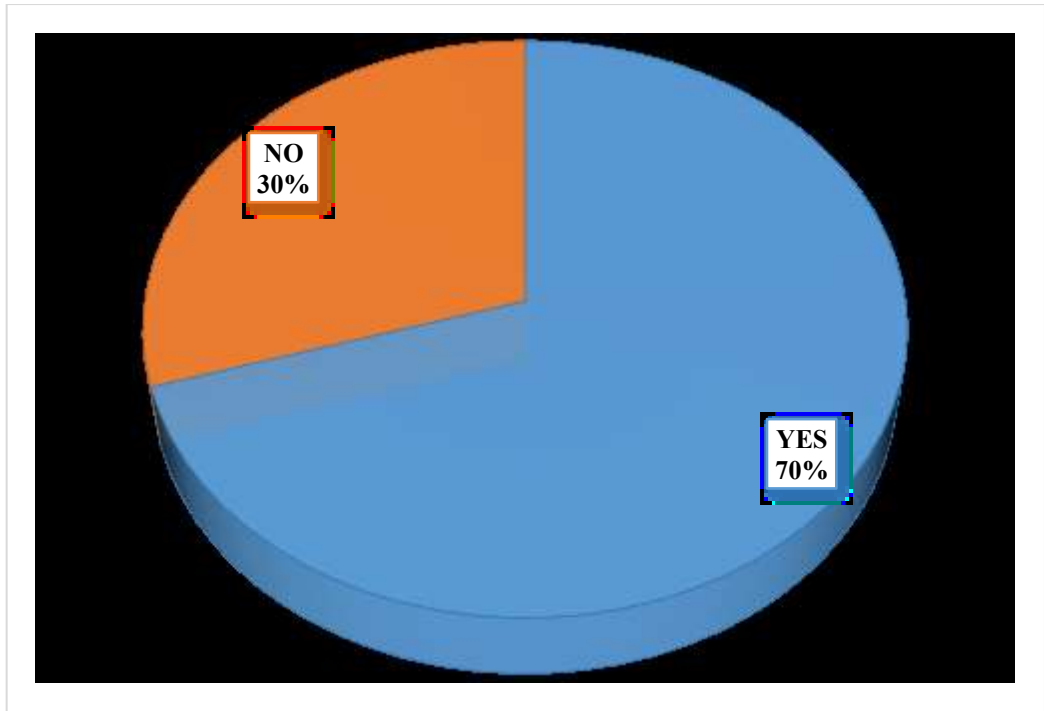
*Yes. It's true that Students' Religious-based Associations are a complement the efforts of this office in handling students' issues through guidance and counselling. This is done through peer –counsellors, CU and YCS. (K1 Dean of students, X University, December 2020).*

K3 the dean of students noted:

*Yes. Students' Religious-based Associations come in handy when handling students' affairs. A good example is when associations' leaders talk to their members in times of students' discontent. (K3 Dean of students, Z University, December 2020).*

#### **4.2.3 Participation Career-based Students' Associations**

This study went ahead to find out if career-based students' associations had an influence on students' educational socialization outcomes. The first aspect was whether they anticipated participating in career-based associations activities in the next 2 months. The respondent indicated YES/NO and the frequency calculated in form of percentages. The results are presented using Figure 16.



**Figure 16.** *Whether the student anticipate participating in any career-based associations' activities in the next 2 months*

Figure 16 shows a valid percentage of 70 (117) indicated YES while 30 (50) indicated NO. The high percentage of those who indicated yes shows the members were eager to participate in associations' activities. Career-based activities give members opportunities for networking in their career line as well updates on the current activities being undertaken.

Next, the study sought to find out how often the student has participated in career guidance placement vacancies, mentorships and networking activities. The study findings are presented using Table 4.

**Table 4.** *How often the student has participated in Career-Based Associations Activities*

	<b>career guidance</b>	<b>placement vacancies</b>	<b>Mentors hips</b>	<b>networking activities</b>
Never	45(28%)	84(53.2%)	56(35.7%) )	70(44%)
Once a Month	45(28%)	41(25.9%)	34(21.7%) )	29(18.2%)
Once a Semester	50(31.1%)	19(12%)	48(30.6%) )	38(23.9%)
At Least Twice a Semester	21(13%)	14(8.9%)	19(12.1%) )	22(13.8%)
Total	161(100%)	158(100%)	157(100%)	159(100%)
Missing System	6	9	10	8
Total	167	167	167	167

Table 4 shows the responses were as follows; on career guidance, 50.0 (31.1%) indicated once a semester, 45.0 (28%) indicated once a month, 45.0 (28%) indicated never and 21.0 (13%) at least twice a semester. A combination of who indicated once a month, once a semester and at least twice a semester gives 120 (72.0%). This is a high percentage which indicates the members were eager to receive career guidance.

The study also sought to find out how often the students participated in career-based associations' placement vacancies. The respondents were to indicate against never, once a month, once a semester, at least twice a semester. The responses were 84 (53.2%) indicated never, 41 (25.1%) indicated once a month, 19 (12%) indicated once a semester and 14 (8.9%) indicated at least twice a semester. These responses show that career placement vacancies are not as common as they were in the past. There is stiff competition for the few opportunities that exist.

The study also sought to find out how often the students participated in career-based associations' mentorship activities. The responses were 56 (35.7%) indicated never, 48 (30.6%) indicated once a semester, 34 (21.7%) indicated once a month while 19 (12.1%)

indicated at least twice a semester, 30 (18.2%) once a month and 23 (13.8%) at least twice a semester. The high percentage of those who indicated never could be a reflection that the associations do not organize many mentorship activities.

On networking, activities, the responses were as follows; 70 (44%) indicated never, 38 (23.9%) indicated once a month and 22 (13.8%) indicated at least once a semester. The high percentage which indicates never shows that shows that many students were not aware of what is happening in the field as far as their career is concerned while some were keen on networking and find time to engage with others in the same field.

The findings collaborate with those of Johnson & Johnson, 2012). The two studies observe that the networking among students in the same career line extends beyond institutions boundaries. They help to create awareness on job opportunities and can determine professional growth.

K1 the dean of students noted:

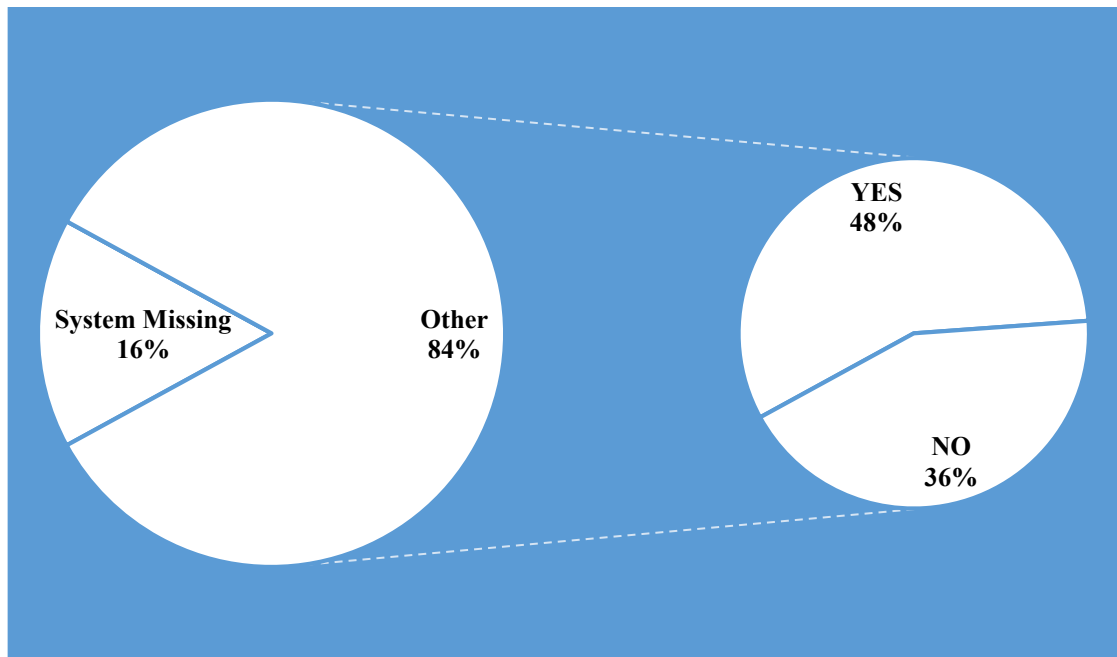
*Yes. This office in collaboration with various faculties organizes career –based activities for students. These include career talks by various professionals, available business opportunities by various business personalities as well as mentorship talks with various artists. These talks are popular among students as some are able to create links with the guests. (K1 Dean of students, X University, December 2020).*

K3 the dean of students noted:

*Faith- based associations are quite popular among students. They are a source of motivation for members pursuing a certain career. This office organizes career talks with various professionals as part of induction for new students. (K3 Dean of students, Z University, December 2020)*

#### 4.2.4 Participation Welfare-based Students' Associations

The study investigated the level of participation in the welfare-based associations by finding out whether the students anticipated participating in the association activities within the next 2 months. The collected data was analysed and presented using Figure 17.



**Figure 17.** *Anticipation to participate in any Welfare-Based Association's Activities in the next 2 Months*

Figure 17 shows a valid percentage of 48 (80) indicated Yes while 36 (60) indicated No. This shows that welfare activities are popular among members who come together in order to support one of their own who may be facing a certain challenge or even celebrate with those who have happy moments.

The findings were confirmed by the deans of students through their responses during interview;

K1, dean of students reported that;

*Welfare- based students' associations are popular among students. Members are interested and mind about each other's welfare in times of happiness and in times of need. (K1, Dean of students, X University, December 2020).*

K3; one of the deans of students noted:

*This office encourages students to join welfare –based associations which they feel will take care of their welfare. (K3, Dean of students, Z University, December 2020).*

The study went ahead to find out how often the student has participated in welfare –based associations' activities which created a sense of belonging. The participants were to indicate never, once a month, once a semester and at least twice a semester.

The responses were analysed and presented Table 5.

**Table 5.** *How often the student has participated in Welfare-based associations activities*

	<b>Sense of Belonging</b>	<b>Making contributions</b>	<b>Visiting the Needy</b>	<b>Community service</b>
Never	67(44.7%)	22(14.3%)	52(33.8%)	49(31.0%)
Once a month	26(17.3%)	42(27.3%)	31(20.1%)	31(19.6%)
Once a semester	34(22.7%)	42(27.3%)	42(27.3%)	41(25.9%)
At least twice a semester	20(13.3%)	48(31.1%)	29(18.8%)	37(23.4%)
Total	150(100%)	154(100%)	154(100%)	158(100%)
Nonresponse	17	13	13	9
Total	167	167	167	167

Table 5 shows a valid percentage of 44.7 (67) indicated never, 22.7 (34) once a semester, 17.3 (26) once a month, 13.3 (20) at least twice a semester. The responses indicate that these activities are few and when they occur only a few members take part. The study sought to find out how often the student has participated in making contributions towards a worthy course. The participants were to indicate never, once a month, once a semester and at least twice a semester. The analysis shows a valid percentage of 31.1 (48) indicated at least twice a semester, 27.3 (42) once a month and once a semester respectively while

14.3 (22) indicated never. The responses indicate that these activities are common and members responses very positive. When members come together and contribute towards a certain worthy course, this goes a long way to assist the affected member.

The study sought to find out how often the student participated in visiting the needy. The participants were to indicate never, once a month, once a semester and at least twice a semester. The analysis shows a valid percentage of 33.8 (52) indicated never, 27.3 (42) once a semester, 20.1 (31) once a month and 18.8 (29) at least twice a semester. The responses show that such activities are not common or popular among members. The study sought to find out how often the student participated in community service.

The participants were to indicate never, once a month, once a semester and at least twice a semester. The analysis shows a valid percentage of 31.0 (49) indicated never, 25.9 (41) once a semester, 23.4 (37) at least twice a semester and 19.6 (31) once a month. A combination of those who indicated once a semester, at least twice a semester and once a month was more than those who indicated never. The implication is that majority participated in welfare-based community service.

The findings were confirmed by the deans of students through their responses during interview;

K1, dean of students reported that;

*Welfare- based students' associations organize various activities for their members. These bring a sense of belonging and they include making contributions, visiting the needy, and community service. (K1, Dean of students, X University, December 2020).*

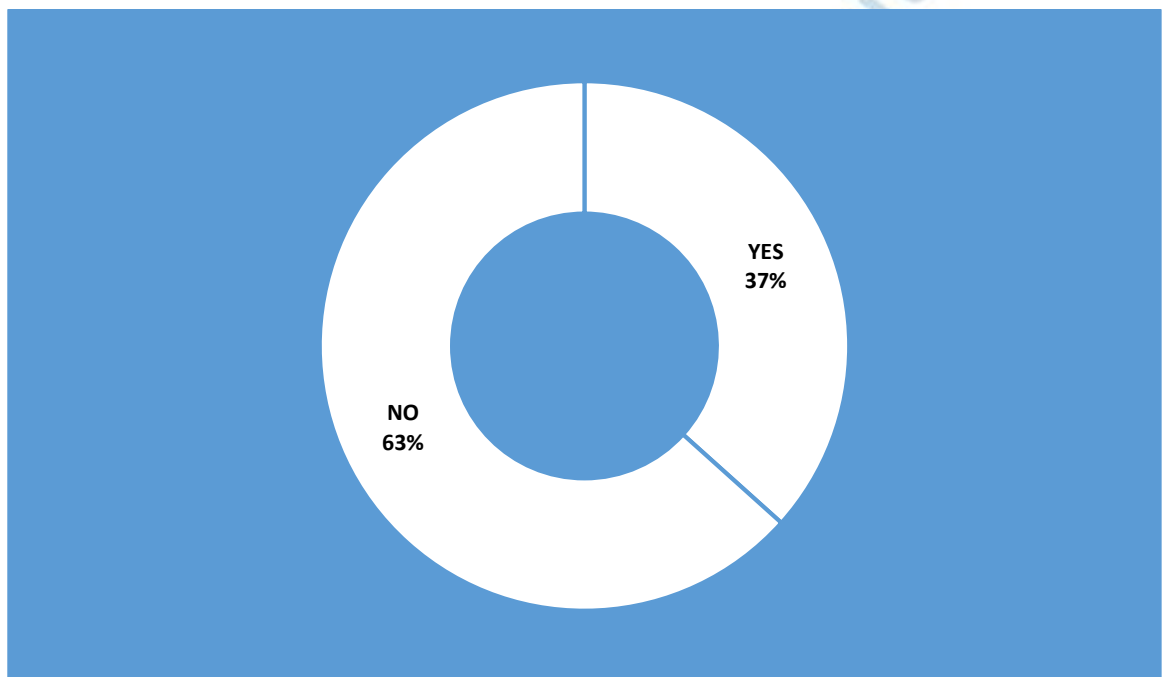
K3; dean of students noted:

*This office acknowledges the role played by welfare students' associations in giving the members a sense of belonging. The members make contributions towards a need of one of their*

*own, they organize for visits to the needy and offer community service (K3, Dean of students, Z University, December 2020).*

#### **4.2.5 Participation in Talent-based Students' Associations**

The study sought to find out if the student looked forward to participating in talent – based associations activity in the next 2 months. The respondent was to indicate YES/NO. The analysed data is presented in Figure 18.



**Figure 18.** *Anticipation to Participate in any Talent-Based Associations' Activities in the next 2 Months*

Figure 18 shows valid percentage of 63.0 (105) indicated No and 37.0 (62) Yes. The responses could indicate that the associations do not organize many activities. According to findings of this present study, the sky is the limit for this group. They provide entertainment and a break from the busy campus life while some of them are absorbed by the entertainment industry.

The study sought to find out how often the student has participated in talent –based public speaking, games and sports, music and performing arts, and beauty pageant. The collected data was analysed and presented using Table 6.

**Table 6.** *How often the student has participated in Talent –Based Associations*

	<b>Public Speaking</b>	<b>Music/arts</b>	<b>Sports/Games</b>	<b>Beauty pageant</b>
Never	90(55.9%)	100(62.5%)	80(51.3%)	105(65.2%)
Once a month	31(19.3%)	21(13.1%)	30(19.2%)	13(8.1%)
Once a semester	24(14.9%)	32(20%)	26(16.7%)	21(13%)
At least twice a semester	16(9.9%)	7(4.4%)	20(12.8%)	22(13.7%)
Total	161(100%)	160(100%)	156(100%)	161(100%)

Table 6 shows a valid percentage of 55.9 (90) indicated never, 19.3 (31) once a month, 14.9 (24) once a semester and 9.9 (16) at least once a semester in public speaking.

The study also investigated the frequency of participating in talent-based associations. The collected data was analysed and showed a valid percentage of 62.5 (100) indicated never, 20.0 (32) indicated once a semester, 13.1 (21) once a month, 4.4 (7) at least twice a semester in music and art.

The study sought to find out how often the student has participated in talent –based associations games and sports. The analysis shows a valid percentage of 51.3 (80) indicated never, 19.2 (30) indicated once a month, 16.7 (26) once a semester and 12.8 (20) at least twice a semester. The difference between the numbers of those who indicated that they have never taken part and those who indicated they have ever taken part was minimal which is acceptable.

The study sought to find out how often the student has participated in talent-based students' associations' beauty pageant. The analysis shows a valid percentage of 65.2 (105) indicated never, 13.7 (22) indicated at least twice a semester, 13.0 (21) once a semester and 8.1 (13) indicated once a month. The responses indicate that those who have never taken part were many compared to those who have ever taken part. This may mean that the activities were rarely organized and when they were the members were not aware.

The findings were triangulated with the responses of the deans of students during interview;

K1, dean of students reported that;

*This office is aware that talent –based students associations play an important role in the university. However, their activities are few and therefore most students are not able to participate. However, this office will make a point of organizing more of these activities and creating awareness of the same among the students. (K1, Dean of students, X University, December 2020).*

K3; one of the deans of students noted:

*Talent –based students' associations are an important part of the university. The biggest challenge has been organizing for various activities so as to create awareness and increase membership. This office will engage with students' leaders so as to improve on the situation. (K3, Dean of students, Z University, December 2020).*

### 4.3 Influence of Regional Based Students' Associations on Educational Socialization Outcomes among Students

The research findings, analysis and presentation were discussed per objective. The findings on the first objective that investigated the theme on; influence of regional- based students' associations and educational socialization outcomes is presented under the following sub-headings.

#### 4.3.1 Experience with Regional-based Associations

The study also sought to find out the student's experiences with associations. The participants were to indicate Yes or No against a description based on expected educational socialization outcomes. The statistics of the items is presented in Table 7 with the variables measured as 1-YES and 2- NO.

**Table 7.** *Experience with Regional-based Associations*

	N	Minimum	Maximum	Mean	Std. Deviation
Whether there is influence of regional-based association through experience in social interaction skills	163	1	2	1.41	.494
Whether there is influence of regional-based association through experience in building confidence	163	1	2	1.52	.501
Whether there is influence of regional-based association through experience in improving academic performance	163	1	2	1.69	.463
Whether there is influence of regional-based association through experience in stress management	163	1	2	1.71	.457
Valid N (listwise)	163				

Table 7 presents findings in form of descriptive statistics. A mean of 1.71 indicated that there was influence of regional-based association through experience in stress management, 1.69 indicated there was influence of regional- based associations in improving academic performance, 1.52 indicated there was influence of regional-based

associations on building confidence while 1.41 indicated there was influence of regional-based associations on experience in social interaction.

The high percentage of those who indicated there was influence of regional-based students' associations on stress management and academic performance was an indication that students were happy with the time they spent in associations activities.

The findings were triangulated with the responses from the deans of students.

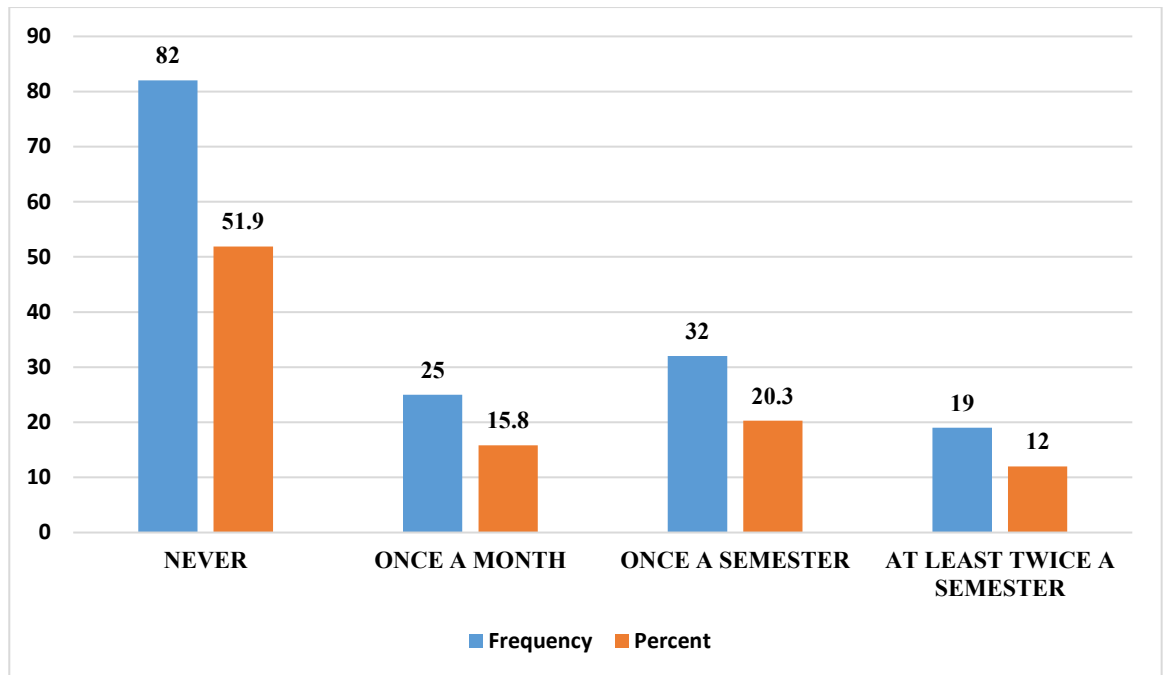
K1 the dean of students noted:

*The students who are serious with regional-based associations also take their studies seriously. They are disciplined and focused. (K1 Dean of students, X University, December 2020).*

K3 the dean of students noted:

*Yes. Regional-based Students' associations help to create seriousness among members. This is because they gain awareness on existing sources of funding such as HELB and CDF from their various home counties. (K3 Dean of students, Z University, December 2020).*

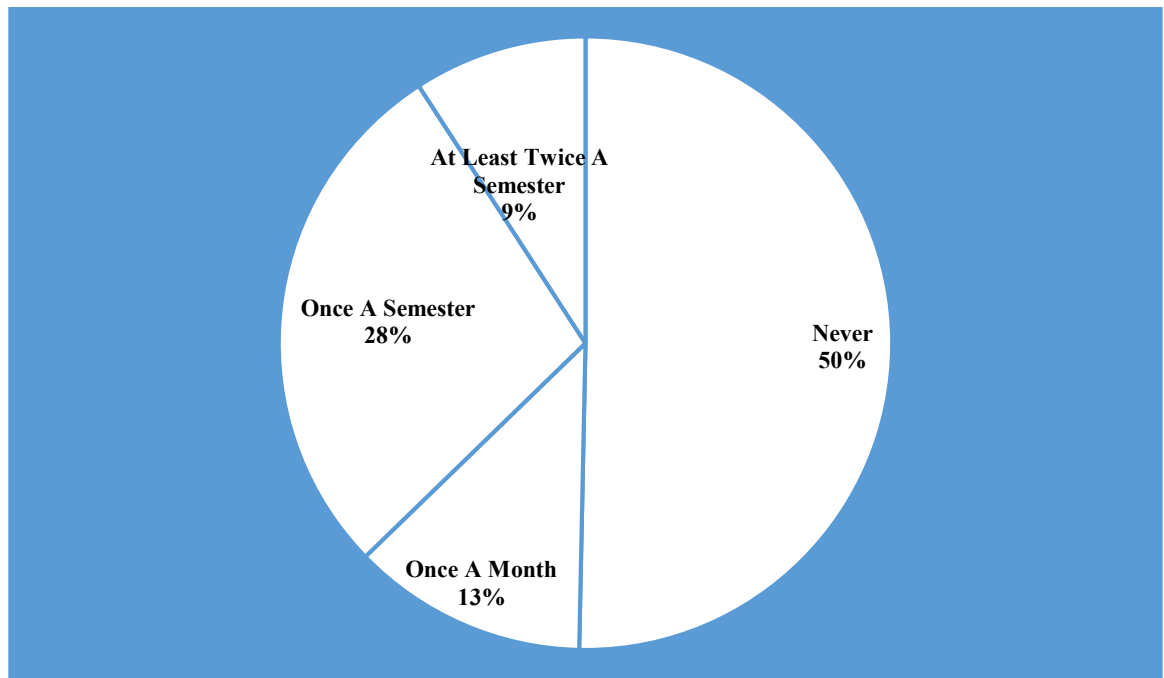
The study sought to find out how often the student has participated in regional-based associations' presentations. The findings are presented using Figure 19.



**Figure 19.** *How often the student has participated in regional-based associations' presentations*

Figure 19 shows a valid percentage of 20.3 (34) indicated at least once a semester while a valid percentage of 51.9 (87) indicated never. Another 15.8 (26) indicated once a month while 12.0 (20) indicated at least twice a semester. This could be a pointer that the associations do not organize many presentations and for the few that take place, the associations do not create awareness among members. Another reason could be that members do not like taking part in such activities.

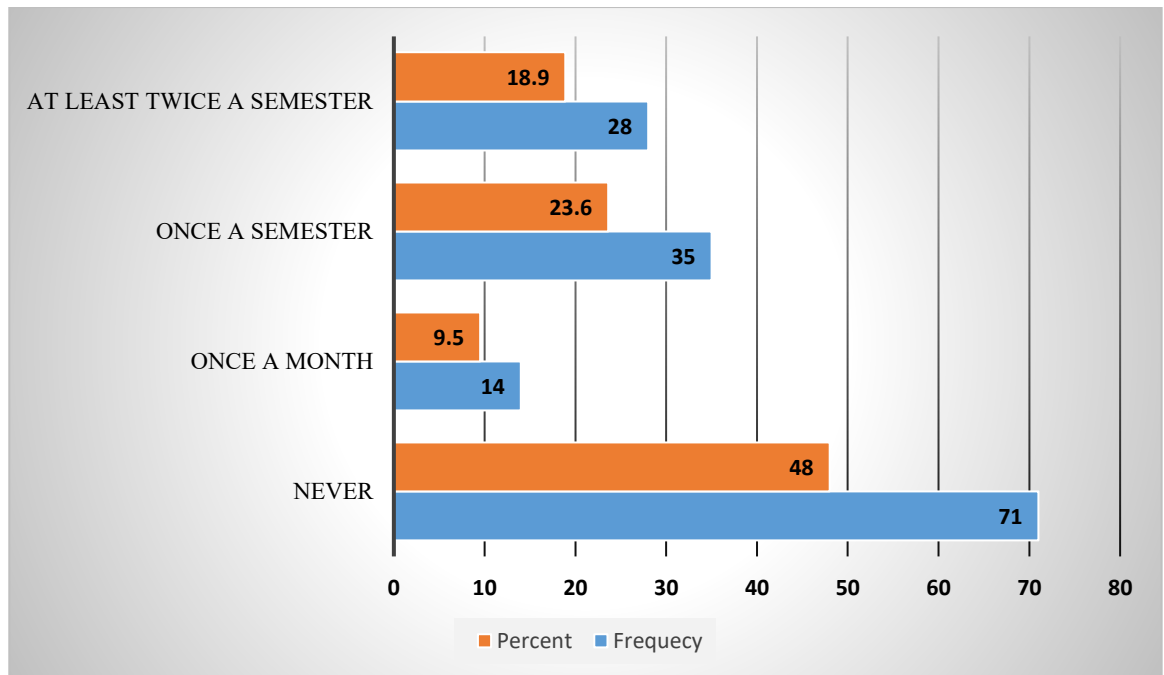
The study also sought to find out how often the student participated in regional-based association's mentorship programmes. The findings are presented in Figure 20.



**Figure 20.** *How often the student has participated in regional-based associations' mentorship programmes*

Figure 20 shows that the highest valid percentage of 50 (84) indicated never, 28 (47) once a semester, 13 (22) once a month and 9 (15) at least twice a semester. This was an indication that the regional -based students' associations did not organize many mentorship activities or members did not like to commit their time to such activities. Most mentorship activities require funding for facilitation and funds have become very scarce in many universities.

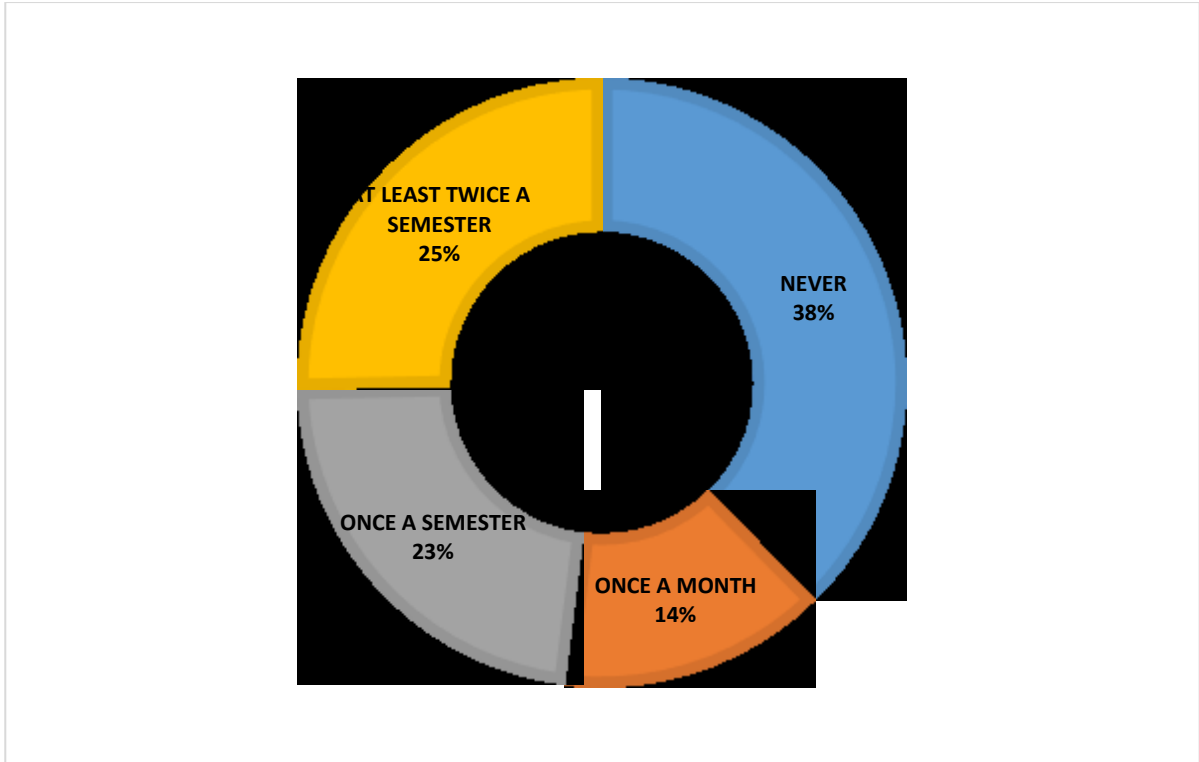
The study also sought to find out how often the student participated in regional- based association's networking activities. The findings are presented in Figure 21.



*Figure 21. How often the student has participated in regional-based associations 'networking programmes*

Figure 21 shows a valid percentage of 48.0 (80) indicated never, 23.6 (9) once a semester, 18.9 (32) at least twice a semester, 9.5 once a month. The high percentage of those who indicated they have never participated in regional-based associations 'networking programmes was a reflection of lack of information concerning the networks.

The study also sought to find out how often the student participated in regional-based association's social support programmes. The findings are presented in Figure 22.



*Figure 22. How often the student has participated in regional-based associations' social support programmes*

Figure 22 shows a valid percentage of 38.0 (63) indicated never, 25 (42) at least twice a semester, 23 (38) once a semester and 14 (23) once a month. The percentage of those who indicated they have never participated is not as high compared to those who participated at least twice a semester.

A combination of the percentage of those who indicated having participated at one time another was higher as compared to those who indicated never. This shows that the students are active in regional-based social support programmes. Such programmes help to bring participants closer to the community and enhance the inter relationship between the two sides. By the time the students are through with their studies, they are able to fit into the community activities which sometimes their future employer.

These findings are in agreement with those of a study conducted by Floera (2017), According to the study, various students' associations' help students spend their time well away from the lectures. The students are able to feel at home away from home.

#### 4.3.2 Connecting with Others through Regional-based Associations

The study also sought to find out whether the student's associations helped members to acquire social interaction skills. The participants were to indicate 1 for Yes or 2 for No against descriptive statistics. The findings are presented in Table 8.

**Table 8.** *Influence of Regional- Based Associations on Connecting with Others*

	N	Minimum	Maximum	Mean	Std. Deviation
Whether there is influence of regional-based associations through connecting with others in networking	162	1	2	1.44	.498
Whether there is influence of regional-based associations through connecting with others in adopting association culture	163	1	2	1.65	.478
Whether there is influence of regional-based associations through connecting with others in being part of university	163	1	22	1.67	1.677
Valid N (listwise)	162				

Table 8 presents findings in form of descriptive statistics. A mean of 1.67 indicated there was influence of regional-based associations on connecting with others, 1.65 indicated there was influence of the regional-based associations in adopting associations' culture while 1.44 indicated there was influence of regional-based associations on networking.

The responses indicated that students' associations influence many aspects of social life in the universities including educational socialization. Students' social life at the universities is as important as academic life. The students enjoy a lot of freedom which

is sometimes misused. Some students may decide to engage in business and other activities which may be time consuming.

These findings correspond those of a study done by Ortiz and Santos (2009). Both studies note that regional or cultural diversity is an important aspect in any university. Students take pride in regional diversity as they are able to learn about the cultural beliefs and practices, values and attitudes of different communities. Many university administrations take advantage of this to organize for cultural events that have become an annual affair. They attract the attention of various authorities and investors who attend to scout for business opportunities.

#### 4.3.3 Adopting University Culture and Norms through Regional-based Associations

The study also sought to find out whether regional –based associations assisted in the adoption of university culture and norms. They were to indicate 1 for Yes or 2 for No against a description. The findings are presented in Table 9.

**Table 9.** *Influence of Regional – Based Associations on adopting university culture and Norms*

	N	Minimum	Maximum	Mean	Std. Deviation
Whether there is influence of regional-based associations through adopting university culture in joining association	163	1	2	1.61	.490
Whether there is influence of regional-based associations through adopting university culture in forming groups	163	1	2	1.72	.448
Whether there is influence of regional-based associations through adopting university culture in volunteering	163	1	2	1.61	.488
Whether there is influence of regional-based association through adopting university culture in organizing social support	161	1	4	1.62	.591
Valid N (listwise)	161				

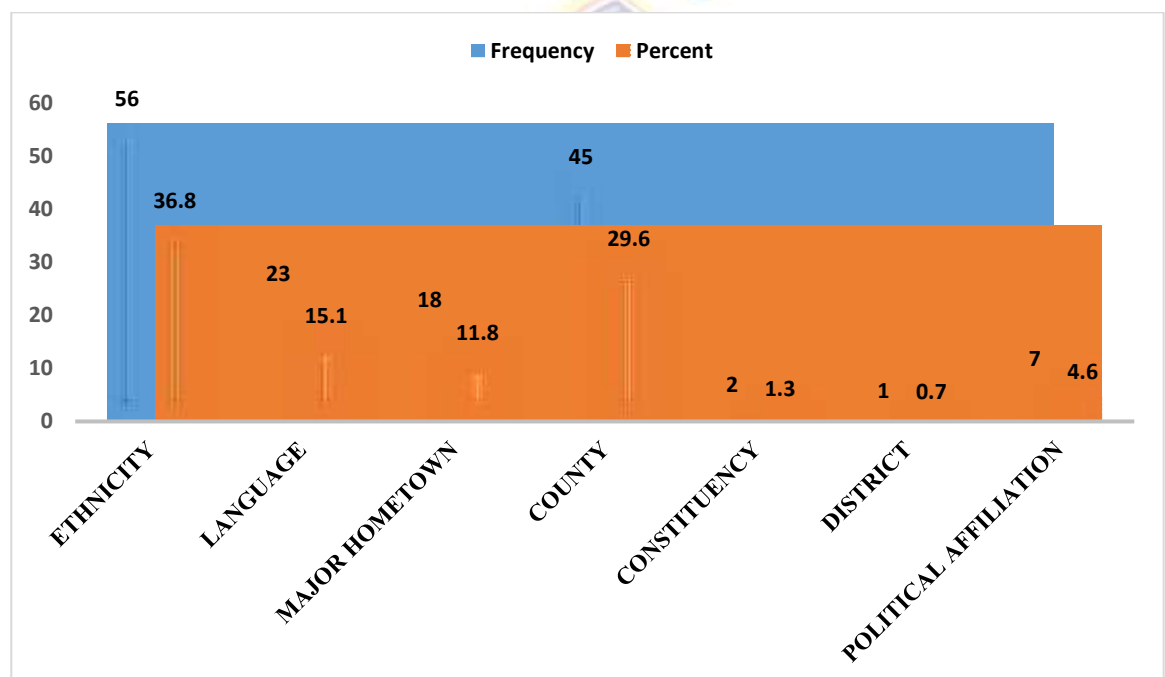
Table 9 presents findings inform of descriptive statistics on adopting university culture and norms. A mean of 1.72 indicated that there was influence of regional – based associations through adopting university culture in joining associations, 1.62 indicated

influence in organizing social support and 1.61 indicated there was influence through adopting university culture in joining associations and in volunteering.

The high percentages of those who indicated there was influence of students' associations on adopting university culture, organizing for social support and volunteering indicated that the associations were instrumental in the moulding of a student's moral character. According to Ortiz & Rhoads (2017), the students are able to learn about the history and practices of other cultures other than their own.

#### 4.3.4 Criteria for joining Regional-based associations

The respondents were asked to indicate the criteria for joining regional based associations in their respective universities. The data was analysed and presented using Figure 23.



**Figure 23.** Criteria for joining Regional-based associations

Figure 23 shows that the highest valid percentage of 36.8 (61) indicated ethnicity while the lowest at 1.3 (2) indicated constituency. The responses show that ethnicity cuts across constituencies. It forms a strong identification among university students.

The findings were triangulated with the responses from the deans of students.

K1 the dean of students noted:

*The students have various factors to consider before joining a regional- based association. This office has noted that the most popular factor is ethnicity followed by county, language, hometown, political affiliation, constituency and lastly district respectively (K1 Dean of students, X University, December 2020).*

K3 the dean of students noted:

*Regional- based Students' associations attract membership based on various factors. In order of popularity, these include; ethnicity, county, language, hometown, political affiliation, constituency and district (K3 Dean of students, Z University, December 2020).*

#### **4.3.5 Regional-based Associations' Outcomes**

The study also sought to find out whether regional-based students' associations helped to build members self-esteem, academic conformity, behaviour conformity and career conformity. This was reflected on a table showing no effect, minor effect, neutral, moderate effect and major effect. The findings are presented in Table 10.

**Table 10.** *Regional-based Associations' Outcomes*

	<b>Influence level</b>	<b>Self-esteem</b>	<b>Academic Conformity</b>	<b>Behaviour conformity</b>	<b>Career Conformity</b>
Valid	NO INFLUENCE	18(11.1%)	21(13.1%)	23(16.4%)	19(12.2%)
	MINOR INFLUENCE	22(13.6%)	28(17.5%)	8(5.7%)	15(16.0%)
	NEUTRAL	35(21.6%)	34(21.3%)	28(20.0%)	29(18.6%)
	MODERATE INFLUENCE	28(17.3%)	20(12.5%)	22(15.7%)	20(12.8%)
	MAJOR INFLUENCE	59(36.4%)	57(35.6%)	59(42.1%)	63(40.4%)
	Total	162(100%)	160(100%)	140(100%)	156(100%)
Nonresponse		5	7	27	11
Total		167		167	167

Table 10 combines outcomes of regional-based associations influence on self-esteem, academic conformity, behaviour conformity and career conformity. Findings are presented in form of frequencies. The highest valid percentage of 36.4 (59) indicated major influence, 21.6 (35) neutral, 17.3 (28) moderate, 13.6 (22) minor while a small percentage of 11.1 (18) indicated no influence on self –esteem.

Another valid percentage of 35.6 (57) indicated major influence 21.3 (34) neutral, 17.5 (28) moderate influence, 13.1 (21) no influence and 13.1 (21) no influence on academic conformity. The responses showed that the regional–based students' associations are quite influential in building students' academic conformity.

Another valid percentage of 42.1 (59) indicated major influence, 20.0 (28) neutral, 16.4 (23) no influence 15.7 (22) moderate influence and 5.7 (8) minor influence on behaviour conformity. The responses showed that the regional –based students' associations were quite influential in building students' behaviour conformity.

Another valid percentage of 40.4 (63) indicated major influence, 18.6 (29) neutral, 16.0 (15) minor influence, 12.8 (20) moderate influence and 12.2 (19) no influence on career

conformity. The responses show that the regional –based students’ associations are quite influential in building students’ career conformity.

K1 the dean of students noted:

*The institution trains students in many careers. Students’ Associations enhance the training by giving members opportunities to interact with professionals in various fields through mentorship programmes. (K1 Dean of students, X University, December 2020).*

K3 the dean of students noted:

*Yes. Students’ Associations are a stimulus to further participation in creativity. Members participate in many areas such as cultural events and talent shows. (K3 Dean of students, Z University, December 2020).*

These findings are in agreement with a study which was conducted by Munyae, Wawire, and Arasa (2014), *The Status of Student Involvement in University Governance in Kenya, The Case of Public Universities*. The study interrogated the role of the university in preparing future leaders. The students’ leadership skills are in most cases discovered and nurtured in students’ associations in universities. Many of them are given responsibilities in their communities after completing their studies.

This research confirmed the same. From the responses of the two deans of students, the associations help to identify and nurture students’, leadership skills. The dean o of students in university X confirmed that elected leaders were given seminars before taking up the offices to enable them serve members with diligence. They are also given some motivation in terms of small tokens like free airtime. This ensures efficiency and accountability on the part of the students’ leaders.

#### 4.3.6 Cross Tabulations on Regional Based Students' Associations on Educational Socialization Outcomes

##### i. Presentations in Regional-based Associations and Educational Socialization Outcomes

The study investigated the integration between socialization outcomes of regional-based associations and building self-esteem, development of academic conformity, behaviour conformity and career conformity. This was based on the frequencies or number of times the student participated in regional – based associations' presentations. The findings are presented using Table 11.

**Table 11.** *Presentations in Regional-based Associations and Educational Socialization Outcomes*

Count		Self-Esteem –Major Influence		Academic Conformity-Major Influence		Behaviour Conformity-Major Influence		Career Conformity-Major Influence	
		F	%	F	%	F	%	F	%
How often the student has participated in regional-based association in presentations	NEVER	19	35.85	19	36.54	23	41.82	24	42.11
	ONCE A MONTH	10	18.87	10	19.23	8	14.55	8	14.04
	ONCE A SEMESTER	13	24.53	14	26.92	14	25.45	14	24.56
	AT LEAST TWICE A SEMESTER	11	20.75	9	17.31	10	18.18	11	19.30
Total		53	100.00	52	100.00	55	100.00	57	100.00

Table 11 shows that a percentage of 19(35.85%) still felt that rank of socialization affected building self-esteem with major influence. Similarly, the majority 53(100%) indicated that indeed socialization outcome of regional based association has a major influence on building self-esteem. This portrays a major influence of the regional-based association in presentations and building of self-esteem. The outcomes corroborate the

findings of Kumar (2016) who pointed out that presentation skills leaned among members associated with a given region are key in developing self-consciousness.

This resonates to the focus and need of the study to associate the aspects of regional-based association grouping and level of socialization outcomes. The table shows that majority of the respondents 19(36.54%) tallied in indicating that the participation in presentation influenced socialization outcome on academic conformity. This means that despite majority having never participated in the regional-based presentations, the higher proportion of the respondents appreciated the role of the presentations in socialization. Layton (2014).

According to both studies, a student who participates frequently in presentations is good academically. This is because such students will work hard in their students since they are aware that other students look up to them as role models.

The table also shows that the biggest portion of the respondents 23(41.82%) indicated that making presentations in regional-based associations has a major influence on socialization outcomes focusing on behaviour conformity. Most respondents 24(42.11%) agreed that the presentations had major influence on socialization outcome for career conformity within the university. This implies that participation in presentations to check on career conformity socialization outcomes would not be necessitated by the frequency of participation.

In a study conducted in the University of Houston in (2015) *Cultural Students Organizations*, a large number of cultural students' associations were identified. Most of them were aimed at promoting cultural and traditional values among the students.

## ii. Mentorship in Regional-based Associations and Socialization Outcomes

A cross-tabulation between; How often the student has participated in regional-based association in mentorship and Rank of socialization outcome of regional-based association on building self-esteem, developing academic conformity, behaviour conformity and career conformity was presented using Table 12.

**Table 12.** *Mentorship in Regional-based Associations and Socialization Outcomes*

Count		Self-Esteem - Major Influence		Academic Conformity- Major Influence		Behaviour Conformity- Major Influence		Career Conformity- Major Influence	
		F	%	F	%	F	%	F	%
How often the student has participated in regional-based association in presentations	NEVER	19	35.85	15	28.85	21	38.89	19	33.33
	ONCE A MONTH	10	18.87	8	15.38	7	12.96	9	15.79
	ONCE A SEMESTER	19	35.85	19	36.54	23	42.59	24	42.11
	AT LEAST TWICE A SEMESTER	5	9.43	10	19.23	3	5.56	5	8.77
Total		53	100.00	52	100.00	54	100.00	57	100.00

Table 12 shows that majority of the respondents 53(100%) felt that participation on region-based mentorship programs had major influence on socialization outcome on building self-esteem among the university students. This implies that there is a significant variance in views about the influence of participation in mentorship programs under regional-based associations to yield self-esteem among the university students.

The table also shows that majority of the students 52(100%) indicated agreement that participation in mentorship programs had a major influence on yielding socialization outcomes on academic conformity. This implies that irrespective of the level of participation of the students in the mentorship programs under regional-based associations, there was an overall view that indeed participation yielded a relatively higher level of socialization outcomes linked to academic conformity.

The table also shows 54 (100%) indicated that the participation would majorly influence the behaviour conformity as a socialization outcome among university students. This implies that while a significant portion of the students did not participate in mentorship programs in regional-based associations, they still felt that it had a major influence on yielding behaviour conformity.

The table also shows that 57 (100%) indicated that participation in mentorship programs in regional-based associations yielded a major effect on career conformity. Quite fewer than that 24 (42.11%) had participated only once in a semester. Apparently, it is noted that more than half of these portion 24 (42.11%) indicted that participating in the programs yielded a major influence on career conformity. This is also reflected in the overall total of the portion 57(100%) who think that participation had a major influence. This implies the acknowledgement of the mentorship programs in regional-based associations on creating room for educational socialization outcomes linked to self-esteem, academic conformity, behaviour conformity and career conformity among university students.

The findings were triangulated with the responses from the two deans of students. K1 the dean of students noted:

*The regional- based students associations are influential on building students' self-esteem, academic conformity, behaviour conformity and career conformity. Students' leaders in particular benefit from their positions and they able to extend this beyond university boundaries. (K1 Dean of students, X University, December 2020).*

K3 the dean of students noted:

*This is true. Students' Associations help them to build self-esteem, academic conformity, behaviour conformity and career conformity. Although the leaders benefit most from their positions, all the members have something to gain from*

*their membership in various associations (K3 Dean of students, Z University, December 2020).*

### iii. Networking in Regional-based Associations and Socialization Outcomes

The study investigated the networking activities against the various socialization outcomes using cross-tabulations. The first cross-tabulation between; How often the student has participated in regional-based association in networking and Rank of socialization outcome of region-based association on building self-esteem, developing academic conformity, behaviour conformity and career conformity was presented using Table 13.

**Table 13.** *Networking in Regional-based Associations and Educational Socialization Outcomes*

Count		Self-Esteem - Major Influence		Academic Conformity -Major Influence		Behaviour Conformity- Major Influence		Career Conformity- Major Influence	
		F	%	F	%	F	%	F	%
How often the student has participated in regional-based association in presentations	NEVER	23	44.23	11	22.92	20	40.82	21	37.50
	ONCE MONTH	7	13.46	8	16.67	7	14.29	10	17.86
	ONCE SEMESTER	6	11.54	10	20.83	7	14.29	8	14.29
	AT LEAST TWICE SEMESTER	16	30.77	19	39.58	15	30.61	17	30.36
Total		52	100.00	48	100.00	49	100.00	56	100.00

Table 13 shows that majority of the respondents for the major influence 52 (100%) felt that the participation in networking programs in regional-based associations yielded socialization outcomes linked to building self-esteem. This implies that networking is a tool in developing self-esteem.

The table also shows that majority 48 (100%) felt that participating in regional-based associations in networking had a major influence on academic conformity. Of these, 19

(39.85%) had attended regional-based networking programs at least twice in a semester with only 8 (16.67%) having attended once a month. However, a portion of 11 (22.92%) had never attained the programs.

The table shows that majority of the respondents 49 (100%) felt that networking through regional-based associations has a major effect on socialization outcomes linked to behaviour conformity. Apparently, majority of these 20(40.82%) never participated in the networking programs in regional-based associations. Fifteen (30.61%) of them participated in the programs at least twice in a semester. This implies that despite a significantly large portion being non-participants in networking programs in regional-based associations, they acknowledged its importance in moulding behaviour among the university students.

The table shows that 56 ((100%) of the respondents out of 139 felt that participation in networking in regional-based associations had a major effect on building career conformity. Of these, 21 (37.5%) never participated while 17 (30.36%) participated in at least twice per semester. This corroborates the posting of Ortiz and Santos (2009) in their *Ethnicity in College* book where they emphasize the importance of networking in development to individual students' self-esteem.

This was confirmed by responses from the deans of students;

K1 the dean of students noted:

*The regional- based students associations enhance networking among students. They create awareness on various programmes being undertaken to uplift students, existing opportunities for financial support as well as career opportunities that are open to them (K1 Dean of students, X University, December 2020).*

K3 the dean of students noted:

*This office has noted that. Students' Associations help them to build self-esteem, academic conformity, behaviour conformity and career conformity. The leaders are the biggest beneficiaries, although all members have something to reap from their memberships (K3 Dean of students, Z University, December 2020).*

#### iv. Social Support in Regional-based Associations and Socialization Outcomes

The analysis entailed cross-tabulations of the social support activities on various socialization outcomes. The results as for the cross-tabulations between How often the student has participated in regional-based associations in social support and influence of participation in social support programs under regional-based associations in building self-esteem, development of academic conformity, behaviour conformity and career conformity are presented in Table 14.

**Table 14.** *Social Support in Regional-based Associations and Educational Socialization Outcomes*

	Count	Self-Esteem - Major Effect		Academic Conformity- Major Effect		Behaviour Conformity- Major Effect		Career Conformity- Major Effect	
		F	%	F	%	F	%	F	%
		How often the student has participated in regional-based association in presentations	NEVER	17	31.48	11	22.92	14	26.42
	ONCE A MONTH	9	16.67	8	16.67	8	15.09	8	13.79
	ONCE A SEMESTER	6	11.11	10	20.83	12	22.64	17	29.31
	AT LEAST TWICE A SEMESTER	22	40.74	19	39.58	19	35.85	18	31.03
Total		54	100.00	48	100.00	53	100.00	58	100.00

Table 14 shows that majority 54 (100%) appreciate the major influence of participation in social support programs under regional-based associations in building self-esteem. Majority of these 22 (40.74%) had participated at least twice in a semester. Another

portion of 17 (31.48%) respondents had never participated in the regional-based associations' social support programs.

The table also shows that majority 48 (100%) indicated a major influence of social support under regional-based associations on academic conformity. Majority of this portion 19 (39.8%) had a participated at least twice in a semester in the networking programs.

The table shows that majority 53 (100%) of the respondents felt that participating in social support programs under regional -based associations majorly influenced behaviour conformity. Majority of this portion 19 (35.85%) had participated in the social support programs at least twice in a semester. A relatively large portion of these 14 (26/42%), however, had never participated in the programs.

The table shows that majority 58 (100%) of the respondents felt that participation in social support programmes in regional-based associations had major influence on attaining career conformity as a socialization outcome. The largest of this portion 18 (31.03%) participated twice a semester.

The study triangulated the quantitative findings with the qualitative findings. Through interviews with deans of students the study found that students' associations are a feature found in all universities.

K1 the dean of students noted:

*Yes. Students' Associations offer opportunities for social support among students. This office appreciates the role the associations play in mobilizing members to team up and support worthy courses among themselves (K1 Dean of students, X University, December 2020).*

K3 the dean of students noted:

*As noted earlier, students' associations offer good opportunities to their members. Through their various social groups, they are able to reach each other and as well as friends when they have a task to accomplish. (K3 Dean of students, Z University, December 2020).*

The findings were also triangulated with observational findings. The photos taken depict the existence of the regional-based associations as depicted by figure 24. One dean of students noted:



**Figure 24.** *Regional-based Association grouping during a bash*

Figure 24 shows a group of students during a regional-based association grouping. Many of such events take place for either festivities or bashes. It is common among university students where the activities are held at least once per semester.

#### 4.4 Influence of Religious-Based Students' Associations on Educational Socialization Outcomes

The study investigated the influence of religious-based students associations on educational socialization outcomes using various indicators. The indicators were depicted in relation to the study problem and conceptualized variables. The findings on the objectives are presented in the following sub-headings.

##### 4.4.1 Experience with Religious-based associations

The study also sought to find out the students' experiences with religious –based associations. The participants were to indicate Yes or No against descriptive statistics based on expected educational socialization outcomes. The statistics of the items is presented in Table 15 with the variables measured as 1-YES and 2-No.

**Table 15.** *Influence of Religious- Based Associations on Acquiring Social Interaction Skills*

	N	Minimum	Maximum	Mean	Std. Deviation
Whether there is influence of religious-based associations through experience in social interaction skills	167	1	3	1.26	.468
Whether there is influence of religious-based associations through experience in building confidence	167	1	2	1.26	.439
Whether there is influence of religious-based associations through experience in improving academic performance	167	1	2	1.50	.501
Whether there is influence of religious-based associations through experience in stress management	167	1	3	1.50	.513
Valid N (listwise)	167				

Table 15 presents findings in form of descriptive statistics. A mean of 1.50 indicated that there was influence of regional-based associations through experience in stress management, 1.50 indicated there was influence of regional- based associations in

improving academic performance, 1.26 indicated there was influence of regional-based associations on building confidence while 1.26 indicated there was influence of regional-based associations on experience in social interaction skills.

The high percentage of those who indicated there was influence of regional-based students' associations on stress management and academic performance was an indication that students were happy with the time and efforts they spent in religious associations activities.

#### 4.4.2 Connecting with others through Networking

The study also sought to find out whether the students associations helped members to acquire social interaction skills. The participants were to indicate 1 for Yes or 2 for No against descriptive statistics. The findings are presented in Table 16.

**Table 16.** *Influence of Religious-Based on Networking*

	N	Minimum	Maximum	Mean	Std. Deviation
Whether there is influence of religious-based associations through connecting with others in networking	167	1	2	1.20	.399
Whether there is influence of religious-based associations through connecting with others in adopting university culture	167	1	2	1.67	.471
Whether there is influence of religious-based associations through connecting with others in being part of university	167	1	2	1.58	.495
Valid N (listwise)	167				

Table 16 presents findings in form of descriptive statistics. A mean of 1.67 indicated there was influence of regional-based associations on connecting with others in adopting university culture, 1.58 indicated there was influence of the regional-based associations through connecting with others in being part of the university while 1.20 indicated there was influence of religious-based associations through connecting with others in networking.

The responses indicated that students' associations influence many aspects of social life in the universities including educational socialization.

#### 4.4.3 Adopting University Culture and Norms

The study sought to find out whether there was influence of religious- based associations on adopting university culture and norms. The participants were to indicate Yes/ No against descriptive statistics. The responses were calculated and presented in Table 17.

**Table 17.** *Influence of Religious-Based Associations on Adopting University Culture and Norms*

	N	Minimum	Maximum	Mean	Std. Deviation
Whether there is influence of religious-based associations through adopting university culture in joining associations	167	1	2	1.51	.501
Whether there is influence of religious-based associations through adopting university culture in joining associations	167	1	2	1.57	.497
Whether there is influence of religious-based associations through adopting university culture in volunteering	167	1	2	1.51	.501
Whether there is influence of religious-based associations through adopting university culture in organizing social support	165	1	2	1.48	.501
Valid N (listwise)	165				

Table 17 presents findings inform of descriptive statistics on influence of religious – based associations on adopting university culture and norms. A mean of 1.57 indicated that there was influence of religious – based associations through adopting university culture in joining associations, 1.51 indicated influence of religious-based associations through adopting university culture in joining associations, 1.51 indicated there was influence of religious –based associations through adopting university culture in volunteering while 1.48 indicated there was influence of religious- based associations through adopting university culture in organizing social support.

The high percentages of those who indicated there was influence of students' associations on adopting university culture, organizing for social support and volunteering indicated that the associations were instrumental in the moulding of a student's moral character.

This was confirmed by responses from the deans of students;

K1 the dean of students noted:

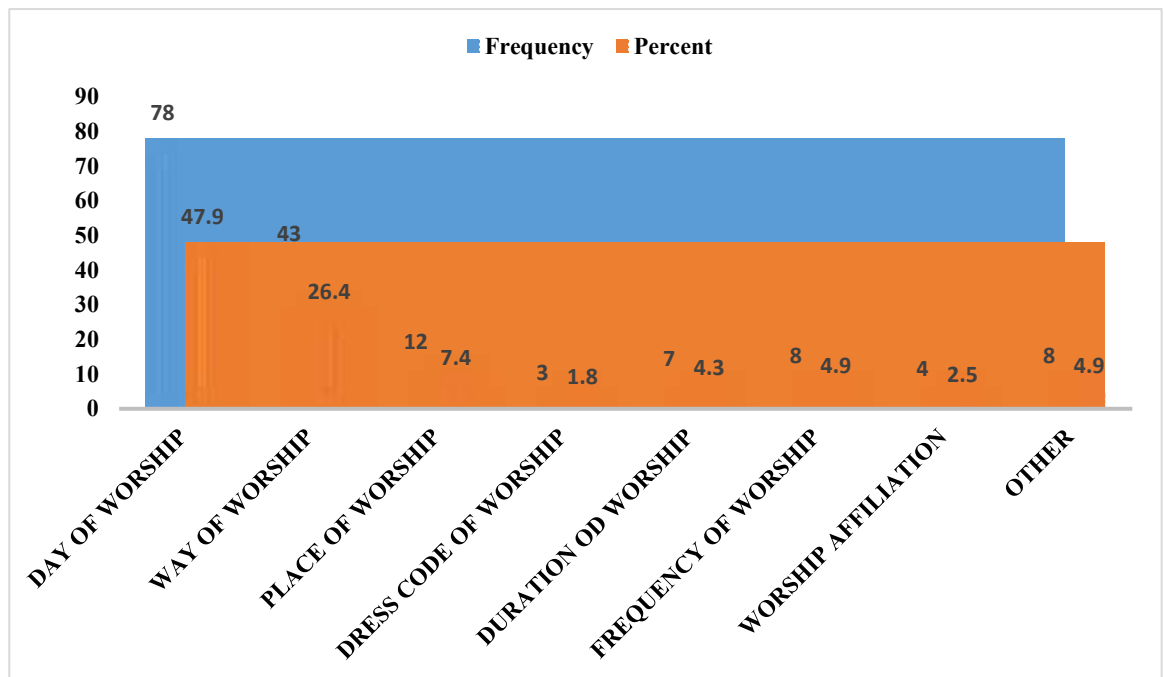
*Yes. It's true that Students' Religious-based Associations are instrumental in moulding students' moral character. The students are able to acquire social interaction skills, to connect with others through networking and to adopt university culture and norms. (K1 Dean of students, X University, December 2020).*

K3 the dean of students noted:

*This office appreciates the role of Students' Religious-based Associations in moulding the moral character of students. The associations offer members a platform for social interaction, connecting with others through networking and adopting university culture and norms (K3 Dean of students, Z University, December 2020).*

#### **4.4.4 Criterion for Religious Grouping**

The study sought to find out the most popular criteria for joining religious – based associations. The participants were to choose among described practices. The responses were calculated and presented in Figure 25.



**Figure 25** Most popular criterion of religion-based association in the university

Figure 25 shows that the highest valid percentage of 47.9 (80) indicated day of worship, 26.4 (44) way of worship, 7.4 (12) place of worship, 4.9 (8) frequency of worship, 4.3 (7) duration of worship, 2.5 (4) worship affiliation, 1.8 (3) dress code and 4.9 (8) indicated other. The responses show that day of worship is the biggest attraction while dress code attracts the least when it comes to choosing a religious- based association among university students.

The findings were further conformed through the responses of deans of students;

K1 the dean of students noted:

*Students have various factors to consider before joining a religious- association. In order of popularity, day of worship seems to attract majority of members followed by; way of worship, place of worship, and frequency of worship and duration of worship while dress code seems to be the least among the factors that attract students to join a faith –based*

association (K1 Dean of students, X University, December 2020).

K3 the dean of students noted:

*This office recognizes that students are interested in a number of factors before joining a religious-based association. The most popular factor is day of worship while dress code attracts the least. (K3 Dean of students, Z University, December 2020).*

#### 4.4.5 Religious-based Associations' Educational Socialization Outcomes

The study also sought to find out whether regional-based students' associations helped to build members positive outcomes from Bible/Koranic studies, prayer meetings, prayer retreats and worship services. This was reflected on a table showing no effect, minor effect, neutral, moderate effect and major effect. The findings are presented in Table 18.

**Table 18.** *Religious-based Associations' Educational Socialization Influence*

	<b>Bible/Koranic Studies</b>	<b>Prayer meetings</b>	<b>Prayer retreats</b>	<b>Worship Service</b>
no influence	29(18.1%)	14(9%)	20(14%)	26(16.4%)
minor influence	11(6.9%)	10(6.4%)	13(9.1%)	8(5%)
Neutral	15(9.4%)	19(12.2%)	20(14%)	13(8.2%)
moderate				
influence	16(10%)	18(11.5%)	19(13.3%)	14(8.8%)
major influence	89(55.6%)	95(60.9%)	71(49.7%)	98(61.6%)
Total	160(100%)	156(100%)	143(100%)	159(100%)
Nonresponse	7	11	24	8
Total	167	167	167	167

Table 18 presents findings in form of frequencies. The highest valid percentage of 89.0 (55.6%) indicated major influence from Bible/Koranic studies, 16 (10%) indicated moderate influence, 15 (9.4%) indicated neutral, 11 (6.9%) indicated minor influence while 29 (18.1%) indicated no influence.

Another valid percentage of 95 (60.9%) indicated major influence from Payer meetings, 19 (12.2%) indicated neutral, 16 (10%) indicated moderate influence, 14 (9%) indicated no influence while a small percentage of 10 (6.4%) indicated minor influence. From prayer retreats, 71 (49.7%) indicated major influence, 20 (14%) indicated neutral, another 20 (14%) indicated no influence, 19 (13.3%) indicated moderate influence while 13 (9.1%) indicated minor influence.

From worship service, 98 (61.6%) indicated major influence, 26 (16.4%) indicated no influence, 14 (8.8%) indicated moderate influence, 13 (8.2%) indicated neutral while 8 (5%) indicated minor influence. The responses showed that the religious –based students’ associations were quite influential, and their activities attracted the students. This is confirmed by those students who go to political seats in their home counties after completing their studies. The findings collaborate with those of a study was conducted by Munyae, Wawire & Arasa (2014), *The Status of Student Involvement in University Governance in Kenya; The Case of Public Universities*, which interrogated the role of the university in preparing future leaders. Both studies agree that students’ associations in universities give opportunities to members to nurture their leadership skills.

#### **4.4.6 Cross-tabulations of Religious-based Associations and Socialization Outcomes**

The study analysed the data on influence of religious-based associations on socialization outcomes through cross-tabulations of various identified variables and their measurement indicators. The findings are presented in the following sub-headings.

### i. Bible/ Koranic Study Activities and Socialization Outcomes

The study investigated the influence of Bible/Koranic study activities on building self-esteem, academic conformity, behaviour conformity and career conformity through cross-tabulations and the results presented using Table 19.

**Table 19.** *Bible/ Koranic Study Activities and Socialization Outcomes*

		<b>Building Self-Esteem- Major influence</b>	<b>Academic Conformity major influence</b>	<b>Behaviour Conformity Major influence</b>	<b>Career Conformity major influence</b>
How often the student has participated in religious-based associations in Bible study	Never	17(19.5%)	24(25.5%)	14(19.7%)	33(34.0%)
	Once A Month	26(29.9%)	30(31.9%)	28(39.4%)	30(30.9%)
	Once A Semester	19(21.8%)	18(19.1%)	15(21.1%)	18(18.5%)
	At Least Twice A Semester	25(28.8%)	22(23.4%)	14(19.7%)	16(16.5%)
	Total	87(100%)	94(100%)	71(100%)	97(100%)

Table 19 shows that on self-esteem, 26 (29.9%) indicated major influence after attending Bible study once a month, 25 (28.8%) after attending at least twice a semester, 19 (21.8%) after attending once a semester and 17 (19.5%) indicated never. From the responses, majority 87 (100%) felt that participation in Bible/Koranic study programs in religious-based associations had a major influence on building self-esteem among university students. Of these, 26 (29.9%) had participated once in a month while 25 (28.8%) had participated in the programs at least twice a semester. The Table also shows that 17 (19.5%) of the 158 responses had never participated in the Bible study programs under the religious-based associations.

The Table shows that majority (94) of the 154 responses felt that participation in Bible/Koranic study programs of religious-based associations had a major influence on academic conformity among university students. Majority of them 30 (31.9%) had participated in the Bible/Koranic study programs once a month, 24 (25.5%) had never

participated, 22 (23.4%) at least twice a semester. once a month while 18 (19.1%) had attended once a month.

The table also shows that majority 71 (100%) of the 143 responses felt that Bible/Koranic study programs had a major effect on behaviour conformity among the university students. Of these, 28 (39.4%) -majority, indicated having participated in Bible/Koranic study programs once a month, 15 (21.1%), 14 (19.7%) at least twice a semester while another 14 (19.7%) had never participated in Bible/Koranic study. The table shows that majority (97) of the 158 responses felt that Bible/Koranic study program had a major influence on career conformity among the university students. Of this, the largest portion 33 (34.0%) had never participated in the Bible/Koranic study programs while close to half of them at 30 (30.9%) had participated once a month, 18 (18.9%) once a semester while 16 (16.5%) had participated at least twice in a semester.

## **ii. Prayer Meetings and Educational Socialization Outcomes**

The influence of religions-based associations was also investigated using cross tabulations on prayer meeting indicators and socialization outcomes.

The frequency of participating in prayer meetings and building of self-esteem, academic conformity, behaviour conformity, and career conformity were cross-tabulated, and the results presented using Table 20.

**Table 20.** *Prayer Meetings and Educational Socialization Outcomes*

		<b>Self-Esteem-Major influence</b>	<b>Academic Conformity major eff</b>	<b>Behaviour Major effect</b>	<b>Career Conformity major effect</b>
How often the student has participated in religion-based association in Prayer meetings.	Never	5(5.7%)	8(8.5%)	5(7%)	8(8.3%)
	Once a Month	22(25%)	30(31.9%)	23(32.4%)	30(30.9%)
	Once a Semester	28(31.8%)	23(24.4%)	17(23.9%)	24(24.7%)
	At Least Twice a Semester	33(37.5%)	33(35.1%)	26(36.6%)	35(36.1%)
	Total	88(100%)	94(100%)	71(100%)	97(100%)

Table 20 shows that out of 159 respondents, majority 88 (100%) felt that prayer meetings had a major effect on building self-esteem. Quite a significant portion 33(37.5%) of these participated in prayer meetings at least twice in a semester, 28 (31.8%) had once a semester while 22 (25%) had participated once a month. Only the least of this portion 5 (5.7%) had never participated in prayer meetings.

The table also shows that most of the respondents 94 (100%) out of 155 felt that participating in prayer meetings had a major influence on academic conformity. Quite a significant portion of this 33 (35.1%) had participated in prayer meetings at least twice in a semester, 30 (31.9%) had participated once a month, 23 (24.4%) once a semester while 8 (8.4%) had never participated.

The table shows that out of 143, majority 71(49.7%) felt that participating in prayer meetings had a major influence on yielding behaviour conformity. A comparatively large portion of this 26 (36.6%) had participated in prayer meetings at least twice a semester. This was closely followed by a portion of 23 (32.4%) who had participated in prayer

meetings once a month. The results show that out of 158 respondents, majority 97 (61.4%) felt that prayer meetings had a major influence on creating career conformity. Half of this portion 35(36.1%) had participated in prayer meetings at least twice a semester with 30 (30.9%) of them having participated in the meetings once a month.

### iii. Prayer Retreats and Educational Socialization Outcomes

The study investigated the influence of religious-based associations on socialization outcomes through cross-tabulations of frequency of participating in prayer retreats and various indicators.

The cross tabulation between frequency of participating in prayer retreats and building of self-esteem, academic conformity, behaviour conformity and career conformity is presented using Table 21.

**Table 21.** *Prayer Retreats and Educational Socialization Outcomes*

		<b>Self-Esteem- Major influence</b>	<b>Academic Conformity Major influence</b>	<b>Behaviour Conformity Major influence</b>	<b>Career Conformity Major influence</b>
How often the student has participated in religion- based association in Prayer retreats	Never	25(28.7%)	29(31.2%)	12(17.4%)	35(36.4%)
	Once a month	11(12.4%)	12(12.9%)	13(18.8%)	13(13.5%)
	Once a semester	17(19.5%)	19(20.4%)	11(15.9%)	13(13.5%)
	At least twice a semester	34(39%)	33(35.5%)	33(47.8%)	35(36.5%)
Total		87(100%)	90(100%)	69(100%)	96(100%)

Table 21 shows that majority 87 (56%) felt that participating in prayer retreats had a major influence on building self-esteem. A higher proportion of this 34 (39%) had participated in the prayer retreats at least twice a semester. Apparently 25 (28.7%) of them had never participated in prayer retreats.

The table shows that majority 90 (100%) of the 153 respondents felt that prayer retreat had a major influence on creating academic conformity among the students. A relatively large portion of this 33 (35.5%) had participated in prayer retreats at least twice in semester while 29 (31.2%) had never participated in the retreats.

The table indicates that majority of the 141 respondents 69 (100%) felt that prayer retreats had a major influence on creating behaviour conformity. The largest portion of this 33(47.8%) had participated in the prayer retreats at least twice a semester. Finally, the table shows that majority of the 157 respondents 96 (100%) felt that prayer retreats had major influence on career conformity among the university students. Equal proportions of this 35 (36.5%) had never participated in the retreats and others had participated in the retreats at least twice a semester.

#### **iv. Worship Service and Educational Socialization Outcomes**

The study investigated the influence of religious-based associations on educational socialization outcomes through cross-tabulations between frequency of participating in worship services and various socialisation indicators. The study findings are presented using various tables and descriptions as follows.

The study cross-tabulated frequency of participating in worship services and building self-esteem, developing academic conformity, behaviour conformity, and career conformity. The results were presented using Table 22.

**Table 22. *Worship Service and Educational Socialization Outcomes***

		<b>Self-Esteem- Major influence</b>	<b>Academic Conformity major influence</b>	<b>Behaviour Conformity Major influence</b>	<b>Career Conformity major influence</b>
How often the student has participated in religious-based association in Worship service	Never	4(4.6%)	6(6.4%)	4(5.6%)	5(5.2%)
	Once a month	23(26.1%)	29(30.9%)	19(26.8%)	28(28.9%)
	Once a semester	8(9.1%)	9(9.6%)	7(9.9%)	12(12.4%)
	At least twice a semester	53(60.2%)	50(53.2%)	41(57.8%)	52(53.6%)
	Total	88(100%)	94(100%)	71(100%)	97(100%)

Table 22 shows that majority 88 (55.3%) of the 159 respondents felt that worship services had a major influence on building self-esteem. Notably, 53 (60.2%) of this portion had participated in worship services at least twice in a semester. Only 4 (4.6%) of them had never participated in a worship service. The table shows that majority 94 (60.6%) of the 155 respondents felt that participating in worship services had a major influence on academic conformity among students. Of this, 50 (53.2%) had participated in the worship services at least twice in a semester with only 6 (6.4%) having never participated. In another dimension, a majority of 74 (47.7%) had attended the worship service with only 2(2.6%) of them indicating that the participation had no influence on academic conformity.

The table also shows that the majority 71 (49.7%) of the 143 respondents felt that participating in worship service had major influence on behaviour conformity among the university students. Of these, 41 (57.8%) had participated in the worship service at least twice in semester. The Table also shows a portion of 4 (5.6%) of the 71 who had never

participated in the worship service. From the frequency of participation, majority 73 (51%) of the 143 respondents had participated in the worship service at least twice a semester 9 (6.3%) of who felt that the participation had no influence on behaviour conformity.

The table indicates that majority 97 (61.4%) of the 158 respondents felt that participation in worship service had a major influence on career conformity among university students. Of the portion, 52 (53.6%) had participated in the worship service at least twice a semester while 5 (5.2%) had never participated in the worship services.

The responses agree with a study by Ochanda (2012), *Faith Organizations and Social Economic Welfare*, explores the history of Christian and Muslim religions in Kenya. The study notes the contributions of faith-based organizations in education and health.

The findings are supported by interviews with the deans of students.’

K1; dean of students noted:

*Religious-based students’ associations are a strong pillar in the university. They engage members in various activities such as Bible/Koranic study, prayer meetings, prayer retreats and worship service. They help to instil moral values and good conduct among the students. (K1, Dean of students, X University, December 2020).*

K3; dean of students noted:

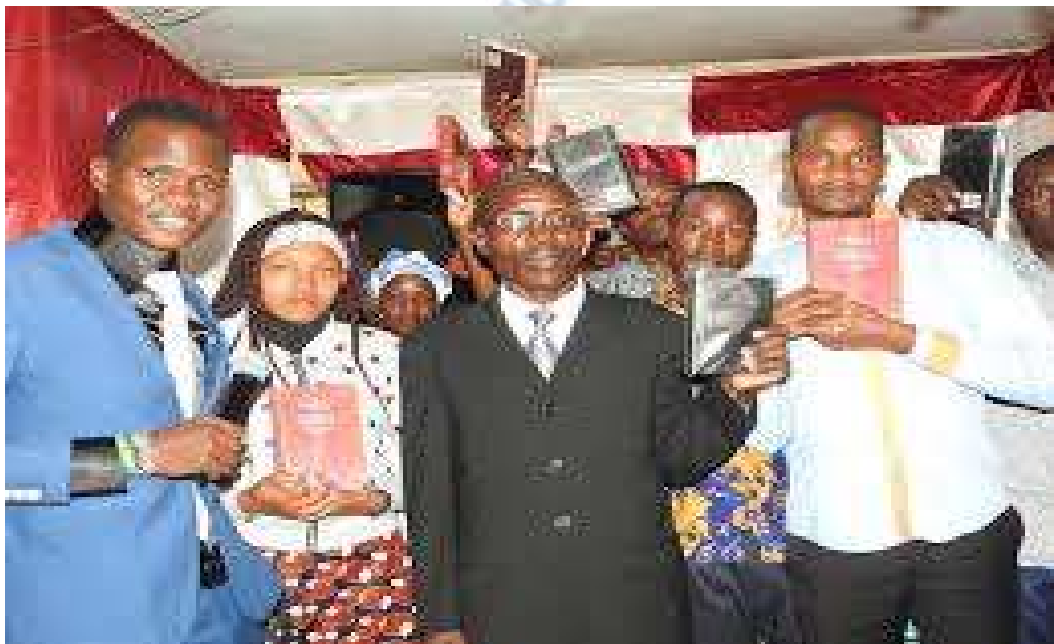
*Religious- based students’ associations contribute towards their educational socialization outcomes. This is done through activities such as Bible/Koranic study, prayer meetings, prayer retreats and worship service that they organize for their members (K3, Dean of students, Z University, December 2020).*

The findings from the deans of students are elaborated in a pictorial finding during observation as shown in figure 4 and figure 26.



*Figure 26. A Chaplaincy event at one of the Universities*

Figure 26 depicts a group of students in a chaplaincy event with a program leader. The grouping is one of the commonly known religious associations among university students.



*Figure 27. A group of Students displaying Bibles*

Figure 27 shows a group of students in a religious event an activity that entailed sharing issue and sharing of bibles. This is an event recognized and acknowledged as a way of moving forward the religious- based associations’ mission in universities.

#### 4.5 Influence of Career-based Students’ Associations on Educational Socialization

##### Outcomes

The study answered the question on the influence of career-based students’ associations on educational socialization outcomes through various variables and sub-themes. The results are as presented in following sub-headings.

##### 4.5.1 Experiences with Career-based Students’ Associations

The study sought to find out the students’ experiences with the career-based associations. On a table bearing descriptive statistics, the participants were to indicate YES/NO against descriptive statistics with a measure of 1- Yes and 2- No. The findings are as presented in Table 23.

**Table 23.** *Influence of Career-based Students’ Associations on Acquiring Social Skills*

	N	Minimum	Maximum	Mean	Std. Deviation
Whether there is influence of career-based associations through experience in social interaction skills	167	1	2	1.35	.478
Whether there is influence of career-based associations through experience in building confidence	167	1	2	1.48	.501
Whether there is influence of career-based associations through experience in improving academic performance	167	1	2	1.50	.501
Whether there is influence of career-based associations through experience in stress management	167	1	2	1.63	.483
Valid N(listwise)	167				

Table 23 shows the responses were analysed, and the following report generated. A mean of 1.63 agreed that there is influence of career-based students’ associations on tress

management, 1.50 indicated there was influence of career-based associations on academic performance, 1.48 indicated there was influence of career-based associations on building confidence while a mean of 1.35 indicated that there was influence of career-based students' associations on acquisition of social interaction skills among participants. Students are able to interact with others in the same field and they get psychologically prepared for their future career.

#### 4.5.2 Connecting with others through Career-based Students' Associations

The study sought to find out if career-based students' associations assist members to connect with others in networking. The measurement of the indicator was coded with 1 for Yes and 2 for No. The findings are presented using Table 24.

**Table 24.** *In on Connecting with others through Career-based Students' Associations*

	N	Minimum	Maximum	Mean	Std. Deviation
Whether there is influence of career-based association through connecting with others in networking	167	1	2	1.31	.462
Whether there is influence of career-based association through connecting with others in adopting association culture	167	1	2	1.56	.498
Whether there is influence of career-based association through connecting with others in being part of university	167	1	2	1.50	.501
Valid N (listwise)	167				

Table 24 shows the responses were analysed as follows; a mean of 1.56 indicated that career-based students' associations influenced them in connecting with others in adopting association's culture, 1.50 indicated the associations influenced them through connecting with others in being part of the university while 1.31 indicated there was influence through connecting with others in networking. These responses indicated that career-based students' associations influenced members positively in connecting with others in being part of the university.

### 4.5.3 Adopting University Culture and Norms through Career-based Students' Associations

The study sought to find out if there was influence of career-based associations in adopting university culture and norms. The participants were to indicate 1 for Yes and 2 for No to a descriptive statistic. The study findings are presented in Table 25.

**Table 25.** *Descriptive Statistics on Adopting University Culture and Norms through Career-based Students' Associations*

	N	Minimum	Maximum	Mean	Std. Deviation
Whether there is influence of career-based association through adopting university culture in joining association	167	1	2	1.45	.499
Whether there is influence of career-based association through adopting university culture in forming groups	167	1	2	1.56	.498
Whether there is influence of career-based association through adopting university culture in volunteering	166	1	2	1.52	.501
Whether there is influence of career-based association through adopting university culture in organizing social support	167	1	2	1.55	.499
Valid N (listwise)	166				

Table 25 shows a mean of 1.56 indicated there was influence through adopting university culture in forming groups, 1.55 indicated influence in organising social support, 1.52 indicated there was influence in volunteering and 1.45 indicated there was influence through adopting university culture in joining associations. The responses show that career-based students' associations influence members in adopting university culture and organizing social support.

K1 the dean of students noted:

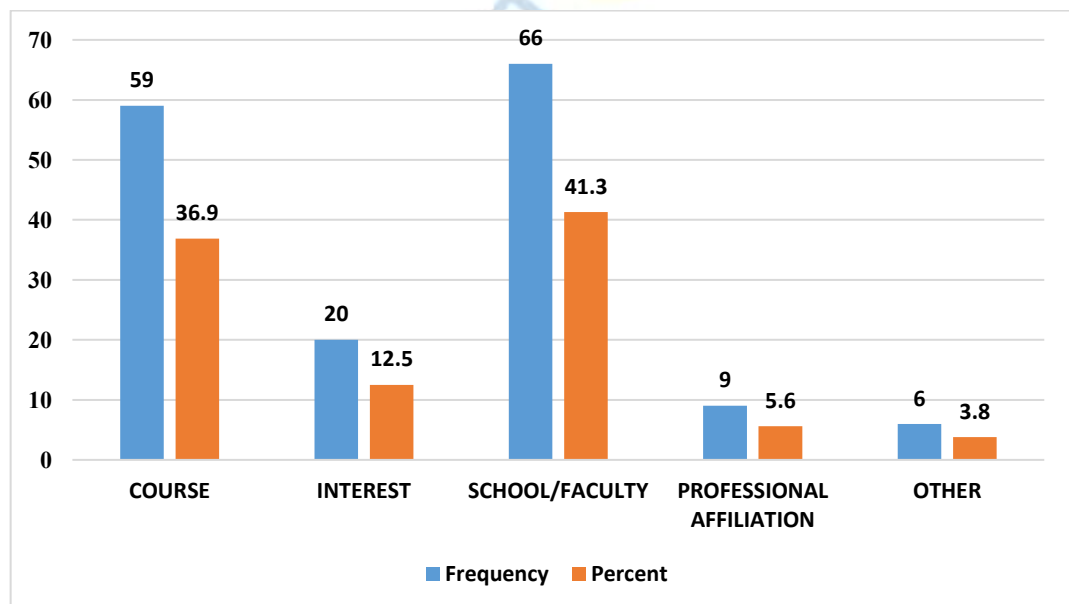
*Yes. Career- based Students' Associations are stimuli to volunteering among university students. They volunteer in peer-counselling, community service, first aiders, and scouts. In this particular university, they have ever won the Presidential award. (K1 Dean of students, X University, December 2020).*

K3 the dean of students noted:

*Career- based Students' Associations are active in various fields. They recruit members in different careers, they form groups that conduct various voluntary activities and organize for social support. (K1 Dean of students, Z University, December 2020).*

#### 4.5.4 Criteria for joining Career-Based Associations

The study also sought to find out the most popular consideration for joining career-based students' associations. The data was collected, analysed and presented in Figure 28.



**Figure 28** Criteria for joining Career-Based Associations

Figure 28 shows a valid percentage of 41.3 indicated school/faculty, 35.9 courses, 12.5 interests, 5.6 professional affiliation and 3.8 other. The responses show that career-based

students' associations are anchored in the schools/faculties. This was confirmed by the deans of students during interview;

K1 the dean of students noted:

*The students are introduced to various associations during induction. Leaders of associations are given chance to introduce their associations and the students were left to choose which associations they wished to join. The school or faculty is the biggest attraction followed by the course, interest and professional affiliation (K1 Dean of students, X University, December 2020).*

K3 the dean of students noted:

*Career-based Students' Associations help members to grow in their careers. For that matter, the faculty becomes the biggest attraction followed by the course interest and professional affiliation. (K3 Dean of students, Z University, December 2020).*

#### **4.5.5 Educational Socialization Outcomes for Career-based Students' Associations**

The study also went ahead to find out the extent of career-based students' associations on building self-esteem, academic conformity, behaviour conformity, and career conformity. The data was collected on a table indicating no influence, minor influence, neutral, moderate influence and minor influence in form of percentages. The findings are presented using Table 26.

**Table 26.** *The Extent of Career-Based Students' Associations*

	<b>Self-esteem</b>	<b>Academic Conformity</b>	<b>Behaviour Conformity</b>	<b>Career conformity</b>
No Influence	26(16.6%)	25(16.3%)	16(10.3%)	29(18.4%)
Minor Influence	18(11.5%)	31(20.3%)	12(7.7%)	16(10.1%)
Neutral	16(10.2%)	30(19.6%)	29(18.7%)	24(15.2%)
Moderate Influence	22(14%)	17(11.1%)	21(13.7%)	22(13.9%)
Major Influence	75(47%)	50(32.7%)	77(49.7%)	67(42.4%)
Total	157(100%)	153(100%)	155(100%)	158(100%)
Nonresponse	10	14	12	9
Total	167	167	167	167

Table 26 shows responses on self-esteem as; 75 (47%) indicated major influence, 26 (16.6%) no influence, 22 (14%) moderate influence, 18 (11.5%) minor influence and 16 (10.2%) indicated neutral. Majority of the respondents indicated major influence showing that career-based students' associations played a big role in building members self-esteem.

On academic conformity 50 (32.7%) indicated major influence, 31 (20.3%) indicated minor influence, 30 (19.6%) indicated neutral, 25 (16.3%) indicated no influence while 17 (11.1%) indicated moderate influence. among students. A big number indicated major effect showing the important role played by career-based students associations in enhancing academic conformity among members.

On behaviour conformity, 77(49.7%) indicated major influence, 29(18.7%) indicated neutral, 21 (13.7%) indicated moderate influence, 16 (10.3%) indicated no influence while 12 (7.7%) indicated minor influence. The responses indicate that about a half of the respondents experienced major influence in behaviour conformity.

On career conformity, 67 (42.4%) indicated major influence, 29 (18.4%) indicated no influence, 24 (15.2%) indicated neutral, 22 (13.9%) indicated moderate while 16 (10.1%)

indicated minor influence. The responses indicate that majority of the respondent's experienced major influence on career conformity.

These findings are confirmed in earlier studies which observed that human beings come together in many forms such as couples, families, friends, neighbourhoods, business partners, religious organizations, clubs and societies (McKenna & Bargh) in a study by Khushboo (2000), *Types of Groups found in an organization*. According to both studies, whichever form they take social organizations comprise of people with shared experiences, loyalties and interests. In this context then, though they are an association, social organizations members still retain their individuality.

The findings were further triangulated with the responses of the deans of students during interview;

K1 the dean of students noted:

*Career- based students associations are instrumental in the growth of the student. This is in the areas of self-esteem, academic conformity, behaviour conformity and career conformity (K1 Dean of students, X University, December 2020).*

K3 the dean of students noted:

*This office has been working with Career- based students' associations so as to help members to grow in terms of self-esteem, academic conformity, behaviour conformity and career conformity. (K3 Dean of students, Z University, December 2020).*

#### 4.5.6 Cross-tabulations between Career-based Students' Associations and Socialization Outcomes

##### i. Participation in Career-based Students' Associations on Educational Socialization Outcomes

The collected data was analysed using cross-tabulations between the frequency of participating in career guidance and socialization outcome on building self-esteem, developing academic conformity, behaviour conformity and career conformity. The results are presented in Table 27.

**Table 27.** Career-based Students' Associations on Educational Socialization Outcomes

		Self-Esteem-Major influence	Academic Conformity major influence	Behaviour Conformity Major influence	Career Conformity major influence
How often the student has participated in religion-based association in Career guidance	Never	9(12.3%)	8(17%)	11(15%)	13(20%)
	Once a month	20(27.4%)	15(31%)	22(29%)	25(38%)
	Once a semester	26(35.6%)	16(33%)	30(40%)	19(29%)
	At least twice a semester	18(24.7%)	9(19%)	12(16%)	8(12%)
Total		73(100%)	48(100%)	75(100%)	65(100%)

Table 27 indicates that on self-esteem, 26 (35.6%) indicated having participated once a month, 20 (27.4) at least twice a semester while 9 (12.3%) indicated never. majority of the respondents felt that participation in career guidance had a major effect on building self-esteem.

On academic conformity 16 (33%) indicated once a month while 9 (19%) indicated at least twice a semester. The least of these 8 (17%) had never participated in the career

guidance programmes. In the participation frequency dimensions, majority 45(30.2%) had participated in career guidance once a semester.

On behaviour conformity among students, 30(40%) had participated once a semester, 22 (29%) once a month, 12 (16%) at least twice a semester. Of the portion, 11(15%) had never participated in the career guidance programmes under the career-based associations. The frequency of participation among the respondents shows that a majority 48(100%) had participated in the career guidance programmes once in as semester.

Finally, on career conformity, 25 (36%) indicated having participate once a month, 19 (29%) once a semester, 13 (20%) never while 8 (12%) indicated at least twice a semester. This implies that many students appreciate that participation in career guidance programmes under career-based associations create positive socialization outcomes.

## **ii. Placement Vacancies on Educational Socialization Outcomes**

The study investigated the influence of career-based students association on educational socialization outcomes through cross-tabulations between the indicators of the placement vacancies and the outcomes. The cross-tabulation between the participation in vacancy placement activities and building of self-esteem, developing academic conformity, behaviour conformity and career conformity is presented using Table 28.

**Table 28.** *Placement Vacancies on Educational Socialization Outcomes*

		<b>Self-Esteem-Major influence</b>	<b>Academic Conformity Major influence</b>	<b>Behaviour Conformity Major influence</b>	<b>Career Conformity Major influence</b>
How often the student has participated in career-based associations on placement vacancies	Never	32(43.8%)	20(42%)	28(38%)	29(46%)
	Once a month	20(27.4%)	10(21%)	30(41%)	17(27%)
	Once a semester	12(16.4%)	10(21%)	8(11%)	11(17%)
	At least twice a semester	9(12.3%)	8(17%)	8(11%)	6(10%)
Total		73(100%)	48(100%)	74(100%)	63(100%)

Table 28 indicates that majority of the respondents 73(100%) of the 152 felt that participation in placement vacancies programmes under career-based associations had major influence on building self-esteem. Of these, majority 32(43.8%) had never participated in the programmes, 20 (27.4%) had participate once a month, 12 (16.4%) had participated once a semester while 9 (12.3%) had participated at least twice a semester.

On creating academic conformity, majority 48 (100%) felt that participating in placement vacancies had major influence, 20 (42%) never having participated, 10 (21%) had participated once a month, 10 (21%) indicated once a semester, 8 (17%) indicated at least twice a semester. Comparatively, with the results in the preceding table which had 73(100%) of the students appreciating the role of the programmes on self-esteem, academic conformity shows a smaller portion.

On behaviour conformity, majority at 74 (100%) appreciated that participating in placement vacancies had an influence on behaviour conformity. Out of these, 30 (41%)

indicated participating once a month, apparently, a larger portion of the respondents 78(100%) had never participated in the programmes, 28(38%) never having participated, 8 (11%) indicated having participated at least twice per semester which indicated the major influence of the programmes on behaviour conformity after participating. The fewest 13(8.7%) had participated in the programmes at least twice a semester.

The table indicates that majority 63(100%) of the 149 respondents felt that participating in career -based associations' programmes on placement vacancies had a major influence on career conformity. Apparently, a larger portion of the respondents 29(46%) had never participated in the programmes but still indicated the major effect of the programmes on career conformity. The fewest 6(10%) had participated in the programmes at least twice a semester.

### **iii. Mentorship in Career-based Students' Associations on Educational Socialization**

#### **Outcomes**

The study investigated the influence of career-based student associations on educational socialization outcomes through cross-tabulations of the indicators of career mentorships and the outcomes.

The first cross-tabulation between the participation in career mentorships and building self-esteem, developing academic conformity, behaviour conformity and career conformity is presented in Table 29.

**Table 29.** *Mentorship in Career-based Students' Associations on Educational Socialization Outcomes*

		<b>Self- Esteem- Major influence</b>	<b>Academic Conformity major influence</b>	<b>Behaviour Conformity Major influence</b>	<b>Career Conformity major influence</b>
How often	Never	18(25.3%)	12(24%)	17(23%)	13(20%)
the student	Once a	16(22.5%)	13(27%)	19(26%)	20(31%)
has	month				
participated	Once a	28(39.4%)	17(35%)	29(40%)	22(34%)
in religion-	semester				
based	At least	9(12.7%)	7(14%)	8(11%)	9(14%)
association in	twice a				
Bible study	semester				
Total		71(100%)	49(100%)	73(100%)	64(100%)

Table 29 indicates that majority of the respondents 71 (100%) of the 151 felt that mentorship programmes under career-based associations had a major influence on building self-esteem, of these, only 9 (12.7%) had participated in the programmes at least twice a semester. Majority of the 71 (100%) (Major influence) equivalents to 28 (39.4%) had participated in the programmes while 18 (25.3%) had never participated in the programmes. Overall, majority 53 (28/5%) had never participated in the programmes with 18(33.9%) of these showing that participation in the mentorship programmes under career-based associations had a major influence on building self-esteem.

The table also indicates that majority 49 (33.6%) of the 146 felt that participation in mentorship programmes under a career-based association had major influence on academic conformity. Of these, 17 (35%) had participated in the programmes once a semester. Overall, majority 51 (34/9%) had never participated in the mentorship programme organized under carer-based associations.

The table indicates that majority 73 (100%) of the 140 respondents felt that mentorship programmes under career-based associations had a major influence on behaviour conformity a significantly large portion of this 29 (40%) had participated in the programmes once a semester. A portion of 17 (23%) of these had never participated in the programmes. Overall, majority 51(36.4%) had never participated in the programme but with fewest 4(7.8%) showing that participation had a minor effect.

The table also indicates that majority 64 (100%) of the 151 respondents felt that participating in mentorship programmes under career-based association had a major influence on career conformity. Of these, 22 (34%) had participated in the programmes once in a semester. Notably, majority 52 (34.4%) had never participated in the mentorship programmes organized by career-based association.

The findings were confirmed by the deans of students during interviews;

K1 the dean of students noted:

*This office recognizes the efforts made by career- based students associations. As a way of supporting these efforts, the office organizes for activities such as career guidance, placement vacancies for internship and Bible study. (K1 Dean of students, X University, December 2020).*

K3 the dean of students noted:

*Career- based students' associations in this institution receive support from my office. Students' leaders give suggestions on the issues they want addressed and the office organizes and invites guest speakers to address issues on career guidance, placement vacancies and Bible study activities (K3 Dean of students, Z University, December 2020).*

#### iv. Creating Network through Career-based Students' Associations on Socialization

##### Outcomes

The study also investigated the influence of career-based student association on educational socialization outcomes using cross-tabulations between creating networks and the outcomes.

The first analysis between creating networks through career-based associations and building self-esteem, developing academic conformity, behaviour conformity, and career conformity is presented using Table 30.

**Table 30.** *Network through Career-based Students' Associations on Socialization Outcomes*

		Self-Esteem-major influence	Academic Conformity major influence	Behaviour Conformity major influence	Career Conformity major influence
How often the student has participated in religion-based association in Bible study	Never	28(38.3%)	17(35%)	29(39%)	23(35%)
	Once a month	11(15%)	7(14%)	9(12%)	12(18%)
	Once a semester	19(26%)	14(29%)	20(27%)	17(26%)
	At least twice a semester	15(20.5%)	11(22%)	16(22%)	13(20%)
Total		73(100%)	49(100%)	74(100%)	65(100%)

Table 30 indicates that majority 73(100%) of the 152 respondents felt that creating network through the career-base associations had a major influence on building self-esteem. Of these, 28(38.3%) (Most) had never participated in the programmes though. Overall, majority of the respondents 66(43.4%) had never participated in the programmes with only 8(12.1%) of these acknowledge that participation in the programme had a major influence in building self-esteem.

The table also indicates that majority 49 (32.9%) of the total respondents (148) felt that participating in creating network through career-based association had a major effect on academic conformity. Of these, 17 (35%) (Majority) had never participated in the creating network programmes under a career-based association.

The table indicates that the majority 74 (100%) of the 149 respondents felt that creating network through career-based association had a major influence on behaviour conformity. Of these, 29 (39%) (Most) had never participated in the programmes. Overall, majority 64 (43%) of the 149 respondents had never participated in the networking programme under the career-based association.

The table indicates that majority 65 (100%) of the 154 respondents felt that creating network through career-based association has a major influence on attaining career conformity. However, majority of this group 23 (35%) never participated in the programmes. This portion also forms the group of 65 who never participated in creating network through career-based associations.

A study done by Amoit, Terry, Wirawan and Grice (2010) notes that students' career-based associations are anchored in schools / faculties. In the schools or faculties, students interact with the lecturers who are the professionals in the various fields. They are given professional guidance and advice after which they proceed for attachment, internship or teaching practice depending on their career line.

The findings are confirmed in a study conducted in Oakland University (2017) where students' activities & professionally based organizations are among the several career-based students' associations that exist. The study findings were also triangulated with the observation on the students' activities through photography.

The observation also noted the career-based association grouping and participation in activities with creation of some unique common phenomenon as shown in Figure 29.



**Figure 29.** *A Career-based Students Association in a Discussion*

Figure 29 shows a photo of a career-based association with students holding a discussion over a topic. In career-based associations, it is notable that the members create or develop a unique feature that identifies them from the rest. For instance, Figure 26 shows the group in a pink uniform which signifies their association vision. These depict the posting of a study conducted by Amoit, Terry, Wirawan and Grice (2010), *Changes in Social Identities over Time; The Role of Coping and Adaptation Processes*, who implied that through the socialization process, students get to advance in their career and feel psychologically prepared to enter practice.

The findings were triangulated with the responses from the dean of students;

K1, the dean of students noted:

*Engagements between the institution and professionals in the world of work had enabled students who excelled in various*

*careers to secure employment on completion of their studies (K1, Dean of students, X University, December 2020).*

K3 the dean of students noted:

*The institutions proximity from the city center and the types of courses offered attracts a diversity of enrolment including professionals. In fact, it is an examination center for various professional bodies. (K3, Dean of students, Z University, December 2020).*

#### 4.6 Influence of Welfare-based Students' Associations on Educational Socialization

##### Outcomes

The study investigated the influence of welfare-based students; association on educational socialization outcomes. The research question related to the objective was addressed through various indicators and analysis as presented in the following sub-headings.

##### 4.6.1 Experience with Welfare-based Students' Associations

The study sought to find out the student's experience with associations. The participant was to indicate 1 for Yes and 2 for No against a stated question. The results are presented using Table 31.

**Table 31.** *Descriptive Statistics Experience with Welfare-based Students' Associations*

	N	Minimum	Maximum	Mean	Std. Deviation
Whether there is influence of welfare-based associations through experience in social interaction skills	167	1	2	1.24	.428
Whether there is influence of welfare-based associations through experience in building confidence	167	1	2	1.53	.500
Whether there is influence of welfare-based associations through experience in improving academic performance	167	1	2	1.53	.500
Whether there is influence of welfare-based association through experience in stress management	167	1	2	1.62	.486
Valid N (listwise)	167				

Table 31 shows a mean of 1.62 indicated yes against influence of welfare-based associations on stress management, 1.53 on influence of welfare-based associations on building confidence and improving academic performance respectively and 1.24 on improving social skills and improving academic standards. The responses indicate that welfare-based associations equip members with skills in stress management, building confidence and improving academic skills.

These findings agree with those of a study done by Amoiti, Terry, Wirawan and Grice (2010). The study notes that students come together in welfare-based associations based on various interests. The interests could be emotional, social, economic, political or religious. Money is a major factor in welfare associations as members require to pool together either to assist a friend who is in need or organize for a group activity.

The findings were confirmed by the deans of students through their responses during interview;

K1, dean of students reported that;

*This office notes that welfare-based students' associations' influence students' educational socialization outcomes. The associations organize activities which offer students opportunity for social interaction, building confidence, improving academic performance and stress management. (K1, Dean of students, X University, December 2020).*

K3; dean of students noted:

*Welfare-based students' associations have a large following from among members of all other associations. The associations offer them room for social interaction, building confidence, improving academic performance and stress management (K3, Dean of students, Z University, December 2020).*

#### 4.6.2 Connecting with others through Welfare-based Students' Associations

The study sought to find out if welfare –based associations influenced members' ability to connect with others. The participant was to indicate 1 for Yes and 2 for No against a stated question. The findings are presented in Table 32.

**Table 32.** *Connecting with others through Welfare-based Students' Associations*

	N	Minimum	Maximum	Mean	Std. Deviation
Whether there is influence of welfare-based associations through connecting with others in networking	167	1	2	1.21	.408
Whether there is influence of welfare-based associations through connecting with others in adopting association culture	167	1	2	1.57	.497
Whether there is influence of welfare-based associations through connecting with others in being part of university	167	1	2	1.60	.490
Valid N (listwise)	167				

Table 32 shows a mean of 1.60 indicated yes against influence on connecting with others in being part of the university, 1.57 on adopting associations' culture and 1.21 connecting with others in networking. These responses indicate that welfare-based associations influence the attitude of members towards the welfare of their colleagues.

#### 4.6.3 Adopting University Culture through Welfare-based Students' Associations

The study sought if welfare-based associations influenced members' ability to adopt university culture. The participant was to indicate 1 for Yes and 2 for No against a stated question. The findings are presented in Table 33.

**Table 33.** *Adopting University Culture through Welfare-based Students' Associations*

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Whether there is influence of welfare-based associations through adopting university culture in joining association	167	1	2	1.42	0.495
Whether there is influence of welfare-based associations through adopting university culture in forming groups	167	1	2	1.49	0.501
Whether there is influence of welfare-based associations through adopting university culture in volunteering	166	1	2	1.59	0.493
Whether there is influence of welfare-based associations through adopting university culture in organizing social support	166	1	2	1.5	0.502
Valid N (listwise)	166				

Table 33 shows a mean of 1.59 indicated there was influence of welfare –based associations through university culture in volunteering, 1.50 indicated there was influence though adopting university culture in organizing social support, 1.49 indicated there was influence through adopting university culture in forming groups and 1.42 indicated there was influence through adopting university culture in joining associations. The responses indicate that welfare-based associations are instrumental in helping students to settle down to the new life and new culture of freedom and responsibility.

The findings were confirmed by the deans of students through their responses during interview;

K1, dean of students reported that;

*The welfare –based students' associations offer an opportunity to members to connect with each other and to be able to adopt*

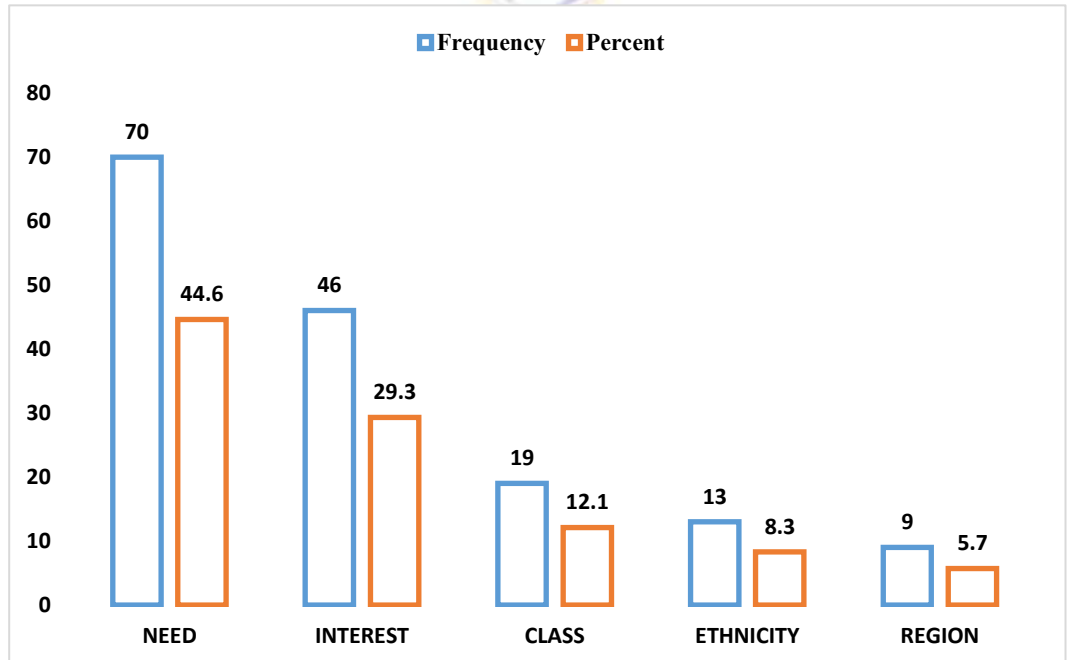
*university culture in volunteering, organizing for social support, forming groups and joining associations. (K1, Dean of students, X University, December 2020).*

K3; dean of students noted:

*Welfare -based students' associations are among the most popular among university students. The associations help to nurture students into adopting university culture in volunteering, organizing for social support among members, forming groups and joining associations. These activities keep students occupied throughout (K3, Dean of students, Z University, December 2020).*

#### 4.6.4 Criteria for Welfare-based Students' Associations

The study sought to find out the most popular criteria for joining welfare-based students' associations. The respondents were to choose among, need, interest, class, ethnicity and religion. The responses were analysed and presented in Figure 30.



**Figure 30.** *Criteria for Welfare-based Students' Associations*

Figure 30 shows a valid percentage of 44.6 (74) indicated need, 29.3 (49) indicated interest, 12.1 (20) indicated class, 8.3 (14) indicated ethnicity while 5.7 (10) indicated region. The responses indicate that majority of the students join associations based on need or how they feel they will benefit from the association.

K1, dean of students reported that;

*There are various factors that attract students to join welfare –based students associations. The most attractive one is need, followed by interest, class, ethnicity and region in that order. (K1, Dean of students, X University, December 2020).*

K3; dean of students noted:

*This office is aware of the popularity of welfare -based students' associations in this university. These associations attract membership based on various factors the most popular being need followed by interest, class, ethnicity and region (K3, Dean of students, Z University, December 2020).*

#### 4.6.5 Educational Socialization Outcomes for Welfare-based Students' Associations

The educational socialization outcomes for welfare-based students associations were analysed using Table 34.

**Table 34.** Educational Socialization Outcomes for Welfare-based Students' Associations

	<b>Self- esteem</b>	<b>Academic conformity</b>	<b>Behaviour Conformity</b>	<b>Career Conformity</b>
no influence	40(27.4%)	12(7.7%)	61(40.7%)	18(12.1%)
minor influence	12(8.2%)	13(8.4%)	13(8.7%)	21(14.1%)
Neutral	19(13%)	27(17.4%)	14(9.3%)	15(10.1%)
moderate				
influence	24(16.4%)	18(11.6%)	12(8.0%)	32(21.5%)
major influence	51(34.9%)	85(54.8%)	50(33.3%)	63(42.3%)
Total	46(100%)	155(100%)	150(100%)	149(100%)

Table 34 shows a valid percentage of 34.9 (51) indicated major influence, 27.4 (40) indicated no influence, 16.4 (24) indicated moderate influence, 13.0 (19) neutral and 8.2% (12) minor influence. The responses indicate that welfare-based students associations influence building self-esteem to a large extent.

The study also sought to find out whether welfare-based students' associations have an influence on members academic conformity. The respondents were to indicate, influence, minor influence, neutral, moderate influence and major influence. The analysis that on academic conformity, a valid percentage of 54.8 (85) indicated major influence, 17.4 (27) neutral, 11.6 (18) moderate influence, 8.4 (13) minor influence 33.3 (50) and 7.7 (12) no influence. The responses indicate that welfare –based students associations influence academic conformity among students.

The study also investigated whether welfare-based students' associations have an influence of behaviour conformity. The analysis shows that on behaviour conformity, 40.7% (68) indicated no effect, and 33.3% (56) indicated major effect, 9.3% (16) neutral, 8.7% (15) minor effect and 8.0 (13) moderate effect. The 40.7 (68) valid percentage of those who indicated no influence may be a reflection that welfare–based students' associations are not very good ground for moulding students' behaviour.

The study also sought to find out how far welfare-based students' associations influenced members career conformity. The analysis shows that on career conformity, a valid percentage of 42.3 (71) indicated major effect, 21.5 (36) moderate effect, 14.1 (24) minor effect, 12.1 (20) no effect and 10.1 (17) neutral. The responses indicate a significant influence of welfare- based associations on career conformity of the students.

The findings collaborate with those of Myers (2010), he conducted a study in American universities which revealed that 5 in 10 males and 7 in 10 females say that it is very important to help others who are in difficulty. Both studies agree that in the students' associations, the students find acceptance, belonging, and identity. These three are important pillars for psycho-social support. Students are human beings and human beings are social beings by nature.

The findings were triangulated with the responses of the deans of students during interview;

K1, dean of students reported that;

*Welfare –based students associations give members opportunity to develop self-esteem, academic conformity, behaviour conformity and career conformity. In this way, they help members to develop an all-round character (K1, Dean of students, X University, December 2020).*

K3; dean of students noted:

*The office of the dean of students is aware of the opportunities that members are offered by welfare- based students' associations. These include chance to develop self- esteem, academic conformity, behaviour conformity and career conformity. (K3, Dean of students, Z University, December 2020).*

#### **4.6.6 Cross-tabulations between Welfare-Based Association Activities and Educational Socialization Outcomes**

The study investigated the influence of the welfare-based students' association activities on educational socialization outcomes through cross-tabulations. The specific measurement indicators of the variables were analysed and presented in the subsections below.

**i. Sense of Belonging in Welfare-Based Associations and Educational Socialization Outcomes**

The cross-tabulations between the participation in welfare-based association for sense of belonging and building of self-esteem, developing academic conformity, behaviour conformity and career conformity is presented in Table 35.

**Table 35.** *Sense of Belonging in Welfare-Based Associations and Educational Socialization Outcomes*

		<b>Self-Esteem- Major influence</b>	<b>Academic Conformity major influence</b>	<b>Behaviour Conformity Major influence</b>	<b>Career Conformity major influence</b>
How often the student has participated in religion-based association in Bible study	Never	12(24.4%)	34(43%)	12(24%)	23(37%)
	Once a month	12(24.4%)	15(19%)	14(29%)	12(19%)
	Once a semester	13(26.5%)	19(24%)	14(29%)	13(21%)
	At least twice a semester	12(24.4%)	12(15%)	9(18%)	14(23%)
<b>Total</b>		<b>49(100%)</b>	<b>80(100%)</b>	<b>49(100%)</b>	<b>62(100%)</b>

Table 35 shows that majority of the 136 respondents 49 (100%) felt that participating in welfare-based association for creating sense of belonging had a major influence on building self-esteem. Closely ranked to this was the 37 (27.2%) of them who felt that participating in the programme had no influence on building self-esteem. However, 59 (43.3%) of the respondents had never participated in the programmes.

The table shows that majority of the respondents 80 (100%) felt that participating in welfare-based association for sense of belonging had a major influence on attaining academic conformity. A relatively large portion of this 34 (43%) had never participated

in the programmes. The 34 (43%) also form part of the majority of the respondents who indicated that they never participated in the programs.

The table indicates that majority 49(100%) of the 141 respondents felt that participating in welfare-based association for sense of belonging had a minor influence on behaviour conformity. Of these portions, 14(29%) had participated in the programmes once a month, and another 14 (29%) participated once in a semester. Moreover, the majority based on frequency had never participated in the programmes.

The tables also shows that majority 62 (100%) highly appreciated the role of welfare-based association for sense of belonging in attaining career conformity. Of these, 23 (37%) (Most) never participated in the programmes. In another dimension, a total of 62 (41%) respondents had never participated in the programmes with the least 15 (9.9%) having participated at least twice in a semester.

## **ii. Making Contributions in Welfare-based Associations and Socialization Outcomes**

The study entailed analysis of the collected data using cross-tabulation between making contributions in welfare-based associations and socialization outcomes. The first item involved the participation in welfare-based association contributions and building self-esteem, developing academic conformity, behaviour conformity and career conformity. The results are presented in Table 36.

**Table 36.** *Making Contributions in Welfare-based Associations and Socialization Outcomes*

		<b>Self-Esteem-Major influence</b>	<b>Academic Conformity major influence</b>	<b>Behaviour Conformity Major influence</b>	<b>Career Conformity major influence</b>
How often the student has participated in religion-based association in Bible study	Never	2(3.9%)	5(6%)	5(11%)	6(10%)
	Once a month	16(31.3%)	21(25%)	17(36%)	19(31%)
	Once a semester	10(19.6%)	25(29%)	9(19%)	13(21%)
	At least twice a semester	23(45.1%)	34(40%)	16(34%)	24(39%)
<b>Total</b>		<b>51(100%)</b>	<b>85(100%)</b>	<b>47(100%)</b>	<b>62(100%)</b>

Table 36 indicates that majority 51 (100%) of the 139 respondents felt that making contributions through the welfare-based association had a major influence in building self-esteem. Of these, the largest portion 23 (45.1%) had participated in the programmes at least twice a semester. The table also indicates that majority 85 (57.8%) of the 147 respondents felt that participating in welfare-based association in making contributions had a major influence on academic conformity. Of the 85, 34(40%) (Most) had participated in the programmes at least twice a semester. This is notably a high proportion of the respondents who frequently participated in the programmes compared to other programmes. Notwithstanding, the highest portion of the respondents 49(57.6%) had frequently participated (at least twice a semester).

The table indicates that the majority 59 (41.5%) of the 142 respondents felt that participating in welfare-based association in making contributions had no influence in upholding behaviour conformity. This is contrary to the preceding findings which placed participation in such programmes to be of influence on attaining academic conformity.

Majority of the respondents 42 (29.6%) had participated in the programmes at least twice a semester.

The table also indicates that majority 62 (100%) of the 141 respondents felt that participating in welfare-based associations in making contributions had major influence on building career conformity. Of the 62, the majority 24 (39%) had participated in the programmes at last twice a semester. Moreover, those who participated at highest frequency 44(31.2%) were the majority among all the respondents.

### iii. Visiting the Needy in Welfare-based Associations and Educational Socialization Outcomes

The study entailed analysis of the collected data using cross tabulation between visiting the needy in welfare-based associations and socialization outcomes. The first item involved visiting the needy in welfare-based association and building self-esteem, developing academic conformity, behaviour conformity, and career conformity. The results are presented in Table 37.

**Table 37.** *Visiting the Needy in Welfare-based Associations and Educational Socialization Outcomes*

		Self-Esteem-Major influence	Academic Conformity major influence	Behaviour Conformity Major influence	Career Conformity major influence
How often the student has participated in welfare-based associations in visiting the needy	Never	6(12%)	24(28.2%)	10(20.4%)	21(33.3%)
	Once a month	14(28%)	16(18.8%)	14(28.6%)	11(17.5%)
	Once a semester	13(26%)	26(30.6%)	13(26.5%)	17(26.9%)
	At least twice a semester	17(34%)	19(22.4%)	12(24.5%)	14(22.2%)
Total		50(100%)	85(100%)	49(100%)	63(100%)

Table 37 indicates that majority 50 (100%) of the 141 respondents felt that participating in welfare-based association in visiting the needy had major influence on building self-esteem. Of these, majority 17 (34%) had participated at least twice a semester with only 6(12%) (Minority) indicating that they never participated in the programmes. The table indicates that majority 85(57.8%) of the 147 respondents felt that participating in welfare-based programmes of visiting the needy had a major influence on academic conformity. Of these, 26 (30.6%) (Most) had participated in the programmes once a semester.

The table also shows that majority 49 (100%) of the 145 respondents felt that visiting the needy under the welfare-based association did not have influence on behaviour conformity. Apparently, 24 (48.9%) (Most) of these had never participated in the programmes. This group also form part of the overall 47 majority who never participated in the programs.

The table indicates that majority 63 (100%) of the 144 respondents felt that visiting the needy under welfare-based association had a major influence on career conformity among the university students. Of the 63, majority 21 (33.3%) had never participated in the programmes.

#### **iv. Community Service in Welfare-based Associations and Educational Socialization Outcomes**

The study entailed analysis of the collected data using cross-tabulation between community service in welfare-based associations and socialization outcomes. The first item involved participation in community service in welfare-based association and building self-esteem, developing academic conformity, behaviour conformity and career conformity. The results are presented in Table 38.

**Table 38.** *Community Service in Welfare-based Associations and Socialization Outcomes*

		<b>Self-Esteem-Major influence</b>	<b>Academic Conformity major influence</b>	<b>Behaviour Conformity Major influence</b>	<b>Career Conformity major influence</b>
How often the student has participated in welfare-based associations in visiting the needy	Never	7(14%)	19(22.3%)	12(24%)	14(22%)
	Once a month	15(30%)	18(21%)	14(28%)	16(25%)
	Once a semester	11(22%)	23(27%)	10(20%)	14(22%)
	At least twice a semester	17(34%)	25(29.4%)	14(28%)	19(30%)
<b>Total</b>		<b>50(100%)</b>	<b>85(100%)</b>	<b>50(100%)</b>	<b>63(100%)</b>

Table 38 indicates that majority 50 (100%) of the 142 respondents felt that participating in community service under welfare-based association had a major influence on building self-esteem. Quite significant 17 (34%) of these had participated in the programmes at least twice per semester. Of the 43 (30%) who had never participated in the programmes, 7(16%) were part of those who felt that the programmes had a major influence on building self-esteem.

The table shows that majority 85 (100% for that category) felt that participating in welfare-based community service had a major influence on attaining academic conformity. Of these, 25 (29.4%) (Most) had participated in the programmes at least twice a semester. A majority 45 (32.5%) of the respondents had never participated in community service organised by welfare-based associations.

The table indicates that the majority 50 (100%) of the 147 respondents felt that participating in community service under welfare-based association had no influence on behaviour conformity among students. Apparently, 20 (33.8%) of these had participated in the programmes once in a month. A significant portion 50 (100%) of the respondents

felt that participating in the programmes had a major influence on moulding behaviour conformity. The table also shows that a majority 63 (43.4%) of the 145-respondent felt that participating in community service programme organized through the welfare-based association had a major influence on career conformity. The largest portion of this 19 (30%) had participate in the programmes at least twice a semester with 14 (22%) having never participated in the programmes. Overall, the majority 45 (31%) had never participated in the programmes despite 14 (31.1%) of them associating career conformity with participation in community service programmes under career-based association.

The findings were triangulated with the responses of the deans of students during interview;

K1, dean of students reported that;

*Welfare –based students associations are unique in their own way. This is because the membership cuts across the board. The members belong to other associations which take care of other interests. They offer a sense of belonging, make contributions, visit the needy and offer community service. (K1, Dean of students, X University, December 2020).*

K3; dean of students noted:

*The activities of welfare –based associations contribute towards educational socialization outcomes in various ways. The members acquire self-esteem, academic conformity, behaviour conformity and career conformity (K3, Dean of students, Z University, December 2020).*

Some community service activity was captured on camera as shown on Figure 31.



**Figure 31.** *A Welfare-based Student Association members during an environmental Cleaning Activity*

Figure 31 shows a photo of a group of students on voluntary public street cleaning activity. The welfare-based student associations mostly organize themselves in groups to offer voluntary services to the public. This corroborates the findings of Mondal, (2016), *‘Social Groups; Meanings and Characteristics of Social Groups;* who observed that student associations are geared towards training for better socialization outcomes and thus ready and willing to offer voluntary public services as a way of learning and giving back to community. According to both studies, students who belonged to welfare- based associations are able to acquire positive social interaction skills.

The findings were triangulated with the responses of the deans of students during interview;

K1, dean of students reported that;

*Welfare associations’ leaders work closely with this office. They provide up to date information on those students who have problems or issues which require interventions such as*

*finances, counselling, transport or moral support (K1, Dean of students, X University, December 2020).*

K3; one of the deans of students noted:

*The university recognizes and respects the students' right to freedom of association. Various associations have been registered and their activities are monitored, and the relevant support offered. (K3, Dean of students, Z University, December 2020).*

The study findings from the deans of students on influence of welfare-based students' associations on educational socialization outcomes from the quantitative data were triangulated with qualitative findings. The interview results revealed that these associations are popular as they go beyond regional, religious, career and even talent boundaries.

#### **4.7 Influence of Talent-based Students' Associations on Educational Socialization Outcomes**

The fifth research question in the study was answered through analysis of the collected data on various measurement indicators. The analysis began with the descriptive statistics on the students' views on influence of the activities of talent-based association on socialization outcomes including social interaction skills, building confidence, improving academic performance and stress management. The indicators were measured with input of 1 for yes and 2 for no. The results are presented in Table 39.

**Table 39.** *Descriptive Statistics on Activities of Talent-Based Association and Educational Socialization Outcomes*

	N	Minimum	Maximum	Mean	Std.# Deviation
Whether there is influence of talent-based association through experience in social interaction skills	167	1	2	1.26	.439
Whether there is influence of talent-based association through experience in building confidence	167	1	2	1.41	.493
Whether there is influence of talent-based association through experience in improving academic performance	167	1	2	1.54	.500
Whether there is influence of talent-based association through experience in stress management	167	1	2	1.55	.499
N (listwise) Valid	167				

Table 39 shows that the highest mean is 1.55 which is whether there is influence of talent-based association through experience in stress management. This closely followed by the influence through experience in improving academic performance at 1.54. The rank is inverted across the table with the influence of talent-base association on social interaction skills being the least.

The findings were triangulated with the responses of the deans of students during interview;

K1, dean of students reported that;

*Talent –based students’ associations are special in their own way. This is because they offer members opportunity to show talent, get entertained and relax their minds. The members acquire social interaction skills, build confidence, manage stress and improve their academic performance. (K1, Dean of students, X University, December 2020).*

K3; one of the deans of students noted:

*This office recognizes the role played by talent –based students’ associations. The associations engage members in various activities that offer them opportunities to relax their*

*minds away from the academics which occupy them most of the times. In the process, they acquire social interaction skills, build confidence, are able to manage stress and improve their academic performance. (K3, Dean of students, Z University, December 2020).*

#### 4.7.1 Connecting with others through Talent-based Students' Associations

The study sought to find out through descriptive statistics how talent –based students associations helped the members to connect with others. The participant was to respond to a stated question. The findings are presented using Table 40.

**Table 40.** *Talent –Based Students Associations and Members Connecting with Others*

	N	Minimum	Maximum	Mean	Std. Deviation
Whether there is influence of talent-based associations through connecting with others in networking	167	1	2	1.22	.417
Whether there is influence of talent-based associations through connecting with others in adopting associations' culture	167	1	2	1.59	.494
Whether there is influence of talent-based associations through connecting with others in being part of university	167	1	2	1.56	.498
Valid N (listwise)	167				

Table 40 shows a mean of 1.59 indicated there was influence of talent –based associations through connecting with others in adopting university culture, 1.56 indicated there was influence through connecting with others in being part of the university 1.22 indicated there was influence through connecting with others in networking. The responses indicated that members appreciated the role of talent-based associations in helping them to connect with others.

Various studies have been conducted on talent –based social organizations. Though the studies have been conducted at other levels of the society, universities can borrow a leaf. A good example is the study by Njoroge (2012), which studied talent management practices in commercial state corporations in Kenya, The findings of the study indicate that state corporations have not put in place proper policies concerning management of

talent among their staff sheds light on a situation that can be improved. The current study notes that universities on the other hand can improve on their talent management especially among students and this would motivate them and add more value to the time they spend outside class.

#### 4.7.2 Adopting University Culture through Talent-Based Students' Associations

In adopting university culture, the study sought to find out whether talent-based students' associations had any influence. The participant was to respond to a stated question. The findings are presented in Table 41.

**Table 41.** *Whether Talent-Based Students' Associations had any Influence on Educational Socialization Outcomes*

	N	Minimum	Maximum	Mean	Std. Deviation
Whether there is influence of talent-based associations through adopting university culture in joining association	167	1	2	1.51	.501
Whether there is influence of talent-based associations through adopting university culture in forming groups	164	1	2	1.61	.489
Whether there is influence of talent-based associations through adopting university culture in volunteering	167	1	2	1.49	.501
Whether there is influence of talent-based associations through adopting university culture in organizing social support	167	1	2	1.46	.500
Valid N (listwise)	164				

Table 41 shows a mean of 1.61 indicated there was influence through adopting university culture in forming groups, 1.51 indicated there was influence through adopting university culture in joining associations, 1.49 indicated there was influence through adopting university culture in volunteering and 1.46 indicated there was influence through adopting university culture in organizing social support. According to the findings, the

members felt that these associations were instrumental in helping them to settle down and adopt university culture.

The findings were triangulated with the responses of the deans of students during interview;

K1, dean of students reported that;

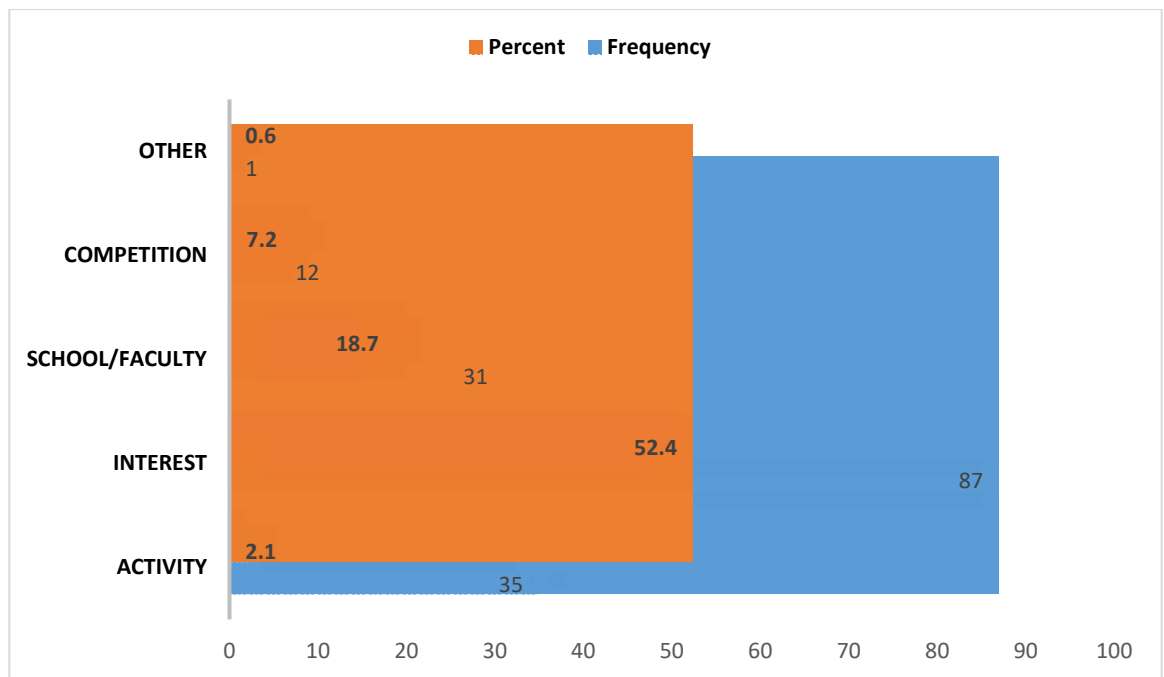
*Talent- based students associations are instrumental in helping students to settle down and adopt university culture. The members are able to connect with others and become part of the university (K1, Dean of students, X University, December 2020).*

K3; one of the deans of students noted:

*Talent –based students’ associations are able to organize various activities which help them to join other associations, form groups, do voluntary work and organize for social support (K3, Dean of students, Z University, December 2020).*

#### **4.7.3 Criteria for Talent-Based Associations**

The study sought to find out the most popular criteria for joining talent-based students’ associations in the university. The participants were to choose among; activity, interest, school/faculty, competition or other. The data was collected, analysed and presented in Figure 32.



**Figure 32.** *Criterion of Talent-Based Associations in the University*

Figure 32 shows a valid percentage of 52.4 (88) indicated interests, 2.1 (4) activities, 18.7 (31) school/faculty, 7.2 (12) competitions and 0.6 (1) other. From the responses, interest is what attracts most students to join talent –based students’ associations.

The findings were triangulated with the responses of the deans of students during interview;

K1, dean of students reported that;

*The students have a number of factors to consider before joining talent –based associations. The biggest attraction seems to be interest followed by activity, school/faculty and lastly competition (K1, Dean of students, X University, December 2020).*

K3; one of the deans of students noted:

*Talent –based students’ associations attract membership based on various factors. In order of popularity, interest rates the highest followed by activity, faculty and the lowest is competition (K3, Dean of students, Z University, December 2020).*

#### 4.7.4 Educational Socialization outcomes for Talent-based Students' Associations

Under socialization outcomes, the respondents were to indicate, no influence minor influence, neutral, moderate influence and major influence. The outcomes indicators included building self-esteem, academic conformity, behaviour conformity, and career conformity. The collected data was analysed, and findings presented using Table 42.

**Table 42.** *Educational Socialization Outcome of Talent-Based Associations*

	<b>Self-esteem</b>	<b>Academic conformity</b>	<b>Behaviour conformity</b>	<b>Career conformity</b>
No influence	35(21.7%)	27(16.7%)	17(10.5%)	15(9.3%)
Minor influence	30(18.6%)	21(13%)	17(10.5%)	9(5.6%)
Neutral	16(9.9%)	28(17.3%)	36(22.2%)	11(6.8%)
Moderate influence	14(8.7%)	29(17.9%)	17(10.5%)	29(17.9%)
Major influence	66(41.0%)	57(35.2%)	75(46.3%)	98(60.5%)
Total	161(100%)	162(100%)	162(100%)	162(100%)

Table 42 shows that on self-esteem, a valid percentage of 41.0 (66) indicated major influence, 21.7 (35) no influence, 18.6 (30) minor influence, 9.9 (16) neutral and 8.7 (14) moderate influence. The responses indicated that those who felt that talent-based associations were instrumental in building their self-esteem were 7.83 (13) as compared to 3.17 (5) who indicated no influence. This shows that members are happy with the role of the associations in building their self-esteem.

The study also investigated on the level of influence of talent-based students' associations on academic conformity. The analysis shows a valid percentage of 35.2 (59) indicated major influences, 17.9 (30) moderate influence, 17.3 (29) neutral, 16.7 (28) no influence and 13.0 (22) minor. Over half of the respondents indicated between major and minor influence as compared to 16.7 (28) who indicated no influence. This shows that

talent-based associations have a considerable influence on academic conformity of members.

The study sought to find out the level of influence of talent-based students' associations on behaviour conformity. The results show a valid percentage of 46.3 (77) indicated major influence, 22.2 (47) neutral, 10.5 (18) indicated no affect, minor influence and moderate affect. The responses indicate that talent-based students' associations have a considerable influence on students' behaviour conformity.

The study also investigated the extent of influence of talent-based students' associations on career conformity. The responses were analysed, and findings shows a valid percentage of 60.5 (101) indicated major influence, 17.9 (30) moderate influences, 9.3 (19) no influence, 6.8 (11) neutral and 5.6 minor affect. The responses indicate that there is considerable influence of talent-based students' associations on career conformity. The findings collaborate with those of a study; *Recreation and organizations in the US* (2017), which observed that there are forums for sports and other activities undertaken by students. The forums bring together students who share talents, interests and hobbies. Both studies agree that all these activities go a long way to enhance students' educational socialization outcomes.

The findings were triangulated with the responses of the deans of students during interview;

K1, dean of students reported that;

*The students benefit in different ways from their membership. They acquire self-esteem, academic conformity behaviour conformity and career conformity (K1, Dean of students, X University, December 2020).*

K3; one of the deans of students noted:

*The students who join talent –based association have shown improvement in areas of self-esteem, academic conformity, behaviour conformity and career conformity. (K3, Dean of students, Z University, December 2020).*

#### **4.7.5 Cross-tabulations between Talent-Based Association Activities and Educational Socialization Outcomes**

The study investigated the influence of the talent-based students' association activities on educational socialization outcomes through cross tabulations. The specific measurement indicators of the variables were analysed and presented in the subsections below.

##### **i. Participation in Public Speaking in Talent-based Association on Educational Socialization Outcomes**

The study entailed cross-tabulations between how often the students participated in talent-based association public speaking activities and building of self-esteem, developing academic conformity, behaviour conformity and career conformity. The results are presented in Table 43.

**Table 43.** *Public Speaking in Talent-based Association on Educational Socialization Outcomes*

		<b>Self-Esteem-Major influence</b>	<b>Academic Conformity major influence</b>	<b>Behaviour Conformity Major influence</b>	<b>Career Conformity major influence</b>
How often the student has participated in welfare-based associations in visiting the needy	Never	28(42.4%)	25(43.8%)	37(52.1%)	51(53.6%)
	Once a month	20(30.3%)	11(19.3%)	15(21.1%)	22(23.2%)
	Once a semester	10(15.2%)	11(19.3%)	12(16.9%)	15(15.8%)
	At least twice a semester	8(12.1%)	10(17.5%)	7(9.8%)	7(7.3%)
<b>Total</b>		<b>66(100%)</b>	<b>57(100%)</b>	<b>71(100%)</b>	<b>95(100%)</b>

Table 43 shows that majority of the respondents felt that participating in public speaking programs under talent-based association had a major influence on building self-esteem. However, 28(41.4%) (Most) of these had never participated in the programmes. Only a few 8(12.1%) had participated the programs at least twice a semester. The table shows that majority 57(35.8%) of the 159-respondent felt that participating in public speaking program under talent- based association had a major influence on academic conformity among students. Of these, 25(43.8%) (Most) had never participated in the programmes. Only a few 10(17.5%) had participated in the programmes at least twice a semester.

The table also indicates that majority 71(100%) of the 156 respondents felt that participating in public speaking programmes under talent-based association yielded a major influence on behaviour conformity. However, of these, 37(52.1%) (Most) had never participated in the programmes. Only a few 7(9.8%) had participated in the program at least twice a semester. Out of the 16, 7(43.75%) were natural about the influence of the participation on behaviour conformity with 2(12.5%) noting moderate effect and other 7(43.75%) noting a major effect.

The table indicates that majority 95(60.5%) of the 157 respondents felt that participating in public speaking programs under talent-based association had a major influence on creating career conformity. Of these, 51(53.7%) (Most) had, however, never participated in the programmes.

**ii. Participation in Music and Performing Arts in Talent-based Association on Educational Socialization Outcomes**

The study entailed cross-tabulations between how often the students participated in talent-based association in music and performing arts activities and building of self-esteem, developing academic conformity, behaviour conformity and career conformity. The results are presented in Table 44.

**Table 44.** *Music and Performing Arts in Talent-based Association on Educational Socialization Outcomes*

		Self-Esteem- Major influence	Academic Conformity major influence	Behaviour Conformity Major influence	Career Conformity major influence
How often the student has participated in welfare-based associations in visiting the needy	Never	46(70.8%)	40(71.4%)	43(60.6%)	61(65.5%)
	Once a month	6(9.2%)	3(5.3%)	11(15.5%)	15(16.1%)
	Once a semester	12(18.5%)	11(19.6%)	15(21.1%)	15(16.1%)
	At least twice a semester	1(1.5%)	2(3.6%)	2(2.6%)	2(2.1%)
<b>Total</b>		<b>65(100%)</b>	<b>56(100%)</b>	<b>71(100%)</b>	<b>93(100%)</b>

Table 44 indicates that majority 65(100%) of the 154 respondents felt that participating in music and performing arts under talent-based association had a major influence on building self-esteem. Of these, 46(70.8%) (Most) had never participated in the programmes. Notably, only 7(4.5%) (least) participated in the programmes, 1(1.5%) of which felt that the participation had a major influence while another one (1) felt it had no effect.

The table indicates that majority 56(100.4%) of the 158 respondents felt that participating in music and performing arts programmes under talent-based association had a major influence on academic conformity. Notably, a large portion of the respondents 98(62.02%) of the 158 had never participated in the programmes, but still 40 of them felt that the participation had a major influence on academic conformity. The fewest 7(4.4%) had participated in the programme with one indicating that the participation had no influence on academic conformity.

The tables shows that majority 71 felt that participation in music and performing arts under talent -based association had a major influence on behaviour conformity. Of these, 43(60.6%) had never participated in the program, with only 2(2.1%) having participated at least twice a semester. Apparently, 96(61.5%) of the total respondents 156 had never participated in the program.

The table also indicates that majority 93(100%) of the 155 respondents felt that participating in music and performing arts under talent-based association had a major influence on career conformity. Of these, 61(65.5%) (Most) had never participated in the program. The fewest 7(4.5%) had participated in the program at least twice a semester of which 4(2.5%) indicated that the participation had no influence on career conformity.

### **iii. Participation in Games and Sports in Talent-based Association on Educational Socialization Outcomes**

The study entailed cross-tabulations between how often the students participated in talent-based association in games and sports and building of self-esteem, developing academic conformity, behaviour conformity and career conformity. The results are presented in Table 45.

**Table 45** *Games and Sports in Talent-based Association on Educational Socialization Outcomes*

		Self-Esteem- Major influence	Academic Conformity major influence	Behaviour Conformity Major influence	Career Conformity y major influence
How often the student has participated in welfare-based associations in visiting the needy	Never	29(44.6%)	25(43.9%)	34(49.3%)	48(52.7%)
	Once a month	20(30.8%)	14(24.6%)	12(17.4%)	21(23.1%)
	Once a semester	12(18.4%)	9(15.7%)	12(17.4%)	14(15.4%)
	At least twice a semester	4(6.2%)	9(15.7%)	11(15.9%)	8(8.8%)
Total		65(100%)	57(100%)	69(100%)	91(100%)

Table 45 indicates that majority 65(100%) of the 150 respondents felt that participating in games and sport under talent-based association had a major influence on building self-esteem. The largest portion of this 29(44.6%) had, however, never participated in the programmes. Only of the group had participated in the program at least twice a semester. From the 150 respondents, quite over a half 76(50.6%) had never participated in the program. Among those who participated at least twice a semester, had 27 of the respondents indicating that there is no influence of participating in the program on building self-esteem.

The table indicates that majority 57(100%) of the 154 respondents felt that participating in game and sport programs under talent-based association had major influence on academic conformity. Of these, 25(43.9%) (Majority) had never participated in the programmes while only 9 had participated at least twice a semester. From the 154 responses, over half 78(50.6%) had never participated in the programmes. However, 25(43.9%) of these felt that participation would have a major influence on academic conformity.

The table indicates that majority 69(100%) of the 152 respondents felt that participation in games and sports under the talent-based association had a major influence on behaviour conformity. Of these, 34(49.3%) had never participated in the programmes. A total of 11(15.9%) who had participated in the programmes at least twice a semester had most 4(2.5%) of them indicating that participation had no influence on behaviour conformity.

The table also shows that majority of the respondents 91(59%) felt that participating in games and sports under talent-based association had a major influence on career conformity. Of these, 48(52.7%) (Most) had, however, never participated in the programmes. The fewest 8(8.8%) who had participated in the programmes had 3 and 2 indicating that the participation did not have effect and had minor influence respectively. Apparently, the majority of the respondents 78(50.6%) indicated having never participated in the program but a significant portion of them 48(31.2%) acknowledged the major role of the programmes in career conformity.

#### **iv. Participation in Beauty Pageant Contests in Talent-based Association on Educational Socialization Outcomes**

The study entailed cross-tabulations between how often the students participated in talent-based association in beauty pageant contests and building of self-esteem, developing academic conformity, behaviour conformity and career conformity. The results are presented in Table 46.

**Table 46.** *Beauty Pageant Contests in Talent-based Association on Educational Socialization Outcomes*

		Self-Esteem-Major influence	Academic Conformity major influence	Behaviour Conformity Major influence	Career Conformity major influence
How often the student has participated in welfare-based associations in visiting the needy	Never	44(66.7%)	39(68.4%)	44(62%)	60(63%)
	Once a month	9(13.6%)	7(12.2%)	7(10%)	11(11.5%)
	Once a semester	6(9%)	6(10.5%)	12(16%)	12(12.6%)
	At least twice a semester	7(10.6%)	5(8.8%)	8(11%)	12(12.6%)
Total		66(100%)	57(100%)	71(100%)	95(100%)

Table 46 indicates that majority of the respondents 66(100%) felt that participating in beauty pageant under the talent-based association had a major influence on building self-esteem. Of these, 44(66.7%) (Majority) had never participated in the programmes. From the 156 respondents, 100(64%) had never participated in the programmes, but still 44(44%) of them indicated that the participation would build self-esteem.

The table indicates that majority of the respondents 57(100%) felt that participating in beauty pageant under talent-based association had a major influence on academic conformity. Apparently, majority of these 39(68.4%) never participated in the programmes. The table also shows that 22(13.8%) of the 159 respondents participated in the programmes at least twice a semester, but 2(9%) of them indicated that no influence participation in academic conformity.

The table shows that majority of the respondents 71(100%) felt that participating in beauty pageant programmes under talent-based association had a major influence on behaviour conformity. Of these, 44(62%) (Most) had never participated in the programmes while fewest 7(10%) had participate only once a month. Of the total 156

respondents, 103(66%) of them had never participated in such programs. However, 19(12%) respondents had participated in the programmes at least twice in a semester with 8 of them indicating major influence of participating in the programmes on behaviour conformity.

The table shows that majority of the respondents felt that participating in beauty pageant programs under talent-based action had major influence on career conformity. Of these, 60(63%) had, however, never participated in the programs. Only 11(11.5%) had participated once in a month with 12(12.6%) once in a semester and another 12(12.6%) at least twice in as semester. Overall, 102 residents had never participated in the programmes where 13(12.7%) indicated that the participation in the programmes had no influence on career conformity.

The study findings through quantitative data were triangulated with the findings from interviews and observation. The interview results about the influence of talent-based students' associations on educational socialization outcomes were confirmed by the deans of students.

K1, the dean of students noted:

*The institution is very supportive to promotion of talents through organizing talent days/nights where students come out to show their talents such as singing dancing, fashion and acrobatics. They also entertain their fellow students as well as invited guests who come to scout for talents among the students (K2, Dean of students, Z University, December 2020).*

K3; one of the deans of students noted:

*Talent- based associations attract membership since are a source of entertainment for university students as well offer opportunities for outings. Members are able to their talents in music and performing arts, games and sports as well as beauty pageants (K3, Dean of students, Z University, December 2020).*

Moreover, the study entailed observation where the researcher used photography to illustrate the existence of the talent-based students' associations in universities. One of the photographs taken is presented in Figure 33.



**Figure 33** *A Group of Students Training during a Talent-based Association Activity*

Figure 33 shows a group of students in a SALSALSA training session. The students in such grouping not only show their talents through participations but also use the talent to communicate their abilities. The socialization outcomes through such groups enable some to become leaders in university. Some students also use these opportunities to become celebs who are hired in various events for public services. This enhances their career and expounds on their employability. Good examples are the sports gurus, the Miss University, Mr. University, among others.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter concentrated on the summary of the research findings, conclusions and recommendations.

#### 5.2 Summary of the findings based on each study objective:

##### 5.2.1 Types of students' associations that exist among university students in selected universities in Nairobi County - Kenya.

First, the study found that there are various types of students' associations existing in selected universities in Nairobi County. Secondly, the different types of associations had varied dominance and popularity. Thirdly, the most dominant kind and nature of the associations included the regional based ones. They make up of about 28% of the associations on the selected universities. This may be attributed to commonality in ethnicity which create common languages used. Fourthly, the highest valid percentage at 35.9 (60) had joined at least one association while the lowest valid percentage 1.2 (2) belonged to more than four associations. Another significant percentage of 21.6 (21) had joined at least two associations, 15.0 (25) had joined at least three, 3.6 (6) at least four and 20.4 (34) had joined none.

This collaborates the findings of a study conducted by Floera (2017), *Types of US College Student Organizations*. The study observed that there are various students' associations that help the students spend their time well away from the lectures.

### **5.2.2 Influence of Regional Based students' associations (RBSA) on educational socialization outcomes among students in selected universities in Nairobi County - Kenya.**

The Kenyan geographical distribution of population is mostly arranged according to the ethnicity and languages used. The first finding was that this makes it more likely that students from a given region would share such common characteristics. This gives room for greater chance of forming associations on this criterion.

Secondly, the high percentage of those who indicated there was influence of regional-based students' associations on stress management and academic performance was an indication that students were happy with the time they spent in associations activities.

Thirdly, there was a major influence of the regional-based association in presentations and building of self-esteem. This corroborates the findings of *Kumar* (2016) who pointed out that presentation skills leaned among members associated with a given region are key in developing self-consciousness.

Fourthly, students are active in regional-based social support programmes. Such programmes help to bring participants closer to the community and enhance the inter relationship between the two sides. By the time the students are through with their studies, they are able to fit into the community activities which sometimes become their future employer.

### **5.2.3 Influence of the Religious Based students' associations on educational socialization outcomes among students in selected universities in Nairobi County-Kenya.**

The first finding under this objective was that among the factors that attract students to faith-based associations, day of worship is the highest attraction with 47.9% (80) while dress code attracts the least with 1.8% (3). Secondly, students' associations influence many aspects of social life in the universities including educational socialization.

Thirdly, there was a high percentage who indicated there was influence of religious-based students' associations on stress management and academic performance. This was an indication that students were happy with the time and efforts they spent in religious associations activities. Fourthly, that these associations help to enhance moral standards among students. This collaborates with the study conducted by Akaranga and Ongong'a (2013), *'The Dynamics of Religiosity and Spirituality in Kenyan Public Universities.*

### **5.2.4 Influence of Career Based students' associations on educational socialization outcomes among students in selected universities in Nairobi County-Kenya.**

The first finding was that career-based students' associations are popular among students. Secondly, there was a confirmation on a study done by Amoit, Terry, Wirawan and Grice (2010) which noted that students' career-based associations are anchored in schools / faculties where they interact with the lecturers who are the professionals in the various fields. Thirdly, in career-based associations, it is notable that the members create or develop a unique feature that identifies them from the rest. For instance, Figure 26 shows the group in a pink uniform which signifies their association vision.

Fourthly, according to a study (*Oakland University; 2017*) they provide a forum for students with similar interests and opportunities in the job market, internship and provides feedback from the latest conferences.

#### **5.2.5 Influence of Welfare Based students' associations on the educational socialization outcomes among students in selected universities in Nairobi County-Kenya.**

The first finding was that these associations bring the students together to share in various circumstances. Secondly, among the criteria for joining these associations, the biggest attraction is need with a response rate of 44.6% (74) and the least is region at 0.7% (1).

Thirdly, they are unique in their own way because the membership cuts across the board. The members belong to other associations which take care of other interests. They offer a sense of belonging, make contributions, visit the needy and offer community service. Fourthly, money is a major factor in welfare associations as members require to pool together either to assist a friend who is in need or organize for a group activity. Responses indicated that welfare –based students associations influenced academic conformity among students.

These findings agree with those of a study done by Amoit, Terry, Wirawan and Grice (2010). The study notes that students come together in welfare-based associations based on various interests. The interests could be emotional, social, economic, political or religious.

### **5.2.6 Influence of Talent Based students' associations on educational socialization outcomes among students in selected universities in Nairobi County- Kenya.**

Firstly, the study out that various studies have been conducted on talent –based students associations. Though the studies have been conducted at other levels of the society, universities can borrow a leaf. A good example is the study by Njoroge (2012), which studied talent management practices in commercial state corporations in Kenya.

Secondly, among the criteria for joining the associations, the biggest attraction is interest at 52.4% (88) while the least was activity at 2.1% (4). Thirdly, a majority of 56 (25%) of the 158 respondents felt that participating in music and performing arts programmes under talent-based association had a major effect on academic conformity.

Fourthly, respondents at 65.5% (61) indicated that participating in music and performing arts had considerable influence on career conformity. The findings collaborate with those of a study; *Recreation and organizations in the US* (2017), which observed the forums for sports and other activities undertaken by students bring together those who share talents, interests and hobbies. The current study also observes that these activities go a long way to enhance students' educational socialization outcomes.

### **5.3 Conclusions of the Study**

1. Different students' associations form different educational socialization outcomes among students in selected universities in Nairobi County-Kenya.
2. The greatest outcomes include behavior and career conformities. These are mostly attributed to regional, religious, career and talent-based associations.
4. Academic conformity is mostly associated with welfare-based associations
5. The associations have positive educational socialization outcomes including behaviour, academic and career conformities

6. These were based on the responses of participants to various questions and the observations the researcher made during the data collection exercise.

#### **5.4 Recommendations arising from the Study**

Based on the conclusions of the study, the following recommendations can be suggested

##### **5.4.1 Recommendations for Policy**

1. University authorities need to help set up effective students' associations' systems based on objective of each association.
2. The dean of students' offices should encourage students to join various associations as this has many advantages.
3. Major stakeholders including lecturers and parents should sensitize students on the importance of the various students' associations
4. The stakeholders highly interact with the students hence can trickle down to student

##### **5.4.2 Recommendations Related to Practices**

This involved actions that can be undertaken by various stakeholders so as to improve the role of students' associations on their educational socialization outcomes. According to the findings;

1. The university is the major stakeholder as far as the efficiency of the students' associations is concerned. This implied that university authorities need to set up or enhance their systems as far as students' associations are concerned. The researcher had an experience when trying to access students' leaders in the sampled universities. Protocol required that the researcher approached the research office which in turn sent

them to the office of the dean of students. In this case the researcher recommends that the universities strengthen their systems by having written constitutions under which the students' associations operate.

2. The other stakeholders are the students who are members of the associations. According to the findings of the study, majority of the students who patronize the associations are not active members. This group will not participate in most group activities and therefore will not benefit from their membership. For those who are active, they gain a lot by spending their free time actively and establishing a wide network that will expose them to regional, religious, career, welfare and talent activities. Some of the activities turned out to be hobbies while others offered employment opportunities. The talent-based students' associations engaged members even before completing their studies.

3. The other stakeholders are the lecturers. They needed awareness on the existence of various students' associations, their activities and how the associations.

4. The other stakeholders are the parents. They needed to know how their sons and daughters spent their time outside class.

#### **5.4.3 Recommendations for Further Research**

1. According to the research findings, there was no scholar who has conducted a study on; Influence of Students' Associations on Educational Socialization Outcomes among students in Selected Universities in Nairobi County-Kenya. These are mainly formal associations. Further research needs to be conducted on influence of non-formal and informal associations.

2. There is need to study Influence of students' Association on Educational Socialization Outcomes among Students in various universities in Kenya. As noted above, similar studies have been conducted in foreign universities and it would be interesting to find out the situation in Kenyan universities.
3. In the related literature review, the researcher did not come across a study that has documented the influence of regional based students' associations on educational socialization outcomes among students. Similar studies need to be conducted in other counties.
4. Many of the studies have been conducted in foreign universities and no such a study has been conducted in the local universities. For example, according to the findings of Van Vogt & Hart, (2004), *Social Loyalties as the Glue: The Origin of Group Loyalty*, 'some of the associations are official and their activities are supported while others link the students with the communities which house the various institutions as well as their neighbours. The communities housing the institutions make a big contribution on students' behaviours and activities and therefore there is need to study them.
5. There are many other students' groups that are non-formal, and others are informal. These are not registered, and neither are they recognized by the university authorities. In his study, Mondal, (2016), *Social Groups; Meanings and Characteristics of Social Groups*, 'observes that these social groups do exist in the universities just like they exist in the wider society outside universities. As much as we are equipping our youth with educational knowledge and skills, it will be dangerous for them to leave the institutions without socio- emotional skills and strong moral character. Students in universities have a lot of energy and freedom. They engage in many activities some which are illegal and

clandestine and therefore there is need for such groups to be identified, studied and be guided positively.



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## APPENDICES

### APPENDIX I: Letter of Introduction

Prscilla Murugi Ng'ae,

Mount Kenya University,

P.O Box 342-01000,

THIKA.

To whom it may concern,

#### **REF: LETTER OF INTRODUCTION**

My name is Priscilla Ng'ae. I am a post-graduate student from Mount Kenya University currently undertaking research on: **The Influence of Social Organizations on the Educational Socialization Outcomes among University Students in Nairobi County, Kenya.**

In pursuing this study, I wish to collect data and information from various respondents namely students and deans of students in the sampled universities. I wish to assure my respondents that I respect their rights, needs, values and desires. For that matter, I will treat their responses with care and the confidentiality that they deserve. Their names will not appear in the study, and I will administer the questionnaires personally.

Your support will be highly appreciated.

Thanks.

Priscilla Murugi Ng'ae.

APPENDIX II: Letter of Introduction from SPGS- Mount Kenya University



**DIRECTORATE OF GRADUATE STUDIES**

PHD/2015/24691

18<sup>th</sup> June, 2020

*The Director, Research Coordination Division  
National Commission for Science, Technology & Innovation  
Utalii House, 8<sup>th</sup> & 9<sup>th</sup> Floor  
P.O Box 30623- 00100  
NAIROBI*

Dear Sir/Madam,

**RE: NGA'E PRISCILLA MURUGI - REGISTRATION NO. PHD/2015/24691**

The purpose of this letter is to introduce the above named student who is pursuing **Doctor of Philosophy in Education** in the Department of Educational Psychology & Technology in the School of Education.

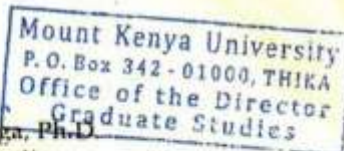
The title of her research is *"Influence of Students' Associations on Educational Socialization Outcomes among Students in Selected Universities in Nairobi County - Kenya."*

She has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data for her research between June and November, 2020.

Any assistance accorded to her will be highly appreciated.

Thank you.

  
Dr. Samuel M. Karanja, Ph.D.  
Director, Graduate Studies  
Enc.



## APPENDIX III: Ethical Clearance Letter



REF: MKU/ERC/1543  
TO: NG'AE PRISCILLA MURUGI REG: PHD/2015/24691

Date: 12 March 2020

Dear Sir/Madam,

**RE: INFLUENCE OF STUDENTS' ASSOCIATIONS ON EDUCATIONAL SOCIALIZATION  
OUTCOMES AMONG STUDENTS IN SELECTED UNIVERSITIES IN NAIROBI COUNTY -  
KENYA**

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **645**. The approval period is **29/01/2020 – 28/01/2021**.

This approval is subject to compliance with the following requirements;

- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://oris.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,

The Chairman  
Mount Kenya University  
Ethics Review Committee  
P. O. Box 342 - 0100, Thika

Prof. Francis W. Muregi  
Chairman, Mount Kenya University IERC

## APPENDIX IV: Research Permit from NACOSTI

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 314627	Date of Issue: 29/June/2020
<b>RESEARCH LICENSE</b>	
	
<p>This is to Certify that Ms. PRISCILLA MURUGI NGAF of Mount Kenya University, has been licensed to conduct research in Kiambu, Nairobi on the topic: INFLUENCE OF STUDENTS' ASSOCIATIONS ON EDUCATIONAL SOCIALIZATION OUTCOMES AMONG STUDENTS IN SELECTED UNIVERSITIES IN NAIROBI COUNTY - KENYA for the period ending : 29/June/2021.</p>	
License No: NACOSTI/P/20/5564	
314627 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code 
<p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p>	

**APPENDIX V: Application for Permission to Collect Data from Participating  
Universities**

Priscilla Murugi Ng'ae,  
P.O. Box 146-00221,  
MATATHIA.  
Cell Phone 0733617804  
Email  
[priscillangae@gmail.com](mailto:priscillangae@gmail.com)  
Date

To.....  
Name of University

Dear Sir/ Madam,

**RE: APPLICATION FOR PERMISSION TO COLLECT DATA THROUGH  
STUDENTS' ONLINE PLATFORM**

I hereby request for your permission to allow me to collect data from students through an online questionnaire. I am a PhD candidate at Mount Kenya University and my title of thesis is 'INFLUENCE OF STUDENTS' ASSOCIATIONS ON EDUCATIONAL SOCIALIZATION OUTCOMES AMONG STUDENTS IN SELECTED UNIVERSITIES IN NAIROBI COUNTY-KENYA.

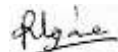
I have identified African Nazarene University as the study site for piloting my instruments while the main study sites are Kenyatta University (KU), Catholic University of Eastern Africa (CUEA) and KCA University (KCA-U).

I have hereby attached copies of the following documents;

1. Letter of introduction from my institution of study
2. ERC certification from MKU
3. Research license from NACOSTI
4. Consent form for participants
5. Questionnaire for participants
6. Interview guide for Deans of students/in charge of students' affairs.

I wish to collect data online through google forms and monkey survey.  
I will highly appreciate your assistance,

Yours faithfully,



Priscilla Ng'ae.

APPENDIX VI: Introduction Letter to Catholic University of East Africa



**DIRECTORATE OF GRADUATE STUDIES**

PHD/2015/24691

27<sup>th</sup> August, 2020

*The DVC, Academic Affairs & Research  
The Catholic university of East Africa  
P.O Box 62157 - 00200  
NAIROBI*

Dear Sir/ Madam,

**RE: NGA'E PRISCILLA MURUGI - REGISTRATION NO. PHD/2015/24691**

The purpose of this letter is to introduce the above named student who is pursuing Doctor of Philosophy in Education in the Department of Educational Psychology & Technology in the School of Education.

The title of her research is *"Influence of Students' Associations on Educational Socialization Outcomes among Students in Selected Universities in Nairobi County - Kenya."*

She has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data for her research between June and November, 2020.

Any assistance accorded to her will be highly appreciated.

Thank you.

  
Dr. Samuel M. Karenga, Ph.D.  
Director, Graduate Studies

Mount Kenya University  
P.O. Box 342-01000, THIKA  
Office of the Director  
Graduate Studies

## **APPENDIX VII: Codes Identified with Participating Universities**

X-Kenyatta University-KU

Y-The Catholic University of Eastern Africa-CUEA

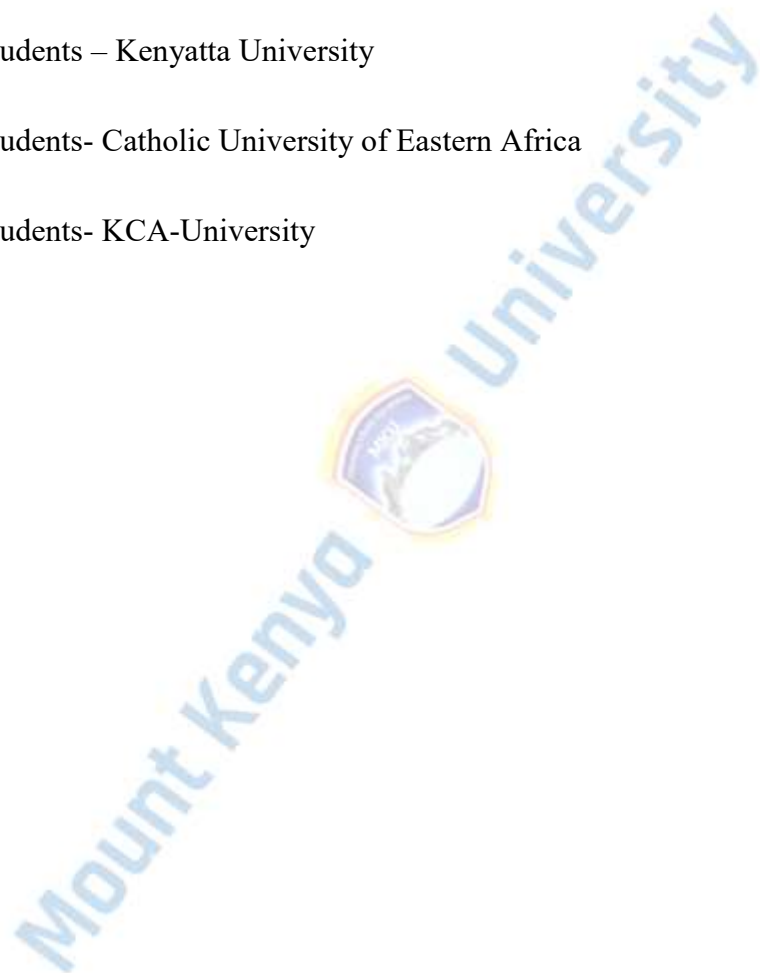
Z-Kenya College of Accountancy University-KCA-U

Codes Identified with various Deans of Students

**K1**- Dean of Students – Kenyatta University

**K2**- Dean of Students- Catholic University of Eastern Africa

**K3**- Dean of Students- KCA-University



## APPENDIX VIII: Request to Change Study Site Letter

Pricilla Murugi Ng'ae  
P.O Box 146-00221  
MATATHIA  
Cell phone 0733617804  
Email [priscillangae@gmail.com](mailto:priscillangae@gmail.com)  
04/09/2020

To, Vice Chancellor,  
Technical University of Kenya  
P.O Box 52428 – 00100,  
NAIROBI.  
Email: [vc@tukenya.ac.ke](mailto:vc@tukenya.ac.ke)



Dear Sir/Madam

### **RE: REQUEST TO CHANGE STUDY SITE**

I am Priscilla Murugi Ng'ae PhD student at Mount Kenya University.

I made the above request formally on 20th July and attached the required documents. On 6th August I confirmed with your secretary that the email was received. I have visited the office three times since.

Since the students are at home and my timeline for data collection is running out and I am humbly requesting that I change my study site to another institution. My supervisors have advised that I get a regret note from your institution for change to be effected. I would appreciate it if you send me the same via email.

Yours faithfully,

Priscilla Murugi Ng'ae.

**APPENDIX IX: Letter of Permission to collect Data from Kenyatta University**



**KENYATTA UNIVERSITY**

**OFFICE OF DEPUTY VICE-CHANCELLOR, RESEARCH, INNOVATION  
AND OUTREACH**

Ref: KU/DVCR/RCR/VOL.3/296

P. O. Box 43844 – 00100  
Nairobi, Kenya  
Tel. 254-20-810901 Ext. 026  
E-mail: [dvc-rio@ku.ac.ke](mailto:dvc-rio@ku.ac.ke)

Ms. Priscilla Ngae  
Dept. of Educ. Psychology & Technology,  
School of Education,  
Mount Kenya University,  
THIKA

7<sup>th</sup> August, 2020

Dear Ms. Ngae,

**RE: REQUEST TO COLLECT RESEARCH DATA AT KENYATTA UNIVERSITY**

This is in reference to your letter dated 20<sup>th</sup> July, 2020 requesting for authorization to collect research data at Kenyatta University on the topic **"Influence of Students Associations on Educational Socialization Outcomes Among Students in Selected Universities in Nairobi County, Kenya"** towards the award of a PhD of the Mount Kenya University.

I am happy to inform you that the Vice-Chancellor has approved your request to collect data. It has been noted that your data will be collected from the Director of Students and a sample of 100 students using Google forms.

The University requires that, upon completion of your research, you submit a hard copy of your thesis to the Deputy Vice-Chancellor, Research who shall forward it to the University Library. Kindly therefore download, complete and

sign Form RIO3 and return it to my office prior to the commencement of collection of data. This form can be accessed and downloaded from the research webpage.

Yours Sincerely,

  
Prof. F. Q. Gravenir  
Deputy Vice-Chancellor  
Research, Innovation & Outreach

cc. Vice-Chancellor

## **APPENDIX X: Consent Form for Participation**

**MOUNT KENYA UNIVERSITY**

**P.O BOX 342-01000**

**THIKA**

### **SUBJECT: INFORMED CONSENT**

**Dear Respondent,**

My name is Priscilla Ng'ae, a student taking PhD degree in Educational Philosophy of Mount Kenya University. It is my humble request that you participate in this research titled **Influence of students' associations on educational socialization outcomes among students in selected universities in Nairobi County - Kenya**. The information given will be treated with maximum confidentiality. It will not be used for any other purpose other than this research.

#### **Purpose of the Study:**

The general objective of this study is to analyse influence of students' associations on educational socialization outcomes among students in selected universities in Nairobi County - Kenya.

#### **Procedure for Involvement:**

As a questionnaire participant, you will require only your presence to collect the form for filling which may take about 20 minutes. Should you feel you need more time to fill it, you have up to two hours. After filling the form, the researcher will collect it back.

As an interview participant, you will need about an hour and the place for interview will be your office. The process of interview will entail probing of the questions by the researcher as you respond appropriately according to the best of your knowledge. Participants will have room to seek clarifications they may need in order to respond.

#### **Benefits of the Study:**

If you participate in this study, you will help university administrators recognize and appreciate the presence of students' associations in universities. The administrators have the task of ensuring that the universities mission and vision are fulfilled. The findings of this study will also offer guidance on the influence of social organizations on the educational socialization outcomes among

**Rewards to Participants:**

There will be no form of reward if you choose to participate in the study.

**Risks to Participants:**

Some of the questions you will be asked may be sensitive or make you uncomfortable. If this happens, you may refuse to answer if you choose. You may also stop filling the questionnaire which will take few minutes.

**Voluntariness of Participation:**

Participation is entirely voluntary with no coercion, and you may withdraw from participation without necessarily giving explanations for your decision.

**Confidentiality of Responses:**

Your name will not be recorded anywhere in the research instrument and the information given will only be used for academic purposes and specifically for this study.

**Complaint/Contact Information:**

In case of any emerging issues related to the researcher or the study, you may contact the Ethical Review Committee chairperson through the following address.

**The Chairman MKU IERC, P.O. Box 342-01000, THIKA**

**Participant's Statement:**

The above statement regarding my participation in the study is clear to me. I have been given a chance to ask questions and my questions have been answered to my satisfaction. My participation in this study is voluntary. I understand that my records will be kept private and that I can leave the study any time. I understand that I will not be victimized at the campus whether I decide to leave the study or not and my decision will not affect the way I am treated at campus.

Name of Participant..... Date.....

Signature.....

**Investigator's Statement**

I, the undersigned, have explained to the participant in a language he/she understands the procedures to be followed in the study and the risks and benefits involved.

Name of Investigator: Priscilla Ng'ae

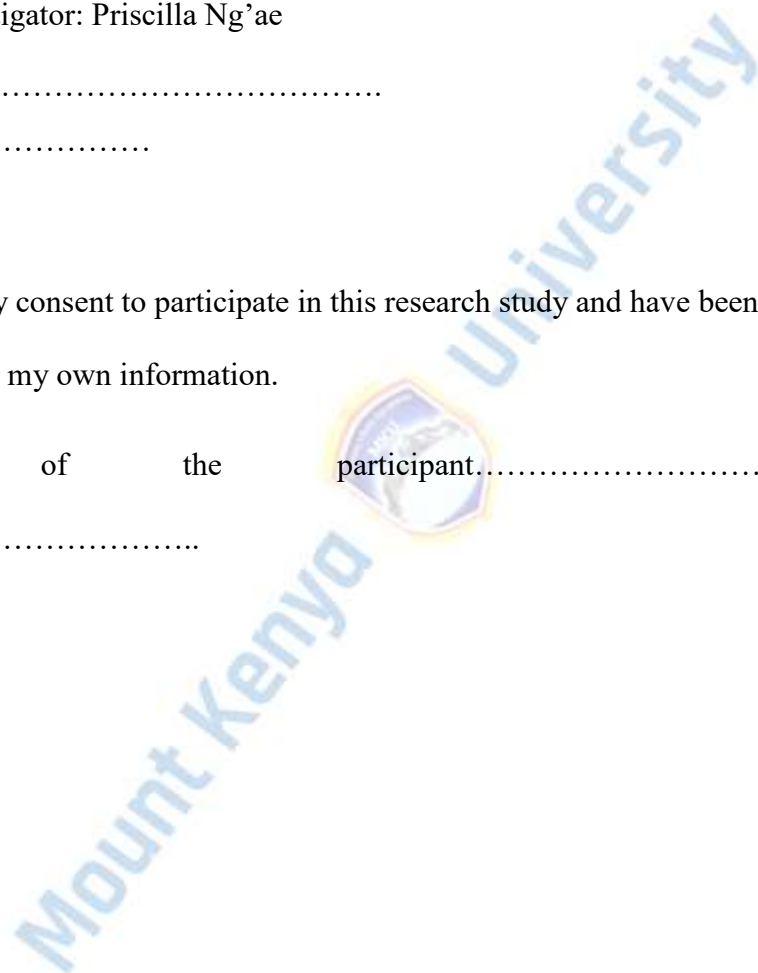
Signature.....

Date.....

I freely give my consent to participate in this research study and have been given a copy of this form for my own information.

Signature of the participant.....

Date.....



**APPENDIX XI: Questionnaire for an Organization member**

My name is Priscilla Ng'ae. I am a post-graduate student from Mount Kenya University currently undertaking research on: **The Influence of Social Organizations on the Educational Socialization Outcomes among University Students in Nairobi County, Kenya**

You have been identified as one of the respondents to provide data and information for the study. Any data and information given will be treated as confidential and anonymous and shall be used for the purpose of this study only.

**Section A: Personal data of the respondent:**

Name of your university.....

Your year of study.....

Your school/faculty.....

Your area of specialization.....

1. Your gender  Male  Female

2. Your age in years? (tick) an  
Below 18  18-20  21-23  24-26  Above 26

3. Currently, how many campus-based students associations do you belong to?  
None  One  Two  Three  Four  More than Four

**Section B: View on Social Organization**

4. Nearly 50% of students participate in community service and other volunteer service organized by social organizations. In the next 2 months, do you anticipate participating in any such service? Yes  No

5. If yes (On 4), which kind of social organizations is likely to organize for the service?

Regional-based  Religious-based  Career-based   
 Welfare-based  Talent-Based  Other (Specify)

\_\_\_\_\_

6. It is argued that social organizations build a sense of belonging among university students. How would you rate the power of each of the following as associated with social organizations? (*Tick appropriately*)

S/No.	Group Type	Strongly agree	Agree	Disagree	Strongly disagree	Undecided
i.	Regional-based social organizations					
ii.	Religious-based social organizations					
iii.	Career-Based social Organizations					
iv.	Welfare-based social organizations					
v.	Talent-based social organizations					

7. In the current last 6 months, how often have you participated in the following, and organized by which kind of social groups? (*Tick appropriately*)

S/No.	Activity	Never	Once a month	Once a semester	At least twice a semester	Kind of organizing group i.e., regional, religious, professional, welfare or talent
i.	Participation in class activities					
ii.	Mentorship activity organized by a social organization					
iii.	Voluntary activity organized by a social organization					
iv.	Social support activity organized by a social organization					
v.	A volunteer community service organized by a social organization					

8. There are various aspects linked with social organizations in campus life. Basing on the following 3 aspects, please tick all which applies to you as an individual.

Experience with organizations

- i. Social interaction skills
- ii. Builds confidence
- iii. Feeling connected to the university
- iv. Stress management

Connecting with others

- v. Connecting with fellow students
- vi. Connecting with the faculty
- vii. Being part of the university

Adopting university culture and norms

- viii. Joining an organization
- ix. Forming mentorship groups
- x. Volunteering in groups
- xi. Organize social support activities.

9. Regional-based organizations are divided according to various criteria. What is the most popular criterion of regional-based organization in your university?

- Tribe     Language     Major Hometown     County
- Constituency     District     Political affiliation

10. On a scale of 1 (minor) to 6 (major) reasons, please rank the following reasons for joining a regional-based organization in a university.

- | S/no. | Socialization outcomes           | Rank (score) |
|-------|----------------------------------|--------------|
| i.    | Sense of belonging               |              |
| ii.   | Regional identity or recognition |              |
| iii.  | Welfare support                  |              |
| iv.   | Political recognition            |              |
| v.    | Sense satisfaction               |              |
| vi.   | Gain skills (peer learning)      |              |

**Thank You for participation.**

## APPENDIX XII: Observation Checklist

### Section A: Characteristics of Participants

#### 1. Individuals

- Gender.....  
.....
- Age.....  
....
- Dress code.....
- .....
- Language.....
- Communication skills.....
- Leadership skills.....
- Organizational skills.....
- View on social organizations.....

#### 2. Organization

- Gender composition.....
- Age gap ..  
.....
- Dress code.....
- Language.....  
.....
- Participation.....  
.....
- Creativity.....  
.....

- View social organizations  
.....
- Reasons for joining the  
organization.....
- Organization's  
activities.....

**Section B: Meeting Sessions**

3. Interactions

- Level of  
participation.....
- Confidence of the  
leader.....
- General environment of  
meeting.....
- Level of  
cooperation.....
- Mentorship  
activities.....
- Organization's planned  
activities.....

4. Leader

Clear  
communication.....

Organization  
control.....

Leadership  
skills.....

Confidence.....

.....

Interaction.....

.....

Mentorship

opportunities.....

5. Members

Level of participation in	Scores				
	1	2	3	4	5
Attendance					
Being attentive					
Active participation					
Responding to questions					
Creative interaction					

6. Basis of agendas

i. Social- interaction skills.....

ii. Build confidence.....

iii. Creative skills .....

iv. Role modelling.....

v. Mentorship.....

7. Participation in Social group activities.....

v, Interacting with others.....

vi. Interacting with fellow students.....

vii Interacting with the faculty.....

viii. Adopting university culture and norms

ix. Join a voluntary activity.....

x. Participate group discussions.....

xi. Participate in students council affairs .....

xii. Organize social support activities .....

Procedures in meetings

Activity	Timing - cumulative (Minutes)										
	10	20	30	40	50	60	70	80	90	100	110
Call to attention											
Opening prayer											
Introductions											
State agenda											
Presenter 1											
Presenter 2											
Presenter 3											
Reactions											
Inquiries											
Announcements											
Closing prayer											
Break											

**Thank You for Participating**

**APPENDIX XIII: Interview Guide for Deans of Students**

My name is Priscilla Ng'ae. I am a post-graduate student from Mount Kenya University currently undertaking research on: The Influence of Social Organizations on the Educational Socialization Outcomes among University Students in Nairobi County, Kenya

Your university has been identified as one of the participants with social organizations among students. Please help me in answering the following questions in regard to Educational Socialization Outcomes among University Students. Any information given will be treated as confidential and anonymous and shall be used for the purpose of this study only.

1. Approximately how many social organizations are in your university? \_\_\_\_\_

Please explain .....

.....

.....

2. What kind of social organizations are allowed in your university?

-

.....

.....

.....

3. What is the average percentage of students who participate in social organizations in your University?.....

please

elaborate.....

.....  
.....

4. Do you think social organizations make disengaged students to become engaged in social activities? Yes/no ..... please explain .....

---

5. And those who are already engaged to increase the regularity and intensity of participation?

6. ....  
.....  
.....

---

7. Do you think social organizations are a stimulus to further participation in university creativity events subsequently? Yes/no.....please explain.....

.....  
.....  
.....

8. Is it true that social organizations among university students is a complementary to handling students social issues e.g. guidance and counselling?. Yes/no .....kindly elaborate how.....

.....  
.....  
.....

9. Do you agree that social organizations are stimuli to volunteering & Skills among university students? Yes/no \_\_\_\_\_ please explain.....

.....  
.....  
.....

10. Do you think social organizations have a role to play in determining students' leaders in your university through building identity and reputation?

yes/no \_\_\_\_\_ Please....explain.....

.....  
.....  
.....

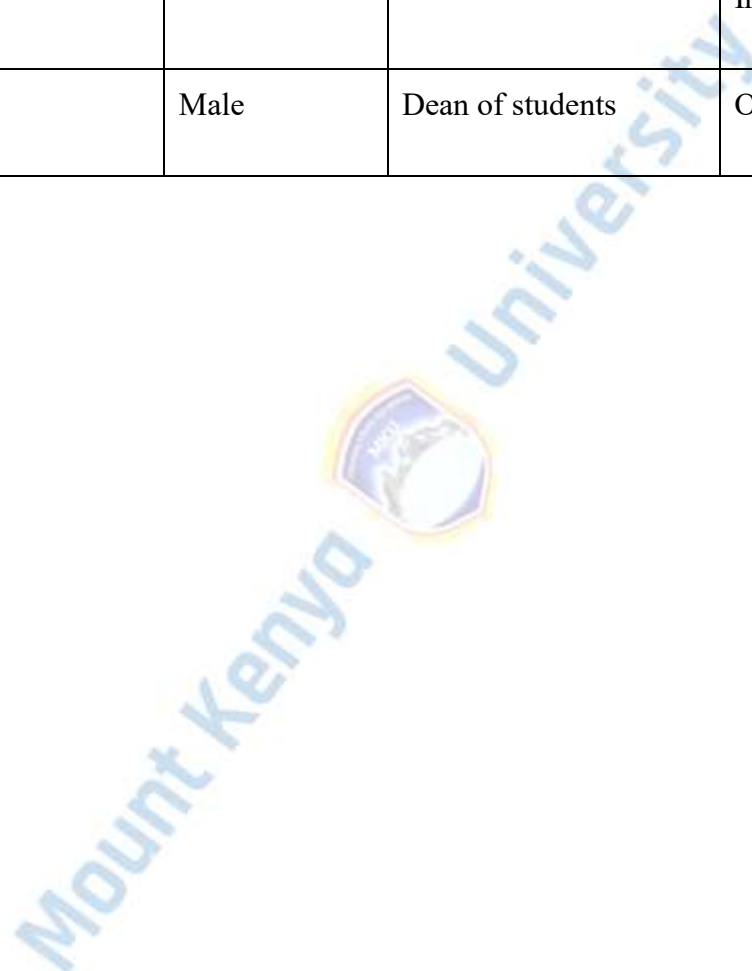
11. Do social organizations in your university have a role in addressing students' complaints related to quality facilities and services, value for their money, security etc.?.....please explain.....

.....  
.....  
.....

**Thank You for participation!**

#### Appendix XIV: Pseudo names of persons interviewed

<b>Pseudo name</b>	<b>Gender</b>	<b>Designation</b>	<b>Locale</b>
X	Male	Dean of students	Office
Y	Male	Dean of students	Telephone Interview
Z	Male	Dean of students	Office



**APPENDIX XV: List of Chartered Universities in Kenya by Nov. 20**

S/No.	Name	Year of Establishment	Charter Year	Type
1	Adventist University of Africa	2008	2013	Private
2	Africa International University	1989	2011	Private
3	Africa Nazarene University	1993	2002	Private
4	Catholic University of Eastern Africa (CUEA)	1989	1992	Private
5	Chuka University	2007	2013	Public
6	Daystar University	1989	1994	Private
7	Dedan Kimathi University of Technology	2007	2012	Public
8	Egerton University (EU)	1987	2013	Public
9	Great Lakes University of Kisumu	2006	2012	Private
10	Jaramogi Oginga Odinga University of Science and Technology	2009	2013	Public
11	Jomo Kenyatta University of Agriculture and Technology	1994	2013	Public
12	Kabarak University	2002	2008	Private
13	Karatina University	2010	2013	Public
14	KCA University	2007	2013	Private
15	Kenya Highlands Evangelical University	1989	2011	Private
16	Kenya Methodist University	1997	2006	Private
17	Kenyatta University (KU)	1985	2013	Public
18	Kibabii University	2011	2015	Public
19	Kisii University	2007	2013	Public
20	Laikipia University	2009	2013	Public
21	Maasai Mara University	2008	2013	Public
22	Maseno University (Maseno)	2001	2013	Public
23	Masinde Muliro University of Science and Technology	2007	2013	Public

24	Meru University of Science and Technology	2008	2013	Public
25	Moi University (MU)	1984	2013	Public
26	Mount Kenya University	2008	2011	Private
27	Multimedia University of Kenya	2008	2013	Public
28	Pan Africa Christian University	1989	2008	Private
29	Pwani University	2007	2013	Public
30	Scott Christian University	1989	1997	Private
31	South Eastern Kenya University	2008	2013	Public
32	St. Paul's University	1989	2007	Private
33	Strathmore University	2002	2008	Private
34	Technical University of Kenya	2007	2013	Public
35	Technical University of Mombasa	2007	2013	Public
36	United States International University	1989	1999	Private
37	University of Eastern Africa, Baraton	1989	1991	Private
38	University of Eldoret	2010	2013	Public
39	University of Kabianga	2009	2013	Public
40	University of Nairobi (UoN)	1970	2013	Public

**APPENDIX XVI: Specialization areas of the student respondents**

Specialization	Frequency	%	Valid %	Cum. %
Missing	16	9.6	9.6	9.6
Accounting	1	0.6	0.6	10.2
Analytical Chem	2	1.2	1.2	11.4
Arts	17	10.2	10.2	21.6
Bedsc1	7	4.2	4.2	25.7
bedsc/sne	2	1.2	1.2	26.9
bio/chem	1	0.6	0.6	27.5
biomed eng	1	0.6	0.6	28.1
Business	2	1.2	1.2	29.3
Chem	3	1.8	1.8	31.1
civil eng	1	0.6	0.6	31.7
clicmed/surg	3	1.8	1.8	33.5
comm resource mngmnt	1	0.6	0.6	34.1
Community res mngmnt	1	0.6	0.6	34.7
compu sci	1	0.6	0.6	35.3
Construction	2	1.2	1.2	36.5
Constructions	1	0.6	0.6	37.1
Cosmetology	1	0.6	0.6	37.7
Criminology	1	0.6	0.6	38.3

Specialization	Frequency	%	Valid %	Cum. %
geog/hist	1	0.6	0.6	62.3
health record	1	0.6	0.6	62.9
Healthrecords	3	1.8	1.8	64.7
hist/homsci	1	0.6	0.6	65.3
histo/rel	1	0.6	0.6	65.9
home econ	3	1.8	1.8	67.7
Immunology	1	0.6	0.6	68.3
IT	4	2.4	2.4	70.7
Journalism	3	1.8	1.8	72.5
kis/hist	1	0.6	0.6	73.1
lib sci	3	1.8	1.8	74.9
library sci	1	0.6	0.6	75.4
Marketing	1	0.6	0.6	76
Math	1	0.6	0.6	76.6
math/bus	11	6.6	6.6	83.2
math/chem	3	1.8	1.8	85
math/geog	1	0.6	0.6	85.6
math/phyc	2	1.2	1.2	86.8
med lab	1	0.6	0.6	87.4

development studies	3	1.8	1.8	40.1
Econ	3	1.8	1.8	41.9
econ/stat	1	0.6	0.6	42.5
eng/lit	8	4.8	4.8	47.3
Engineering	3	1.8	1.8	49.1
Environmental	1	0.6	0.6	49.7
Environmental	1	0.6	0.6	50.3
Finance	12	7.2	7.2	57.5
finance/stat	2	1.2	1.2	58.7
forensic science	1	0.6	0.6	59.3
French	1	0.6	0.6	59.9
french/hist	1	0.6	0.6	60.5
gender&devt	1	0.6	0.6	61.1
Geog	1	0.6	0.6	61.7

Microbiology	4	2.4	2.4	89.8
Nutrition	1	0.6	0.6	90.4
oral health	1	0.6	0.6	91
Pharmacy	1	0.6	0.6	91.6
political scie	1	0.6	0.6	92.2
Procurement	5	3	3	95.2
Psychology	2	1.2	1.2	96.4
Scienc	1	0.6	0.6	97
special needs	1	0.6	0.6	97.6
Stat	1	0.6	0.6	98.2
stat/programming	1	0.6	0.6	98.8
stat&programmin g	2	1.2	1.2	100
Total	167	100	100	

## APPENDIX XVII: Corrections on Questionnaires'

1. All the items in the draft questionnaire were numbered from 1-114 for easier coding in SPSS.
2. Q6-the question was re-phrased from; There are various aspects linked with students' associations in campus life. Basing on the following three aspects, please indicate level of influence .....to please indicate what is influence of students 'associations on educational socialization outcomes among students in selected universities in Nairobi County- Kenya. The reason for change was to adjust measure scale from ordinal to nominal.
3. Q.6; item ii. Under experience with associations was changed from .....builds self-esteem ...to...builds self-confidence.
4. Q8.-the scales were adjusted from 1minor -6 major. The reason for change was that the conventional scale of measurement ranges between; 1-5. In the adjusted questionnaire, the researcher used a Likert –scale of 1-5. 1-no effect, 2-minor effect, 3. Neutral, 4- moderate, 5- major.
5. Q11- item iii under experience with associations was changed from feeling connected to the university to ...improves academic performance. Reason for the change was to maintain consistency with the first objective.
6. Q11- item v under connecting with others changed from connecting with fellow students...to networking with fellow students.
7. Q11-itm vi changed from connecting with faculty ....to adopting associations culture.

8. Q16- item v under connecting with others changed from connecting with fellow students ...to networking with fellow students.
9. Q16- item vi changed from connecting with faculty...to adopting associations culture. The reason for the changes is to be consistent with the first objective.
10. Q. 21- item iii under experience with associations changed from...feeling connected to the university to ...improving academic performance.
11. Q21- item v under connecting with others, changed from connecting with fellow students... to networking with fellow students.
12. Q. 21-item vi changed from connecting with faculty to adopting associations' culture.
13. Q21-under talent-based students' associations. Item iii under experience with associations ...changed from feeling connected to the university to improving academic performance.
14. Q21- item v under connecting with others changed from connecting with fellow students to networking with fellow students.
15. Q21-item vi changed from connecting with faculty to adopting associations culture.

