



## A CRITICAL ANALYSIS OF THE IMPACT OF PSYCHOSOCIAL EDUCATION ON STUDENT'S SOCIAL ADJUSTMENT IN SECONDARY INSTITUTIONS IN KENYA

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### Abstract:

Psychosocial education is offered in secondary schools in Kenya. This is because the education plays an important role in development of useful social skills. In 2003 curriculum was revised and life skills lesson were integrated in to various subjects. Kenya Institute of Education (KIE) infused life skills lessons in secondary schools with an aim of overcoming psychological challenges among students as well as strengthening a positive behavior. The study focused on analyzing critically the influence of psychosocial education has on student's social adjustment in secondary schools. The researcher therefore sought to critically analyze the influence of sexuality education on students' social adjustment in schools, the influence of self-esteem on students' social adjustment, the impact of assertiveness and self-awareness education on students' social adjustment in secondary schools. The findings of this study will have great significance to educational stakeholders who may apprehend the importance of psychosocial education among secondary school students hence support it in different aspects. The research methodology used was critical analysis to critique the impact of psychosocial education on student's social adjustment in schools. The researcher critiqued the related literature that was available to support the methodology. The study concluded that psychosocial education assists learners to develop essential social skills. These skills enable them to attain desirable attitudes, make right choices and form healthy relationships. The study had the following recommendations: the government

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of Kenya should provide resources needed to offer this education. Curriculum developers and Kenya Institute of Education (KIE) should ensure that psychosocial education provided is of high quality. Teacher Service Commission (TSC) officers should assess the programmes to improve their effectualness and teachers should seek professional training to have intensive knowledge on how to provide this education.

**Keywords:** psychosocial, psychosocial education, social adjustment, secondary school students

## 1. Introduction

According to Woodward K., (2015) psychosocial education involves a broad range of images that put emotions and various types of feelings in to either a social setting or an individual space. Psychosocial education has been conducted since 1980s to clearly explain important psychosocial concepts that are vital in one's life, Fred & Hanna 2015. Since then it has helped individuals to address their personal problems as well as their differences that emerge from social units and community social heritage. This enables an individual to fully adjust to different types of social setting such as homes and schools.

Today, psychosocial education is frequently conspired in terms of life different habits, adjustment of individuals in social settings and development of important social skills. This helps one to achieve personal maturation which leads to effective learning in schools, Donald & Ashley, 2012. In Kenya, secondary school learners especially those joining form one face a challenge while trying to arrive at a balanced condition between their personal needs and how these needs are satisfied in the school environment. Both psychological and social adjustments are important in any social setting such as schools and homes. One is able to achieve desirable attitudes, good relationships, and proper self-understanding and make right choices whenever he/she is faced with a challenge in life.

In this article, the researcher critically analyzed the positive outcome on students since psychosocial education was introduced in secondary schools as well as the undesirable outcome that the educations have caused to the learner's social adjustment.

## 2. Statement of the Problem

Secondary school learners in Kenya portray difficulties in social adjustment to the school setting. Social maladjustment leads to antisocial behavior and various disorders

such as emotional, mental personality and behavior. Students with maladjustment problem show conditions of tension and deviate in feelings. Outwardly, their antisocial behavior disrupts their peers and adults and inwardly it results to anxiety and fear. These students choose to break social rules, explicit authority indiscipline, show no interest in school work and even drop out of school.

Due to lack of concentration in class, distress, restless and social withdrawal, effective teaching and learning is not achieved in post primary institutions in Kenya. This study therefore captiously analyzed the influence of psychosocial education has on learners' social adjustment in such schools.

### **3. Purpose of the Study**

The intension of this con was to analyze meticulously the impact psychosocial education has on students' social adjustment in post primary institutions in Kenya.

### **4. Objectives of the Study**

1. To analyze captiously the outcome of sexuality education on learners' social adjustment in secondary institutions in Kenya.
2. To analyze captiously the outcome of self-esteem education on learners' social adjustment in secondary institutions in Kenya.
3. To analyze captiously the outcome of assertiveness education on students' social adjustment in secondary institutions in Kenya.
4. To analyze captiously the outcome of self-awareness education on students' social adjustment in secondary institutions in Kenya.

### **5. Research Questions**

1. How does sexuality education influence learners' societal acclimation in secondary institutions in Kenya?
2. How does self-esteem education influence learners' societal acclimation in secondary institutions in Kenya?
3. How does assertiveness education influence learners' societal acclimation in secondary institutions in Kenya?
4. How does self-awareness education influence learners' societal acclimation in secondary institutions in Kenya?

## **6. Significance of the Study**

Findings to this con may benefit educational stakeholders on understanding the significance of psychosocial education among secondary schools students. The government of Kenya may formulate a directive on provision of this education in secondary schools in Kenya, which is likely to enhance proper social adjustment. The government may also mobilize physical and financial resources to promote psychosocial education programs. School principals may provide a conducive environment that will facilitate the provision of these services. Teachers especially those in guidance and counseling department may appreciate the importance of such education among students. This may motivate them to seek professional training so as to perform it extensive knowledge.

Parents may be enlightened on the need to take their children through psychosocial education before joining secondary school for proper social adjustment. Students on the other side may understand the significance of undergoing through psychosocial education and how they can fight social maladjustment in social settings.

## **7. Theoretical Framework**

The study was guided by fundamentals of psychosocial development theory formulated by Erikson 1968. The theory offers a framework for bethinking the ongoing connections of individuals and their society. Erikson proposed eight stages of psychosocial development from childhood to adulthood. In each stages a usual crises of a psychological nature arises. These crises involve personal needs which are incompatible with social needs.

These unstable situations may have a negative or a positive impact on one's personality development as well as acquisition of social adjustment skills. According to this theory, effective completion of a certain stage confers power upon acquiring basic social adjustment skills. When a certain stage has not been successfully completed, an individual may develop a personality disorder that makes it difficult for such a person to fully adjust in a social setting.

## **8. Research Methodology**

The researcher employed qualitative research methodology founded on critical analysis research design. The method was used to critically analyze the impact of psychosocial education on students' social adjustment in secondary schools in Kenya. Through the

research method, the researcher came up with recommendations on the ways in which psychosocial education can be improved in secondary schools. This benefits learners to socially adjust in the school setting.

## **9. Literature Review**

### **9.1 Critical Analysis on the Impact of Sexuality Education on Students' Social Adjustment in Secondary School in Kenya**

Comprehensive education on asexuality has been widely offered in secondary schools in Kenya. This education includes an extensive variety of topics and sub-topics that equip students with knowledge and skills as well as learning factual information concerning human sexuality. Through this education, students acquire clear information about human sexuality. It also gives them an opportunity to investigate, question and examine their sexual attitudes. The education is substantive in developing interpersonal connections such as effective communication, self-confidence, decision making and ability to practice responsibility concerning sexual relationship.

According to Obiekea (2013), sexuality education provide knowledge based education that creates self-awareness, epiphany programmes and it also expose students to various issues in the surrounding. It equips them with cognizance on how to manage their social setting, relationships and to take preventative measures on involvement onto social activities that are harmful.

Sexuality education enhance clarity on various aspect of individual's sexuality in holistic hence equipping them with social adjustment skills. If students receive these sexuality facts with consent, they may acquire crucial knowledge that may assists them to shape their state of mind, religious faith, principles as well as ethics with regard to their selfhood. The purpose of education on sexuality among young people is to show compassion about the influence of societal interactions on their social adjustment. (Dienye, 2011). This education also helps in refraining from indulging into sexual desire which has social, health and psychological benefits. Students with such knowledge develop ability to deal with religious, social, cultural and biological semblance on human environment. Education on sexuality therefore improves students' moral and social growth, ethics as well as developing their character.

### **9.2 Critical Analysis on the Impact of Self Esteems Education on Students' Social Adjustment in Secondary Schools**

Self-esteem is the key one has of his/herself as a human being. It results from interpretation of past knowledge thus gathered, decisions and consequences, Linda

(2011). It shows the image of one's memory of past experiences of either approbation or denial from relatives, friends or teachers. Individual's self-esteem maybe high or low depending on the way they understand their selves or their memories. In a school setting students with low self-esteem may display a contrary behavior, be less motivated to achieve and become pessimistic in life. Whenever such students are faced by various challenges within and without the school, they rarely overcome them. They develop a feeling that they cannot control events that occur in their lives. Such students are at risk of social maladjustment since they lack the feeling of self-worth, consequently they start showing symptoms of nervousness, low morale, a feeling of being rejected by peers and development of neglectful behaviors that may have an impact on students' social adjustment.

When a student is found to have low self-esteem, the issue should be solved because low self-esteem has an undesirable impact on students' social adjustment. Ben (2016), suggested ways in which self-esteem can be promoted. First, teachers and parents should assist in configuring social situations in a way that students do what is intended and also think seriously about integral factor that may help them to succeed. Secondly, students need assistance to recognize their achievement and talents as well as believing in their abilities. Thirdly, students should be helped to learn how to accept instigation and to try out new ideas. Lastly, teachers and parents should guide students on how to come up with alternative answers to interpersonal problems.

There is a significant relationship between self-esteem level of a student is high, certain results for social adjustment aspect may be disturbed leading to poor social adjustment. Self-esteem education may promote suitable behavior, development of effective communication skills and various ways of resolving conflicts which plays a vital role in students' social adjustment.

### **9.3 Critical Analysis of the Impact of Assertiveness Education on Students' Social Adjustment in Secondary Schools**

According to David (2016), assertiveness is the ability to stand firm for ones right and being able to express ones right and being able to express ones desires openly. Such people state their belief and vindicate them, explicitly without anxiety and perplexity. Assertive people are aware of their legal and moral entitlement and they demand them every time they are violated. Such people have extremely high levels of self-worth and self-confidence which enables them to be honest with themselves and others. Assertive education programmes can ameliorate the information, moral convictions and behaviors such as self-efficacy and self-respect.

This helps the individuals to change their mental image and to make stable interpersonal connection. The education also assists people to have positive feelings, certain thoughts and right attitudes towards themselves and others. Kashani (2010), argued that assertive people emphatically claim for their reasonable requests and fights for them but they be-think other people's right and tastes. Secondary schools students should have a technique that can be used to dispel apprehension that may result from social fear. This fear might hinder students from adjusting fully to their environment and developing effective and helpful communication skills.

This leads to poor interpersonal interactions and development of felicitous social behavior. Assertiveness education assists people to reduce their anxiety and to display suitable behavior in interpersonal circumstances. When a student acquires social skills such as assertiveness, they are able to make decisions on their own and be over on matters pertaining their personal lives. This leads to a significant improvement in their social behaviors and other activities.

#### **9.4 Critical Analysis of the Impact of Self-Awareness Education on Students' Social Adjustment in Secondary Schools**

Self-awareness is one's ability to understand his or her feelings, state of being, surroundings, perceptions and forms created in the mind. John L (2015). If one wishes to understand his/her usual emotions, he/she ought to develop a self-awareness skill have autonomous self-notion, can control their learning and have intrinsic motivation. These learners develop positive behavior modification that can lead to personal success. Achievable goals are created since they clearly understand their fortitudes and weakness; on the other hand, there are learners who do not possess self-awareness skills. This may be as a result of lack of education or ignorance. Such learners operate in denial and they are unable to learn effectively about themselves and their personal needs. They develop self-deception which distorts their way of thinking as well as blocking the process of self-awareness.

Self-awareness theory developed by Ducal and Wickhend in 1972 states that *... "when individuals focus their attention on themselves, they assess and compare their present behavior to their intern level of quality and attainment. Individuals who are fully informed of how others see them are better at incorporating information from others in their own assessment and that of their behavior."*

In conclusion, when individuals have authentic keen of whom they are able to learn effectively and form the right and acceptable personal, interpersonal and interpersonal relationships.

## **10. Conclusion**

Psychological education has been conducted to address vital concepts in lives of students in secondary schools. The education helps individuals to address their personal issues and those that emerge from community social heritage. Learners who undergo this education develop essential social skills which enable them to achieve psychological and social adjustment. Such students attain desirable attitudes, form good relationships, have proper self-understanding and make right choices. Teachers should use the resources provided by the school management to educate the students so as to fight the problem of social maladjustment in schools and also curb personality disorders.

## **11. Recommendations**

The researcher recommends the following:

1. The government of Kenya through the ministry of education should equip secondary schools with physical and financial resources so as to promote psychological education programmes.
2. Quality assurance and standards officers should ensure quality and standard of the psychological educational programmes.
3. Teachers Service Commission (TSC) Officers should assess these educational programmes to ensure that they are provided consistently so as to improve their effectiveness to students.
4. School principals should provide a conducive environment for the provision of this education.
5. Teachers who provide psychological education should seek professional training through attending seminars and workshops so as to have intensive knowledge.

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