

Inculcation of Societal Norms in School System in Meru County, Kenya: An Afrocentric Perspective

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Abstract

Modern societies have entrusted schools as key socializing agents. The school system is expected to inculcate positive societal norms into the learners. However, cases of negative behaviors that do not conform to acceptable norms have been on the increase despite numerous interventions by government through policy reforms which causes a lot of concern among scholars and stakeholders. This study sought to examine the application of Afrocentric education perspective to enhance societal norms among secondary school learners in Meru County of Kenya. The objectives of the study were to establish the influence of Afrocentric curricular activities, Afrocentric teaching methodology, Afrocentric evaluation methods and Afrocentric corrective measures on societal norms among secondary school learners in Kenya. The study adopted descriptive research design and correlational research design. The target population for this study was 86,700 subjects comprised of students and teachers in secondary schools in Meru County. The sample size was 384 respondents comprised of 100 teachers and 284 students in Meru County, Kenya. Purposive sampling technique was used to select schools and Heads of Department and simple random sampling was used to select teachers and students from the selected schools. The study utilized questionnaires and interview schedules to collect data. Instruments were piloted in four schools in Tharaka Nithi County. Research instruments were validated for content and construct validity by supervisors. Reliability of the instruments was tested using Cronbach's Alpha co-efficient. A Cronbach's coefficient of 0.749 was obtained and the tools were deemed reliable. Data was analyzed by use of descriptive and inferential statistics. Statistical Package for Social Sciences (SPSS) version 25.0 for Windows was used in the study to analyze data. Descriptive statistics used included mean, percentages, standard deviation and coefficient of variation. Inferential statistics used for data analysis was correlational analysis and linear regression analysis. Hypothesis of the study were tested using linear regression analysis at $\alpha = 0.05$ level of significance and the analyzed data was presented in tables. The study established that integration of African traditional music and dance, social, moral and sex education into the contemporary school system enhances societal norms. The study also established that application of Afrocentric teaching methodology by active participation of learners, use of peer teaching, having specific approved experts involved in teaching and mentoring learners throughout the learning process promote societal norms among learners. The study established that evaluating the character of the learner and the level of engagement during the learning process enhance societal norms among secondary school learners. The study found that reprimands, verbal warnings and use of deterrents as corrective measures improve societal norms among learners. From the findings of the study, the researcher concluded that integration of Afrocentric education perspective into the contemporary school system would positively

influence societal norms among secondary school learners. Based on the findings of this study, the researcher recommends that there is need to integrate traditional African music and dance, social, moral and sex education; use of peer teaching; character evaluation of the learners and use of deterrents as corrective measures into the contemporary school system in Kenya to enhance societal norms. The findings of this study would be useful to secondary school administrators, the ministry of education policy makers, curriculum implementers and other stakeholders to come up with policies that would promote integration of desirable societal norms among learners in secondary schools in Kenya.

Keyword: Incultation, Societal Norms, School System, Meru County, Kenya, Afrocentric Perspective

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