



The Role of Regional-Based Students Associations on Educational Socialization Outcomes among Students in Selected Universities in Nairobi County Kenya

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Abstract: All over the world, people in various societies are known to form associations that bring them together. University students form such associations which enrich their social, cultural and educational conformity. Members of students' associations usually portray better self and collective discipline and less maladaptive behaviour. However, not much is known about the role regional-based associations in influencing specific students' educational socialization outcomes. Thus, the study to answer the role of role of Regional- Based Students' Associations on Educational Socialization Outcomes among Students in Selected Universities in Nairobi County-Kenya? Using a Mixed Methodology approach and a sample size of 268, the study employed 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. The simple random sampling technique to come up with a sample of individual associations' members as respondents. Data was gathered using observation checklist and questionnaire for students and interview schedule for deans of students. The study found that most students (75%) like participating in regional-based associations' activities. There was influence of regional-based associations on connecting with others, building self-esteem, behaviour conformity and career conformity. The deans of students affirmed that the associations help to identify and nurture students' leadership skills.

Keywords: Regional-based, Students' Association, Socialization Outcomes, University, Nairobi

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1. Introduction

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), 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, 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.

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.

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. However, not much is known about their role in influencing students' educational socialization outcomes.

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. Therefore, the study sort to answer a research question; What is role of Regional- Based Students' Associations on Educational Socialization Outcomes among Students in Selected Universities in Nairobi County-Kenya?

2. Literature Review

Social organizations are found in almost all areas of the modern society. According to Kombo (2005), 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.

Students' associations enable students to feel at home away from home. Regional- Based 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 Ortiz and Santos (2009). 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).

In another study conducted in the University of Houston in (2015) Ca 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. 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). To achieve these outcomes, universities should take advantage of all the benefits of a diverse educational community.

A study done by Hartoe and Perry (2004) 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 & Montgomery (2000), 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. Thus, the study entailed several research questions including their level of participation in the regional based associations, their experiences and the effect such as connecting with others adopting university culture. There were also questions on the criteria for joining the regional based associations as well as the outcomes of the associations.

3. Methodology

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 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 for the students, 268 questionnaires for students and interview schedule for 3 deans of students. The researcher piloted the research instruments in one of the private universities 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. Guided by the sample size of 268, the researcher sent out 268 questionnaires partly physically and partly through online google forms. From the 268 sent out questionnaires, 167 were returned filled. This makes the response rate to be 62%. The response rate was deemed sufficient for data analysis.

4. Results and Discussion

4.1 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 1.

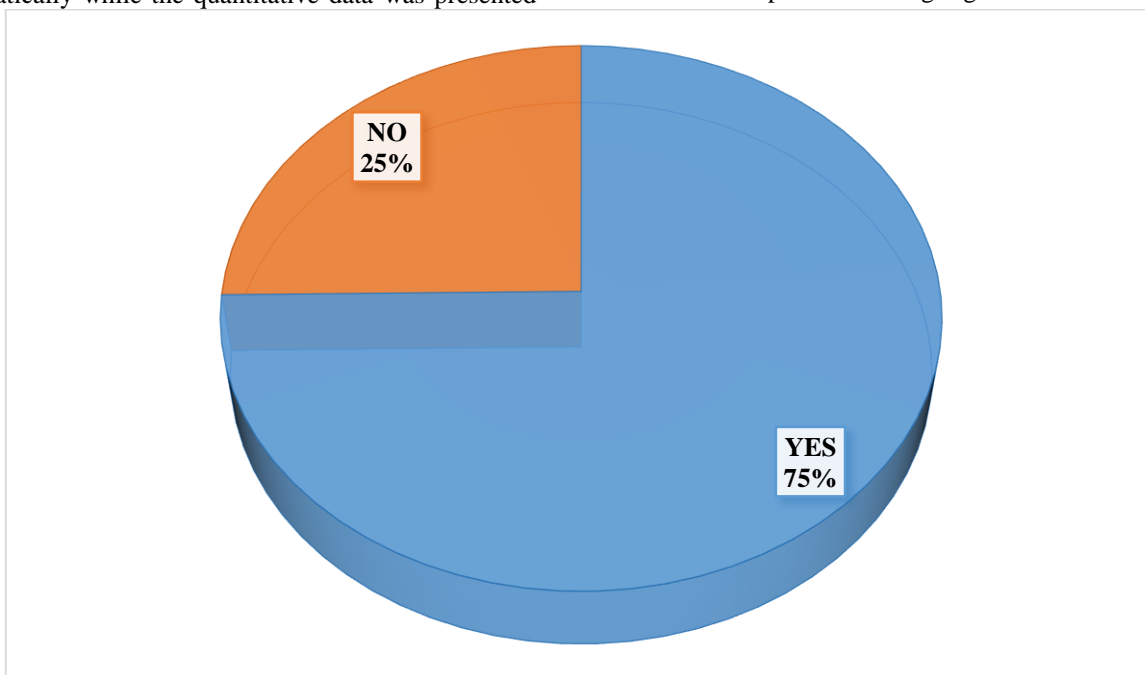


Figure 1: Students' anticipation to participate in any regional-based associations' activities in the next 2 months

Figure 1 shows that the highest valid percentage of 75.0 [167] indicated Yes while 25.0 (42) indicated No in

anticipation to participate in any regional-based association activities in the next 2 months.

4.2 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 1 with the variables measured as 1-YES and 2- NO.

Table 1: 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 1 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 2.

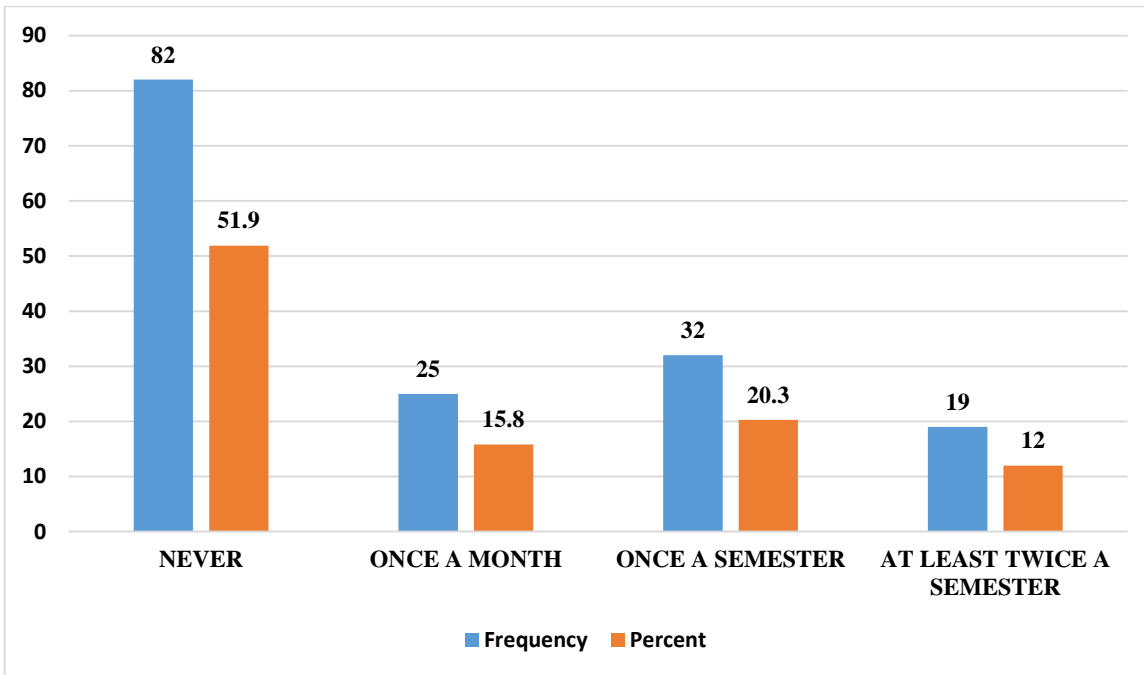


Figure 2: How often the student has participated in regional-based associations' presentations

Figure 2 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 3.

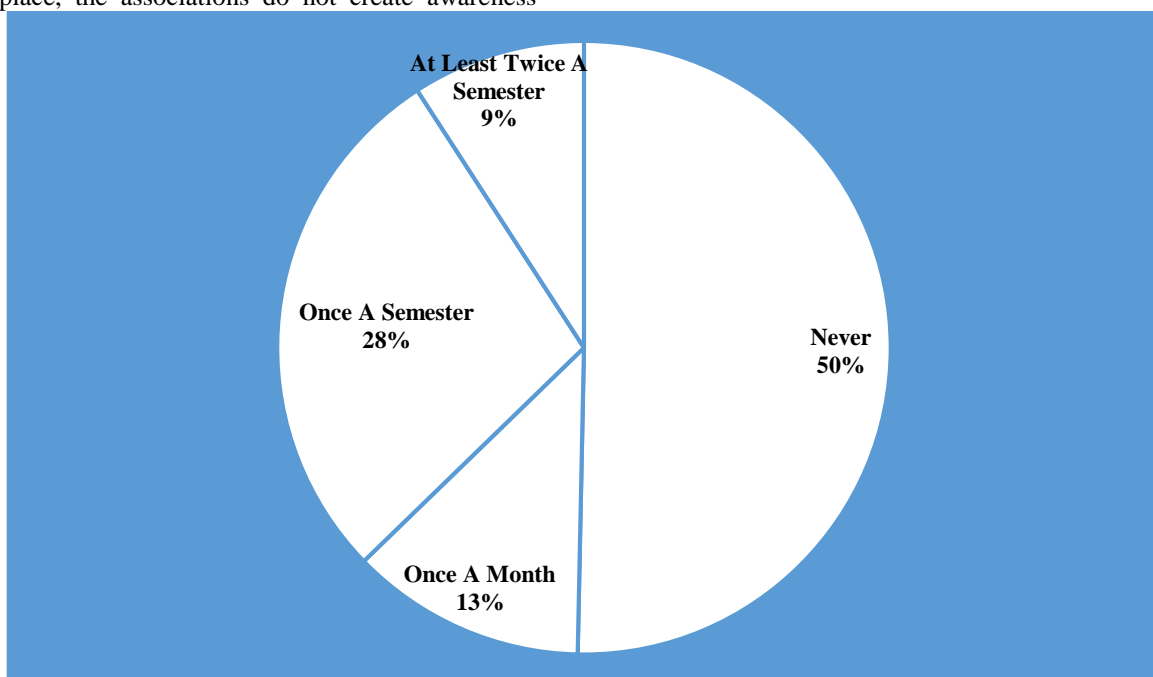


Figure 2: How often the student has participated in regional-based associations' mentorship programmes

Figure 3 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.

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 4.

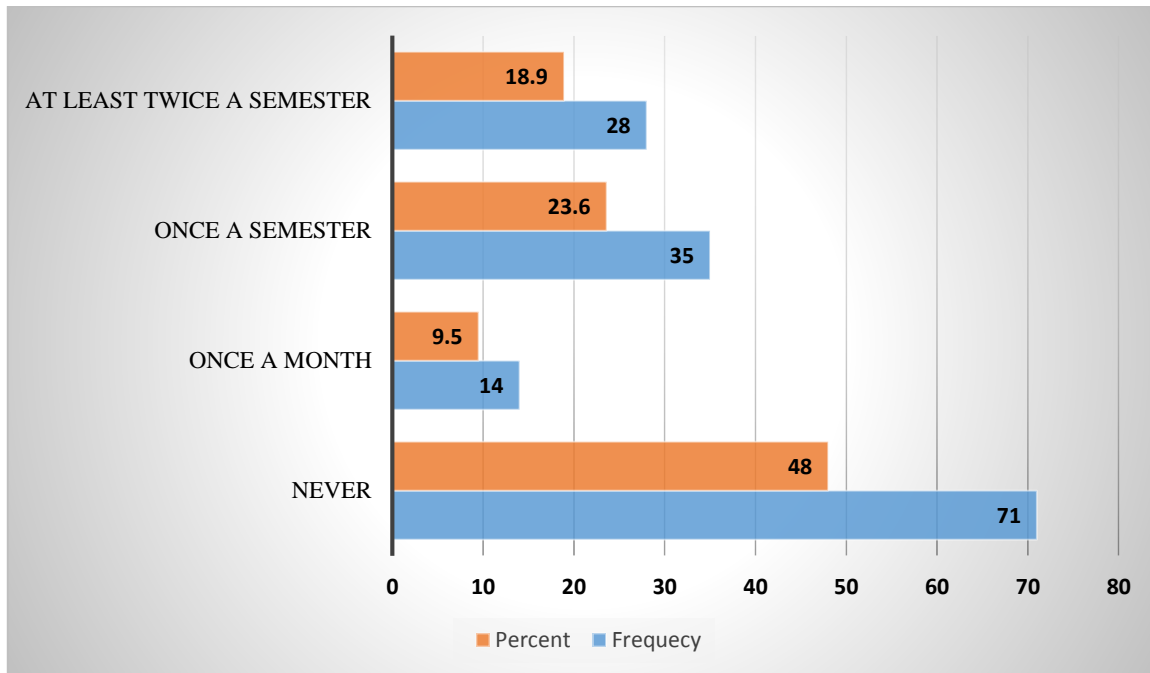


Figure 3: How often the student has participated in regional-based associations' networking programmes

Figure 4 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 5.

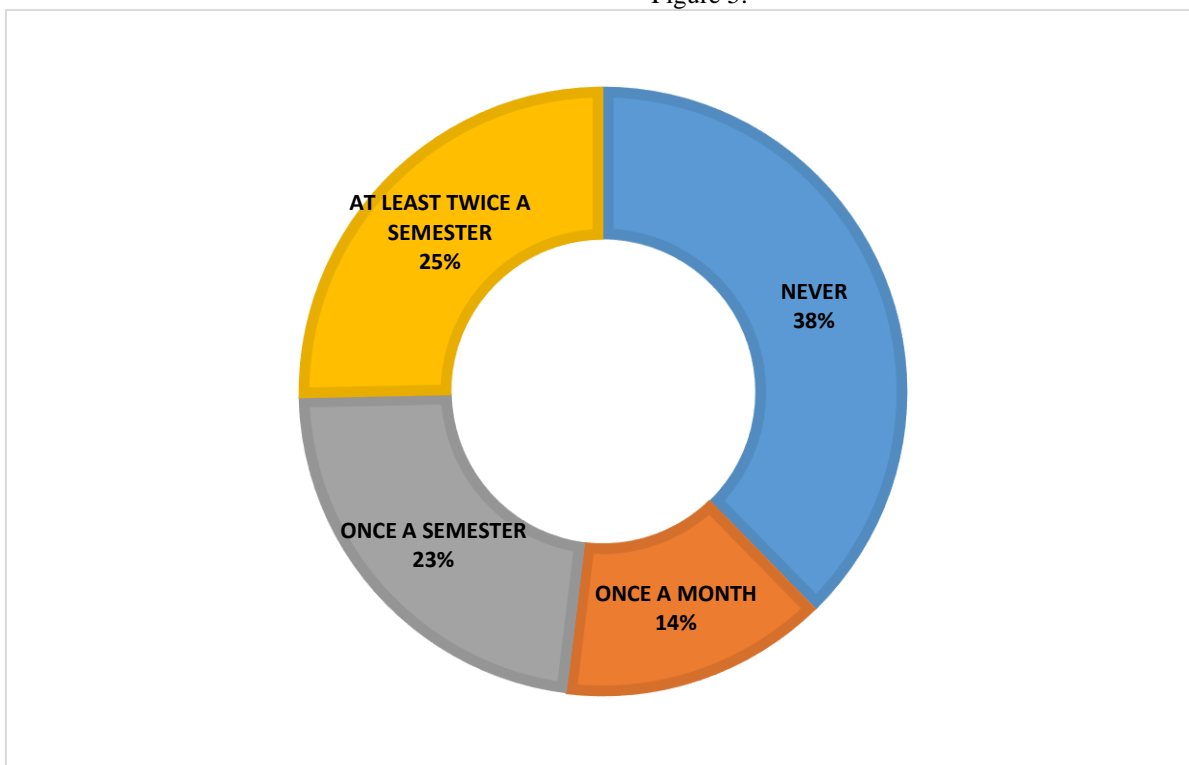


Figure 4. How often the student has participated in regional-based associations' social support programmes

Figure 5 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.

4.3 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 2.

Table 2: 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 2 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.

3.4 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 3.

Table 3: 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 3 presents findings in form 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. According to Ortiz & Rhoads (2017), the students are able to learn about the history and practices of other cultures other than their own.

4.5 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 6.

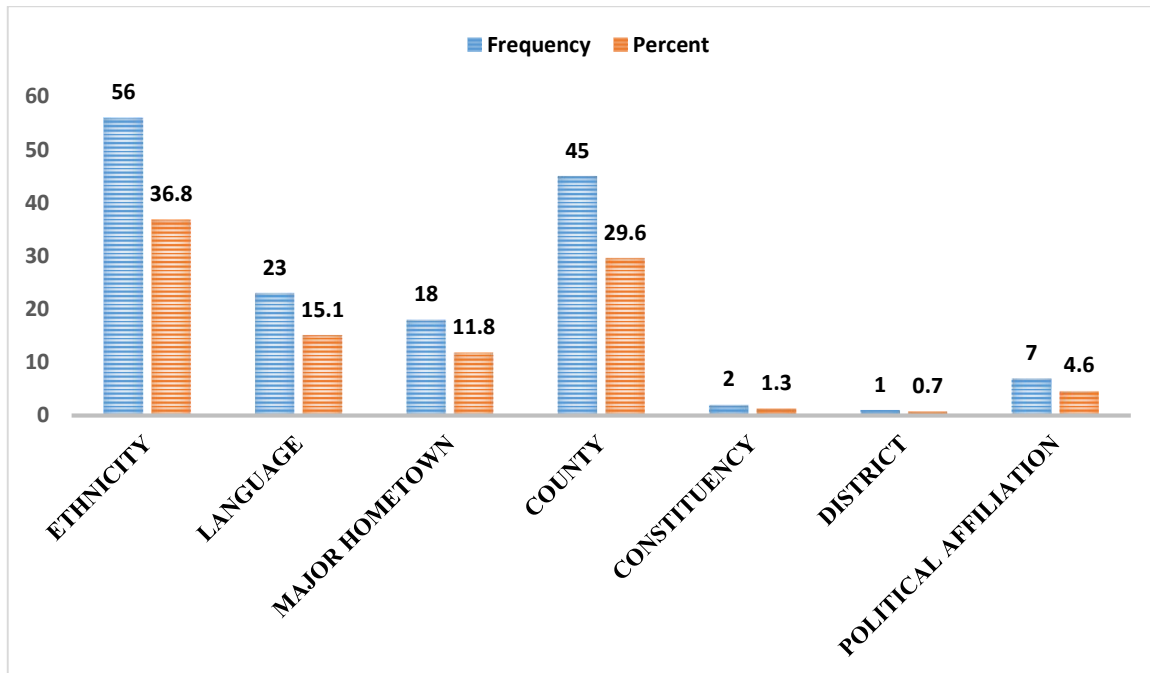


Figure 5: Criteria for joining Regional-based associations

Figure 6 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).

4.6 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 4.

Table 4: Regional-based Associations' Outcomes

| | Influence level | Self-esteem | Academic Conformity | Behaviour conformity | Career Conformity |
|-------------|----------------------------|--------------------|----------------------------|-----------------------------|--------------------------|
| 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 MODERATE INFLUENCE | 35(21.6%) | 34(21.3%) | 28(20.0%) | 29(18.6%) |
| | MAJOR INFLUENCE | 28(17.3%) | 20(12.5%) | 22(15.7%) | 20(12.8%) |
| | Total | 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 4 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).

4.7 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 5.

Table 5: 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 | % |
| | | | NEVER | 19 | 35.85 | 19 | 36.54 | 23 | 41.82 |
| How often the student has participated in regional-based association in presentations | 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 5 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.

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 6.

Table 6: 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 | % |
| | | | NEVER | 19 | 35.85 | 15 | 28.85 | 21 | 38.89 |
| How often the student has participated in regional-based association in presentations | 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 6 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. 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. The table also shows 54 (100%) indicated that the participation would majorly influence the behaviour conformity as a socialization outcome among university students. 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. 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 7.

Table 7: 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 | % |
| | | NEVER | 23 | 44.23 | 11 | 22.92 | 20 | 40.82 | 21 |
| How often the student has participated in regional-based association in presentations | ONCE A MONTH | 7 | 13.46 | 8 | 16.67 | 7 | 14.29 | 10 | 17.86 |
| | ONCE A SEMESTER | 6 | 11.54 | 10 | 20.83 | 7 | 14.29 | 8 | 14.29 |
| | AT LEAST TWICE A 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 7 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.

The table shows that 56 (40.2%) 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 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).

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).

K3 the dean of students noted:

This office has noted that. Students' Associations help them to build self-esteem, academic conformity, behaviour conformity

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 8.

Table 8: 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 8 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 plays 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 7. One dean of students noted:



Figure 6. Regional-based Association grouping during a bash

Figure 7 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.

Discussions

The study findings show that most students (75%) like participating in regional-based associations' activities. 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.

The findings revealed that about 38.0 (63%) of the students indicated never, 25 (42) at least twice a semester, 23 (38) once a semester and 14 (23) once a month. 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.

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. 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.

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. Through the interview guides, the study found that "*the institution trains students in many careers*". These findings agree 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*.

Through the interview with the deans of students, the associations help to identify and nurture students' leadership skills. The dean 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.

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 findings show 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.

The study found 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. Moreover, 54 (100%) indicated that the participation would majorly influence the behaviour conformity 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. 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. 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 study findings also show that 56 (40.2%) of the respondents indicated that participation in networking in regional-based associations had a major effect on building career conformity. 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.

5. Conclusion and Recommendations

5.1 Conclusion

The study concluded that different students' associations inform different educational socialization outcomes among students in selected universities in Nairobi County-Kenya. The study showed that irrespective of the level of participation of the students in the mentorship programs under region-based association, there was an overall view that indeed participation yielded a relatively higher level of socialization outcomes linked to academic conformity. This is an indication that most students like participating in regional-based activities. The findings imply that the concern about socialization outcomes derived from university students' associations is significant.

5.2 Recommendations

Based on the conclusions of the study, the following recommendations can be suggested

University authorities need to help set up effective students' associations' systems based on objective of each association. This involved actions that can be undertaken by various stakeholders 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. 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.

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