

**INFLUENCE OF PSYCHOSOCIAL DEVELOPMENT PROJECT ON PUBLIC HIGH
SCHOOL STUDENTS' ACADEMIC PERFORMANCE IN KIRINYAGA CENTRAL
SUB-COUNTY, KENYA**

BY

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Award of the Degree of Master of Arts in Project Planning and Management at the
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DECLARATION

This research project is my original work and has not been presented for a degree award in any other University.

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This project report has been submitted for examination with my approval as university Supervisor.

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DEDICATION

This research project is dedicated to my dear family: my mother Beth Muriuki who constantly encouraged me throughout this study, my dad David Muriuki, my siblings Lynda and Andrew Muriuki for their prayers and support. To God be the Glory.

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ABBREVIATIONS AND ACRONYMS

ADHD	Attention Deficit Hyperactivity Disorder
IQ	Intelligence Quotient
NAC	National Assessment Centre
PSS	Psychosocial support
REPSSI	Regional Psychosocial Support Initiative.
TF	Task Force
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nations Children's fund

ABSTRACT

The main objective of psychosocial development is to promote student awareness and life skills development around a variety of issues that affect health and well-being. With the Vision 2030 singling out education and training as the vehicle that will drive Kenya into becoming a middle-income economy; emphasis has been especially laid on the quality of education offered vis-à-vis the quality of life achieved by the learner. The objectives sought to determine how cognitive development through psychosocial development project influences students' academic performance in Kirinyaga Central Sub- County, to determine how physical development through psychosocial development project influences students' academic performance in Kirinyaga Central Sub- County, to determine how co-curricular activities through psychosocial development project influences students' academic performance in Kirinyaga Central Sub-County, to determine how intelligence quotient boosters through psychosocial development project influences students' academic performance in Kirinyaga Central Sub- County. The study used the quantitative design employing a causal comparative research design to establish the cause and effect between the variables. The target population of the study was 800 respondents with 10 percent (80 people) of the number being the sample size. A sample of 80 respondents was picked using stratified random sampling and quota sampling. Questionnaire and interview methods were used for data collection. Data was coded; tabulated and analyzed using correlation by Microsoft Excel based on the study objectives. Descriptive statistics were computed and study findings presented using percentages and tables and interpretations. A number of sponsors and educators, future scholars and other stakeholders were used to come up with psychosocial development initiatives and programs to benefit the students in Kirinyaga Central Sub-County and spread countrywide. The study showed that psychosocial development does influence students' academic performance in public high schools. Out of 80 respondents, 56 respondents (70%) of the respondents indicated that cognitive development played a key role in the application of concepts taught. It was observed that physical development does influence the performing of tasks as indicated by 65 respondents (81.25%). Half the respondents (40%) indicated that co-curricular activities were beneficial to academics and they supported their observations with examples of the activities. Intelligence quotient boosters as indicated were seen to be vital in students' academic performance with 73 respondents (91.25%) agreeing to the notion that positive habits do increase the intelligence levels of an individual. The information generated will be of use to the Ministry of Education for purposes of incorporating a better system of psychosocial development education in schools. It is also of vital importance to future scholars and other stakeholders to come up with better approaches towards psychosocial learning.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

The psychological environment is considered an essential part of the development and the quality framework of education for the young adult was seen in the article ‘The Psychosocial Environment’ (2014) by the United Nations Educational Scientific and Cultural Organization (UNESCO). It states “Considering how much time most children spend at school, psychosocial dimensions of schools have parked the interest of a growing number of researchers concerned with school effectiveness and the emotional well-being of young people.” The psychosocial learning environment covers psychological and social factors that have consequences for satisfaction, health and ability to perform at learning places. Every single individual is geared towards achieving a holistic development status to the best of their ability. Many, if not all humanitarian organizations from the globally recognized United Nations, to that humanitarian organization within one’s locality are geared towards this same goal.

In understanding the term ‘psychosocial’, it refers to the close connection between psychosocial aspects of our experiences (our thoughts, emotions and behavior) and our wider social experience (our relationships, tradition and culture). Learners and teachers are psychologically affected by the surrounding social conditions that may disrupt or enhance the quality and effectiveness of learning (Ferre, 2009). The question is how to endure every learner and environment that is physically safe, emotionally secure and psychologically enabling. A focus on well-being of the learner, including attention to different groups according to such factors as their gender, physical ability and socio-economic status, will help address disparities that stem from home and community background, creating a more level playing field.”

The African Journals Online reports about a study done in Zimbabwe dubbed “The Influence of Psychological and Societal factors on Student Performance in Mathematics at the Senior Secondary School level.” The study examined the influence of psychological and societal factors on students’ performance in mathematics at senior secondary School level in Ilorin metropolis of Kwara state. The sampled students were given questionnaires to fill as well as an academic achievement test to measure the performance. The result of this study showed that psychological and societal factors are a significant influence on academic performance of Senior Secondary

School students. Based on the result, the researcher recommends that teachers, counselors and parents should understand the psychological and societal aspects of learning on their students/children so as to enhance their academic performance (Mkiwa, 2013).

Many children younger than 5 years in developing countries are exposed to multiple risks, including poverty, malnutrition, poor health, and non-stimulating home environments, which detrimentally affect their cognitive, motor, and social-emotional development. We show that both indicators are closely associated with poor cognitive and educational performance in children and use them to estimate that over 200 million children under 5 years are not fulfilling their developmental potential (Geier &Plertf, 2007). Most of these children live in south Asia and sub-Saharan Africa. These disadvantaged children are likely to do poorly in school and subsequently have low incomes, high fertility, and provide poor care for their children, thus contributing to the intergenerational transmission of poverty. The top ten countries with the largest number of disadvantaged children (in millions) are: India 65, Nigeria 16, China 15, Bangladesh 10, Ethiopia 8, Indonesia 8, Pakistan 8, Democratic Republic of the Congo 6, Uganda 5, and Tanzania 4. These ten countries account for 145 (66%) of the 219 million disadvantaged children in the developing world.

With Ethiopia, Uganda and Tanzania; being neighboring states that have been listed as one of the top countries with disadvantaged children, this shows the dire need to address the issue of psychosocial learning. It is evident that with a poor consideration of the psychological factors for example Rwanda with the war legacy or societal factors like the recent case of tribalism and violence in Kenya, we can easily distort or stunt the growth and proper development of the children in schools. Measures have therefore been taken to this effect to ensure that these psychosocial issues have been properly taken care of be it disease, environmental factors, violence, et al (Philips, 2012).

According to the United Nations document on ‘Persons living with Psychosocial Disabilities in Kenya (2014) a recommendation had been made to have urgent need to empower human rights and advocacy networks in Kenya, on the plight of persons with intellectual and psychosocial disabilities in order for them to mainstream their special needs in all human activities. Individuals who are deemed to be psychosocially healthy aren’t completely devoid of problems. Actually, it’s not the quantity or quality of a problem, or lack thereof, which makes someone

sound in this respect. It's the way people view themselves and how they deal with stressful situations that sets psychosocially healthy people from those who are not. Some of the traits of these robust individuals; they like themselves, accept their mistakes, take care of themselves, have empathy for others, control their anger, hate, tension and anxiety, are optimistic and can work alone and with others equally well.

Education quality has recently received a lot of attention in Kenya. The government's main document in this effort, the Kenya Education Sector Support Programme for 2005- 2010, established the National Assessment Centre (NAC) to monitor learning achievement. Some of the key findings about education in Kenya based on the results of the Uwezo 2009 assessment; most children can solve real world, "ethno-mathematics" problems, while fewer can solve similar math problems in an abstract, pencil and paper format, many families pay for extra tuition which focuses heavily on drilling and exam preparation among other reasons. The common observation among students is the Attention Deficit Hyperactivity Disorder (ADHD) which is characterized by academic challenges such as distraction, organization and expectations in terms of punctuality and timeliness in handing in assignments and study habits difficulties. The need to integrate psychosocial development was mostly felt after the post-election violence in the year 2008 in a bid to stabilize the emotions spinning in the victims' minds when the Kenya Counseling and Psychological Association came out more strongly with this issue after having kicked off the psychosocial development in the year 2003. This is done through mentorship sessions, counseling sessions, during motivational talk sessions among other sessions that in turn are followed up by procedures that have seen the rise and adoption of peer counselors among the students in schools whose purpose is to help sustain the efforts that have been started.

Kirinyaga Central Sub-County has seen an array of complications among the teenagers bordering on discipline and academic stagnation that are observed to stem from psychosocial imbalance. Issues such as dropping out of schools for a variety of reasons such as venturing into business at an early age, teenage pregnancies, indiscipline, and peer pressure among other issues have been on the rise.

The adolescent age is one riddled with issues of role confusion and identity crisis which as Erik Erickson in his stages of development terms as 'Identity versus Role Confusion- Fidelity'. In this stage an adolescent struggles to discover and find his or her own identity, while negotiating and

struggling with social interactions and “fitting-in”, and developing a sense of morality and right from wrong (Eshiwai, 1990). Those who become unsuccessful with this stage tend to experience role confusion and upheaval. Adolescents also tend to develop a strong affiliation and devotion to ideals, causes and friends.

This study was guided by the psychosocial theory of Erik Erickson, a German born American psychoanalyst, known as the ‘Erickson’s stages of Development’. The theory which was heavily influenced by Sigmund Freud, explored three aspects of identity: the *ego-identity* (self), *personal identity* (the personal idiosyncrasies that distinguish a person from another, *social/cultural identity* (the collection of social roles a person might play) (Erickson, 1950).

This study’s main focus was directed towards understanding clearly the psychosocial aspect of every individual’s life and how to balance it effectively to producing a well-rounded individual and more so an adolescent who is able to balance their environmental aspects as well as register excellence in their academic life.

1.2 Statement of the problem

Many experienced educators and school managers find that the learning abilities of children are directly related to their wellbeing at home and in the community. Children who are affected by violence, poverty and hunger, displacement or illness in the home often struggle to reach their full learning potential. On the other hand, children whose emotional, social and physical needs are met within a caring environment may go on to reach this potential, despite the difficulties they have faced in life. (UNICEF; 2009).

The key objectives of psychosocial development are; addressing psychosocial issues and needs of learners, significant barriers to learning and to holistic development can be removed, the most appropriate and sustainable source of psychosocial support for learners is provided in the context of caring relationships in everyday life at home, at school and in the community, learner’s psychological well-being, and those of their primary caregivers are best met by integrated services that address economic, material, educational, social, emotional and spiritual needs, all learners are unique and therefore important that their individual psychosocial needs are identified and catered for: Prescribed blanket responses do not take individual difference into account, especially when these responses are based on stereotyping and categorization and effective

mainstreaming of psychosocial support in schools involves all relevant stakeholders playing a role towards strengthening the school as a center of learning and support. By not clearly addressing this issue, the majority of learners have not achieved the status of being a well-rounded individual who not only has the psychological aspect up to par but also the sociological aspect whose importance cannot be undermined also up to par.

The assumption that the sociological aspect of any learner is exempt from the psychological aspect is grossly misguided since it beats logic why the individual has all those aspects in one being; this is for the obvious reason that these aspects should complement each other and hence the study aims to show not only the imperativeness but also the results in incorporating psychosocial education.

It's in this context that this study aimed at assessing the influence of psychosocial development project in students' academic performance in Kirinyaga Central Sub- County; Kenya.

1.3 Purpose of the study

The purpose of this study was to assess the influence of psychosocial development project on students' academic performance in Kirinyaga Central Sub-County in Kenya.

1.4 Objectives of the study

The objectives of the study are to:

- 1) To assess how cognitive development as psychosocial development project influence students' academic performance in Kirinyaga Central Sub- County.
- 2) To determine how physical development as psychosocial development project influence students' academic performance in Kirinyaga Central Sub- County.
- 3) To establish how co-curricular activities engagement as psychosocial development project influence students' academic performance in Kirinyaga Central Sub- County.
- 4) To determine how intelligence quotient boosters as psychosocial development project influence students' academic performance in Kirinyaga Central Sub- County.

1.5 Research questions

This study seeks to answer the following research questions;

- 1) How does cognitive development as psychosocial development project influence students' academic performance in Kirinyaga Central Sub- County?
- 2) How does physical development as psychosocial development project influence students' academic performance in Kirinyaga Central Sub- County?
- 3) How do co-curricular activities as psychosocial development project influence students' academic performance in Kirinyaga Central Sub- County?
- 4) How do intelligence quotient boosters as psychosocial development project influence students' academic performance in Kirinyaga Central Sub- County?

1.6 Significance of the study

This study is to give an insight on the factors that influence students' academic performance giving new information on certain hindrances that have not been fully comprehended. In a bid to prove the connection between psychosocial development and academic performance; this study sought to show the gaps existing and also provide diagnostic measures to remedy the situation. To the scholars, the study is to be useful as it adds to the existing body of knowledge. It is also useful to policy makers to ensure that certain overlooked aspects of development as pertains to education and the lives of the people are factored in majorly to see to it that there is registered progress in the academic performance of the students. The study also served as a push factor to the achievement of the goals of the County and Country at large.

1.7 Basic assumptions of the Study

The study was based on the following assumptions;

It was assumed that the respondents would answer all the questions as asked and honestly. It was assumed that the relevant concerned authorities would give their full cooperation. It was assumed that the gaps and challenges to be highlighted would be a cause for review on plans and policies as well as the implementation process.

1.8 Limitations of the Study

This study faced certain limitations in the mode and system of data collection in that the majority of the target population being in the schools, had to schedule their timetable in order to make room for effective data collection by giving ample time to ensure proper understanding of the questionnaire and careful answering. The researcher however employed all measures to ensure flexibility in schedule so as not to infringe upon the target populations programs and also to

create a good rapport so as to succeed in the mission. The researcher therefore had to be willing to respond to their suggestions of time and availability. The case was the same even in the parents' side where the researcher was flexible and available whenever the respondent would avail themselves.

1.9 Delimitation of the Study

The study will be conducted in Kirinyaga Central Sub-County with focus on the influence of psychosocial development project on students' academic performance with main emphasis on the challenges facing the progress of academic performance and also the completeness in the holistic development of the young individual. The study will be confined to Kirinyaga County and specifically Kirinyaga Central sub-county due to ease of data collection and accessibility of the schools that have been selected for the purposes of the data collection exercise. The schools to be used as data collection are Kiamaina secondary, Gacatha secondary, St. Joseph's secondary and Kiandangae secondary schools. These schools were selected because they all have the psychosocial program. For purposes of data collection questionnaires will be of use as well as interviews and case studies. The study will incorporate opinions and expertise from counselors and therapists advocating for the psychosocial education project. The study is undertaken from March 2015 to October 2015.

1.10 Definitions of Significant Terms Used in the Study

Academic performance	this is the registered results over time of the achievement of a student.
Co-curricular	refers to activities, programs, and learning experiences that complement, in some way, what students are learning in school— i.e., experiences that are connected to or mirror the academic curriculum
Cognitive development	is the construction of thought processes, including remembering, problem solving, and decision-making by the high school student
Intelligence quotient	refers to a number representing a person's reasoning ability (measured using problem-solving tests) as compared to the statistical norm or average for their age, taken as 100.
Intelligence quotient booster	strategies or mechanisms that are incorporated in order to improve the intelligence level of an individual.
Physical development	also known as motor development refers to physical growth or growth in the ability of children to use their bodies and physical skills.
Personal care	this is the ability of the individual to keep proper hygiene with minimal to no assistance.
Self-awareness	the capacity for self-analysis and the ability to recognize oneself as an individual separate from the environment and other individuals.
Students' Academic performance	this is outcome of education often associated with the extent to which a student, teacher or institution has achieved their educational goals

1.11 Organization of the Study

The study will have five chapters. Chapter One covers the background of the study, statement of the problem and purpose of the study. This is followed by the research objectives, research questions, justification of the study, limitations of the study, delimitations of the study, significance of the study, definition of significant terms and concludes with the organization of the study.

Chapter Two covers the literature review from various sources to establish work done by other researchers, their findings, conclusions and identification of knowledge gaps which forms the basis of setting objectives and research questions of the study. The theoretical and conceptual frameworks are also explained.

Chapter Three covers the research design, target population of the study, sample size and sampling procedures. This is followed by data collection procedures, data collection instruments, validity of the instruments, reliability of instruments, data analysis techniques, ethical considerations and concludes with operational definition of variables.

Chapter four will cover the findings from data analysis, presentation of findings and interpretation of findings. It will be concluded with the summary of the chapter.

Chapter five will cover the summary of findings, discussions, conclusions and recommendations of the study. It will be concluded with suggested areas for further research and contribution to the body of knowledge.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of empirical literature on the effect of psychosocial development project on students' performance. The determinants to be studied are mental health, spiritual health, social health and emotional health in the context of the influence that they have as part of psychosocial education on academic performance. The theoretical framework, conceptual framework and the research gaps are included in this chapter for further study.

2.2 Psychosocial development

For a concept to be psychosocial means it relates to one's psychosocial development and interaction with a social environment. It was first commonly used by Erik Erikson, a psychoanalyst who came up with the stages of social development. This was an improvement of the work originally done by Sigmund Freud who was a neurologist on his work on the theory regarding the structure and topography of personality. According to Erikson, the ego develops as it successfully resolves crises that are distinctly social in nature. These involve establishing a sense of trust in others, developing a sense of identity in society and helping the next generation prepare for the future. The name psychosocial comes about in the nature of the psychological needs of the individual (that is psycho) conflicting with the needs of the needs of the society (that is social.) (McAdams, 2001)

The main objective of psychosocial development is to promote student awareness and life skills development around a variety of issues that affect health and well-being.(Danesty; 2004) This is done by making an intentional effort to cultivate a classroom atmosphere uniquely different from other classes to effectively address and explore age-appropriate topics. Topics include teen risk behavior, peer pressure, decision making, stress and time management, interpersonal relationships, communication strategies and goal setting. Students are offered leadership training and meaningful opportunities to provide service in the arenas that include and extend the school community. Psychosocial development provides proactive, reactive and skills based training addressing the psychological and social aspects of human development. (Panahou; 2012)

According to Authier (1977) described psychosocial development as a therapeutic approach that does not focus on abnormality diagnosis, prescription, therapy, or cure but on goal setting, skill teaching, satisfaction and goal achievement. Further Colom and Lam stated that psychosocial development focuses on compliance enhancement, early identification of prodromal signs, the importance of life-style regularity, exploring individuals' health beliefs and illness- awareness, and enabling the individual to understand the complex relationship between symptoms, personality, interpersonal environment and medication side-effects.

In his book *Psycho educational Perspective Overview*, Morse (2004) explained that the theory behind psychosocial development is based upon individual psychology: a holistic approach to understanding what it means to be human.

2.3 Psychosocial development project on students' academic performance.

Mainstreaming psychosocial support (PSS) ensures that children feel socially and emotionally supported in every part of life- at home, in the classroom, on the playground, etcetera (Jonathan; 2007). Traditionally, development emphasizes cognitive and academic objectives. Its overall aims are psychosocial however, because it is ultimately the whole learner (mind, heart, body and soul) being nurtured. (Richards, Bergin; 2000)

Once PSS has been mainstreamed, a learning institution should ideally factor in the following; *Educator's knowledge and attitudes*: A caring school should take care of educators so they have support and avoid burn-out and hence have their educators motivated to work. *Learners supporting one another*: Learners' attitudes should change and due to sensitization, they do their best to support one another and build a nurturing supportive school environment. *Specialized support*: The school should identify learners whose health and wellbeing are at risk and make sure they get the necessary attention, communicate effectively with members of the school community so as to derive maximum benefits from them for the benefit of the learner, etc.

The entry of psychosocial development was mostly pronounced in the year 2003 through a move by counselors and psychologists in the psychosocial development project to show the clear disparities of a child who pursues education having psychosocial development as opposed to the one without psychosocial training. (Patel and Prince; 2010). In this project, the association picked students to work with for purposes of comparison and results. Psychologists and

counselors have been very vocal in this move hence ensuring that the student becomes an all rounded individual with positive resolution. As suggested by Erik Erikson there is a significant amount of influence that happens through the social environment in the academic performance of a student and hence the project has been broken down to four major components that substitute effective psychosocial development in an individual. These are mental, social, emotional and spiritual developments. In this light therefore the study emphasizes on cognitive development, physical development, co-curricular activities and intelligence quotient boosters.

2.3.1 Cognitive development and students' academic performance

Cognitive development is the process of acquiring intelligence and increasingly advanced thought and problem-solving ability from infancy to adulthood (Michalak; 2005). Jean Piaget created a theory of the stages of cognitive development concerning the intellectual development of children His theory states that as children develop, their cognitive processes change and grow. He identified four stages of cognitive development that have had a huge impact on education. Understanding his theory helps educators understand how children think and learn (Robertson; 2008). The fourth stage known as the '*Formal operational stage*' which comes after sensorimotor, preoperational and concrete operational stages will be of essential focus in this study. In the formal operational stage that begins at about age 12, abstract thinking and deductive reasoning skills develop. However, it is important for educators to understand that moving into this stage does not mean that a student magically becomes an abstract thinker. Instead, this stage begins with the awakening to abstract thought that develops throughout an individual's life. Hypothetical reasoning skills develop as students mature. These become particularly useful in sciences and math. Cognitive development also is determined by mental health. This is the thinking portion of psychosocial health. (Artem, 2005). As proposed in the learning theories by Plato and Locke, they seek to show how information is absorbed, processed, and retained during learning. Mental health includes our emotional, psychological and social well-being. It affects how we think, feel and act. It also helps determine how we handle stress, relate to others and make choices. Mental health is crucial at every stage of life from childhood and adolescence through adulthood. There are a variety of factors that could contribute to mental health problems like biological factors such as genes or brain chemistry, life experiences such as trauma or abuse and family history of mental health problems. (Weare, 2000).

Positive mental health allows people to realize their full potential, cope with stress, work productively and make meaningful contributions to the society. The psychosocial education project aims at fostering mental health through the following ways; by educating the students on stress relieving measures, feeding the mind right and avoidance of circumstances or thoughts that could cause mental pressure.

Through the psychosocial development project, the target beneficiaries in this case the specified children are aided with trainings and favorable circumstances that can boost the cognitive development. (Mkiwa; 2013) They are also equipped with techniques of sharpening their mental capabilities in order to produce better academic performance like the recently discovered strategy of playing chess that has been proven to sharpen the IQ levels and majorly due to the concentration and logical thinking a chess game calls for. (Thompson, 2003).

Logic is very important during this developmental stage. This requires the ability to use things that you've learned and use the skills and knowledge to determine an outcome. Hypothetical thinking is very much so present here. This is most required for math and sciences. In abstract thought as is different from previous stages the ability to think abstractly becomes present in the formal operational stage. You now don't just rely on previous experience you start to consider possible outcomes and consequences for what you do. This type of thinking is extremely important for development. In matters problem solving as is different from the trial and error methods used in previous stages you are now able to solve a problem logically and by following a method. During this stage you are able to quickly plan an organized method to solve a problem.

The observations about the Formal Operational Stage Concrete objects are no longer required. Methods and movements can now be processed in a hypothetical order in your head. "The formal operational thinker has the ability to consider many different solutions to a problem before acting. This greatly increases efficiency, because the individual can avoid potentially unsuccessful attempts at solving a problem. The formal operational person considers past experiences, present demands, and future consequences in attempting maximizing the success of his or her adaptation to the world" (Bergin; 2012)

2.3.2 Physical development and students' academic performance

Physical development is the process that starts in human infancy and continues into late adolescent concentrating on gross and fine motor skills as well as puberty. Physical development involves developing control over the body, particularly muscles and physical coordination. The peak of physical development happens in childhood and is therefore a crucial time for neurological brain development and body coordination to encourage specific activities such as grasping, writing, crawling, and walking. As a child learns what their bodies can do, they gain self-confidence, promoting social and emotional development. Physical activities geared toward aiding in physical development contribute significantly to a person's health and well-being, according to the Surgeon General's report. (Sadock; 2007)

Diseases and disorders that affect gross motor skill development and skills among children are developmental problems such as genetic disorders, muscular dystrophy, cerebral palsy and some neurological conditions. In addition, gross motor skills can become impaired due to injury, illness, stroke and congenital deformities.

Signs of fine motor dysfunction among children include trouble mastering basic self-help skills such as getting dressed or putting on shoes, difficulty drawing, tracing objects with a pencil, manipulating scissors and frequent frustration when learning new activities. (Fredrickson; 2002)

The acceptance of the individual who is in adolescence of how their physique really is goes a long way to ensuring that the individual becomes well-adjusted to their environment. (Papalia; 2007). By being well adjusted, the adolescent is able to be comfortable with whom they are and thus this acts as a boost to the academic affairs even to the point of influencing positive results and commendable grades.

Physical activity has demonstrated both short-term improvements to attention and memory, as well as long-term benefits for brain health. Furthermore, physical inactivity has been connected to lower cognitive ability and academic achievement (Davis and Cooper, 2011). Research also suggests that overweight and obesity may be connected with lower academic performance and greater risk for school absenteeism (Geier et al., 2007). More study is needed to explain the causal relationships between fitness, physical activity, and academics, but the connections are

evident. Because children spend up to seven hours a day at school, this setting is key for shaping opportunities for physical activity and promoting health.

In 2013, the National Institutes of Medicine (IOM) acknowledged that physical education alone will not achieve recommended amounts of daily physical activity among children. Furthermore, IOM supported active transport to school as an opportunity to encourage physical activity through a “whole of school” approach. Thus, Safe Routes to School programs are an important complement to physical education and active learning during the school day to help students achieve national guidelines of 60 minutes of moderate-to-vigorous physical activity daily for children. Fewer than 10% of school districts nationwide include language promoting Safe Routes to School in their wellness policies. Understanding the relationship between physical activity, body weight, and academic achievement can help provide schools and organizations with evidence to support academic and physical activity programming that promotes both academic and physical fitness.

2.3.3 Co-curricular activities and students’ academic performance

Co-curricular activities are the true and practical experiences received by students. To a greater extent, the theoretical knowledge gets strengthened when a relevant co-curricular activity is organized related to the content taught in the classroom. Intellectual aspects of personality are solely accomplished by Classroom, while aesthetic development, character building, spiritual growth, physical growth, moral values, creativity, etcetera are supported by co-curricular activities. Frankness and clarity in language and personality is supported by these activities. It helps to develop co-ordination, adjustment, speech fluency, extempore expressions, etcetera among student both at the school as well as college levels (Graham et al; 2007).

Types of co-curricular activities include sports, musical activities, debate, model, art, music, drama, debate and discussion, declamation contest, story writing competition, essay writing competition, art craft, recitation competition among others. An academic institute should stand for dreams, building of character & skills, and defining a person’s life. Of course, there are innumerable memories that one cherishes about the school- be it about the learning, or about the untold stories of the life lived together and beyond. Of course, there are bonds made for life, of

friendship, and many of beyond too; there are the heartbreaks, downfalls, and hardships too, which extend to make the events only more interesting and treasured. (Burton; 2011)

Our focus of providing integral education to every student is vital. We provide our students with avenues for pursuing excellence in their talent area, including Visual & Performing Arts, Sports & Games, and Life Skills. Co-curricular activities prepare students practically for the future. The normal curriculum can only go so far as to teach and educate students about academic theories. But students whose only experience of school or college is one of rigid academic study may not be able to apply what they have learned in practice. If the co-curriculum was given an equal footing in student life there will be an improvement in the student ability to grasp things as a whole, because students will have received a more rounded education. Co-curricular activities are particularly good at providing opportunities for students to work in teams, to exercise leadership, and to take the initiative themselves. These experiences make students more attractive to universities and to potential employers (Okuma; 2014).

Forming deep bonds for all children is dependent on the development of a healthy self-concept. That of course, can be difficult to cultivate amid a battery of physical or developmental issues that can set him or her apart from other children however it's not impossible. Social health involves one's ability to form satisfying interpersonal relationships with others. (Davis, 2004). The social cognitive theory of personality by Bandura in the concept of observational learning by arguing that environment causes behavior, but behavior can also cause environment. Co-curricular activities ensure that through social health which is also the ability to adapt comfortably to different social situations and act appropriately in a variety of settings, relationships with people will have strong communication, empathy for others and a sense of accountability. (Koshuta; 2013).

Relationship with friends and families can greatly contribute to the academic performance of students. As shown in the Erikson's psychosocial stages of development, the individual at the ages of 6 to 18 years highly relies on the societal view of their life. In these stages of life, if the individual encounters problems making and maintaining relationships, it is bound to reflect in the academic performance of the student. It is in this light therefore that the psychosocial development project comes through in trainings and mentorships to assist students to have the

wisdom to manage their relationships well and control their emotions in an intelligent manner so as not to have attachments that cause harm either in mob psychology leading to group strikes and indiscipline cases or in low self-esteem leading to withdrawal and anxiety (Mwema; 2012).

The aim is to have a balanced social life that can lead a student to logically create time for the self and friends as well as make decisions that factor in their individual wants and associates or parents suggestions in a balanced manner. (Erickson; 1950).

2.3.4 Intelligence quotient boosters and students' academic performance

An intelligence quotient (IQ) is a score derived from one of several standardized tests designed to assess human intelligence. The abbreviation "IQ" was coined by the psychologist William Stern for the German term *Intelligenz-quotient*, his term for a scoring method for intelligence tests he advocated in a 1912 book (Aiken; 2009). Intelligence quotient boosters are strategies or mechanisms that are incorporated in order to improve the intelligence level of an individual.

Back in the 1960's, the great educational psychologist J. McV. Hunt suggested that if we could better govern the encounters children have with their environments, we could substantially increase their intelligence by as much as 30 points. What a challenge! This is particularly important to parents because the vast majority of the key encounters needed to boost I.Q. is within their control in their own homes. I.Q. can be boosted by relatively simple adjustments to your everyday family patterns of living with one another. The problem for parents is that most of the relevant research is buried deep and scattered wide in university libraries in hard-to-read educational and psychological journals and papers. Even more important, before the research can be used it needs to be translated into practical ideas and tools ordinary parents, often hard pressed by many other challenges in life, can understand and apply in their own homes with a minimum of time and effort. (Adegboye; 2008)

By giving your child enriched experiences at home, you will make a positive difference in your child's developing brain. Physical changes take place as your child interacts with his or her environment and engages in learning opportunities. The cortex of the brain is 80% uncommitted at birth. One of the major purposes of childhood is to customize our brains to most effectively deal with our needs, successfully solve the problems we may likely encounter in life, and adapt to our environment. In other words, to develop the intelligence we will need to live life

successfully (Bee; 2005). This continues throughout our lives. Each of us has about the same number of brain neurons, but it is by building connections among them that we increase our real capacity. The number of connections we can make is unlimited, and therefore the potential capacity of our brain becomes for all practical purposes, limited only by our actions and beliefs!

Intelligence reaches its full potential by being part of an enriched support system. For example, having other people with whom to share mutual interests and jointly participate in learning projects, ask and answer questions, give and receive help, show interest, and give as well as receive positive encouragement. Also important is a quiet place to study, access to information from books, reference materials, computers, and other aids, and the means to participate in other learning opportunities and experiences outside the family (Wood et al; 1999).

Hundreds of games have been carefully selected, modified, or invented to develop specific I.Q. skills. The games, for example chess, are fun, and will provide years of enjoyment members of your family will remember throughout their lives. Once your children know the games, they will play them often by themselves or with friends as part of their regular play times (Murray; 2003).

Certain habits can also be incorporated that will be instrumental in raising the IQ of an individual for example using a 'Winner personal success organizer' where the individual organizes their activities in an orderly manner designed to produce a desired positive outcome, using an effective time management technique or even having a role model to emulate are habits that will ascertain the intelligence levels go higher (Eshiwai;1990)

2.4 Theoretical framework

This study was guided by the following theory:

The psychosocial stages of development

This theory was developed by Erik Erikson who was once a student of Sigmund Freud. He modified the Freudian psychosexual stages of development which are the oral, anal, phallic, latent and genital stages; by incorporating the social idea about development. As he was working with children he integrated various backgrounds which helped in understanding the behavior of children. He explained how personality is influenced by social environment and enforcement. (McLeod; 2013) He said that in life stages, one goes through crisis and therefore one has to resolve the crisis at each stage either to the positive or to the negative. If one resolves it to the negative he/she needs to go through counseling but if its positive one gets to be stable and adaptable. He came up with eight stages of personality development;

Trust versus mistrust (0-18 months). Here the child is helpless and highly dependent on his mother and the care giver for love, warmth, security, survival, food, etc. if the above needs are provided, the child develops positive resolution and learns to trust the environment and if not provided the child develops negative resolution leading to mistrust which culminates to fear, anxiety and suspicion. This stage is instrumental in developing the physical growth or motor growth which is keen in the development of the child from infancy. The initial stages of cognitive development are also registered in this stage where the lack of the emotional attachment especially with the mother may lead to a questionable state of cognitive development.

Autonomy versus shame/doubt (18 months to 3years). Autonomy means that the child is able to do things basically for itself in terms of exploring the environment; walking, climbing, eating, washing, pushing chairs, etc. the child is able to have a sense of pride since it feels a sense of independence. If not well resolved, the child develops shame and doubt. Positive resolution results in the child developing self-want, assertion and pride while negative resolution makes the child develop low self-esteem and a sense of external control that is s/he has to rely on others for decisions. In this stage the child is developing the physical aspect as well as improving gradually on the cognitive development aspect. The ability of the child to do certain tasks by itself shows a

positive and a healthy mental state. On the contrary, if the child doesn't get encouraged or allowed to do so, mental health might face stagnation and challenges.

Initiative versus guilt (3-6 years). At this stage, the child has developed tremendously both physically and mentally. The child develops his own games and projects and is able to move from place to place and is able to explore their own fantasies. Positive resolution leads to ability to initiate activities which leads to enjoyment of achievement and self-competence while negative resolution results in the child's efforts being impeached upon without explanation or without guidance. S/he feels guilt and only engages with caution. There is a tremendous degree of cognitive and physical development registered in this stage where the child develops control of the mental processes and starts getting even better acquainted with the social aspect of life. The opposite of the initiative side would be the guilt where the child doesn't feel comfortable in social aspects and in retrospect does not have a proper stability in the mental health as well.

Industry versus inferiority (6-11 years). At this stage, the child's experiences expand and increase due to exposure to other people and places and also to new information. At school, the child becomes industrious; they work hard to please the teacher or the parent. Praise, approval and recognition from parents and teachers propel the child to positive esteem and encouragement builds the child's confidence and competence. Children learn to take pride in their work and acquire attitude to do their work well hence being productive. Ridicule of the child's endeavors, repeated frustration and failure leads to feelings of inadequacy and inferiority. (Gauthier; 2012). A child who is not productive will develop inferiority that is withdrawal, regress to dependent behavior or direct their energies to socially unacceptable behavior. In this stage, there is observed an effort to maintain and even elevate the cognitive development aspect which is being complemented by the physical development. The child is able to develop an interest in certain extra-curricular activities and depending on the environment that they are being exposed to at this stage, their intelligence level is greatly influenced. In positive resolution, it is observed that the individual is able to elevate the mental, emotional and social health vis-a-vis the negative resolution where there is no progress.

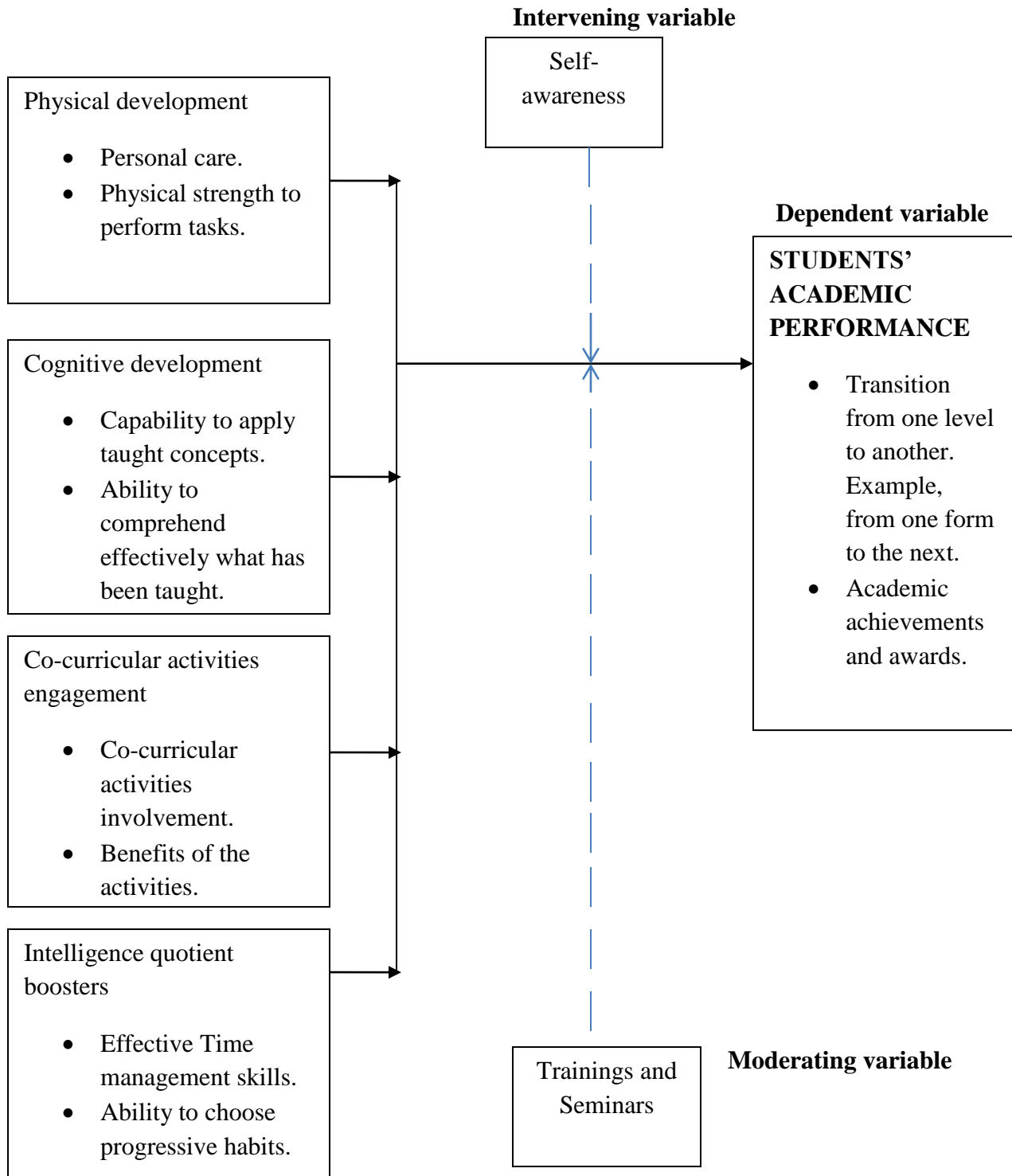
Identity versus role confusion (11-18 years). The child at this stage needs to know who they are since they are so concerned with their identity and therefore want to discover themselves. They therefore experiment with various roles; they socialize since there is need to help them get that

identity since they may go to role confusion due to physical, emotional, social and intellectual changes; there is also change of social expectations. The adolescent is no longer sure of the role s/he is supposed to play for example when they do childish things, they are reprimanded and when they do adult things they are not approved. The adolescent must resolve the identity crisis or the confusion. Identity grows out of identification with parents, teachers, friends, out of body image and awareness of how others see them. Identity also grows out of one's belief about autonomy, initiative and industry. Balancing between cognitive development, physical development an interest or lack of it in co-curricular activities and the intelligence quotient level is the main focus in this stage. Riddled with a myriad of issues ranging from relationships to parents expectations and not forgetting the peers expectations, it is the mastery of this balance or lack of it that will enable the individual to have a stable development or not (Colom; 2005).

The other stages are; intimacy versus isolation, generativity versus stagnation and ego integrity versus despair.

Figure 1: Conceptual framework

Independent variable



2.6 Knowledge gap

The literature review of this study shows that psychosocial development does indeed play a great role in determining the academic performance of the students. However the effect of the processes on policies concerning psychosocial development is schools as well as looking at the contribution of the Ministry of Education not also forgetting the other stakeholders as pertains the child's welfare who are the society in general from the parents and guardians to the teachers.

There has also been an oversight of the actual intricate details of psychosocial development by the scholars who have studied psychosocial education. The importance of aspects such as intelligence quotient boosters and physical development hasn't been widely researched on despite their vitality in the proper development of the adolescent in high school.

A keen interest should also be developed in the study of consistency of psychosocial development project on the individual student. This will enable more accurate results on the efficiency of the project.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the research methodology which was used to find answers to the research questions. The research design, target population, sampling technique and sample size, data collection methods, instruments of data collection, reliability and validity of the data collection instruments and finally the data analysis was presented in the chapter as well as the ethical considerations.

3.2 Research design

Data was collected using a descriptive research design. This research design was important in order to provide information about the influence of psychosocial education on the academic performance of students in Kirinyaga Central Sub- County. Descriptive studies are also conducted to demonstrate associations or relationships between things in the world around you. . This particular design can thoroughly examine the problem at hand, clarify it and obtain reliable information that can be of use to stakeholders in the agriculture docket and more so the Education sector in countrywide perspective at large.

3.3 Target population

The study covered an area with an estimate of about 35 secondary schools in Kirinyaga Central Sub- County but with an aggregate of over 300 primary schools and over 100 secondary schools in the whole of Kirinyaga County. Of the 35 secondary schools 4 schools will be used for the purposes of the research which will be done through purposive sampling in accordance with the 10-30% recommendation of the study sample size by (Mugenda and Mugenda 2003). The respondents in the school two teachers were selected; the head teacher and the guidance and counseling teacher. The other respondents were 4 students in the school who are in the guidance and counseling department as peer counselors and there also were two parents selected per school parenting 2 out of the 4 students selected. The study considered a target population of 800 respondents with 10 percent (80 people) being the sample size.

3.4 Sampling

Sampling is the process of selecting units (e.g., people, organizations) from a population of interest so that by studying the sample we may fairly generalize our results back to the population from which they were chosen. This study incorporated the use of probability sampling technique in the case of stratified random sampling and simple random sampling to be used as well as non-probability sampling techniques as in the case of purposive sampling and quota sampling were used.

3.4.1 Sample size

This study used a sample size of 10% of the target population resulting to a sample size of 80 respondents. This is in accordance to the recommendation of using at least 10-30% of the study sample size (Mugenda and Mugenda; 2003).

Table 3. 1 Sample size

Target population	Total population	Sampling technique	Sample size	Total sample size
Schools	4	Purposive sampling	4	4
Headteachers	4	Purposive sampling	4	4
Teachers	85	Simple random	10% of 85	8
Students	649	Simple random	10% of 649	64

3.4.2 Sampling procedures

Purposive sampling stratified random sampling and quota sampling was used in this study resulting to 80 respondents. Purposive sampling was used since four secondary schools (two girls secondary and two boys secondary) were covered while quota sampling was used since it was more strategic when according to the researcher's judgment; there was quota to be filled from the different strata as shown in table 3.1. The size of the quota for each stratum was generally proportionate to the size of that stratum of the population. Quota sampling was done when the interviewer simply gave quota from different strata and the actual selection of items for sample was left to the interviewer's judgment. (Jack R. Fraenkel, Norman E. Wallen (2009).

Table 3.2 *Sampled respondents from Kerugoya Central Sub- County.*

Secondary school	Number of sample students	Target population	Number of sample educators	Target population	Number of parents/sponsors	Target population
Kiamaina Secondary School	4	16	2	8	4	16
Gacatha Secondary School	4	16	2	8	4	16
Kiandangae Secondary School	4	16	2	8	4	16
St. Joseph's Secondary School	4	16	2	8	4	16
Total	16	64	8	32	16	64

3.5 Research instruments

Data was collected by use of questionnaires since they are cheap to administer, to respondents in the case where they are scattered over a large geographical area. There was the use of both open ended and closed ended questions. There was the use of structured questions to facilitate easy analysis of responses as well save on time and money as well as unstructured questions to ensure detailed and in-depth answering by the respondents with little to no room of withholding information. The questionnaire was divided into five parts with questions on; the background information, cognitive development, physical development, co-curricular activities and intelligence quotient boosters. There was also be the use of interviews as a means of data collection so as to get detailed answers or clarification on certain questions or aspects that deserve the keen observation of facial expressions as well as gestures.

3.5.1 Pilot testing

The researcher did pilot testing where a sample of 4 respondents was used based on Mugenda and Mugenda 10-30% recommendation of the sample size representation. These respondents were not part of the selected sample size but carried the similar characteristics. The respondents were required to answer the questions after which they were analyzed by the researcher to check whether the respondents filled in the questions with ease. If there were any problems registered, the questions in the questionnaire were rephrased and returned after a week so they can fill again. The filled questionnaires were therefore be analyzed again to ascertain that there was no problem in answering. This process was repeated until it was confirmed that the respondents could fill in the questionnaires without problems after which the instruments were then be reliable and capable of soliciting the intended information.

3.5.2 Validity of the instruments

Through content validity, the questions in the questionnaire were assessed to see whether they achieved the objectives or whether they answered the questions asked. It enabled the researcher to bring out all facets of psychosocial education on students' academic performance provided. Through construct validity, the questions in the instruments were assessed to show whether they were phrased in terms of clarity, vagueness and also in a manner that ensures reliability. In this study, the instruments were discussed between the researcher and the supervisor who gave the expert opinion in a bid to ensure that the instruments measure what they are intended to measure in accordance with the recommendations. This was ascertained further by a panel of education experts from the University of Nairobi who ensured that the items adequately represented the concepts that covered all relevant issues under investigation complying with the recommendations. The degree to which a test measures what it claims, or purports, to be measuring will be studied. (Mugenda and Mugenda 2008).

3.5.3 Reliability of the instruments

This research study used test re-test method that involved using the same scale or measure to the same group of respondents at two separate intervals of time. This was done after a time lapse of one week. A pilot study was conducted where 10 students and 2 teachers and 2 educators were picked at random and the test re-test method was then picked for the reliability of the instrument. The instruments in this case were administered to the respondents at one point then again after 7

days. The researcher used simple language in the instruments for easy understanding to enable easy filling. There was also the use of side notes with instructions to guide the respondents on how to answer the questions. The instruments were administered at two different times then the correlation was computed between the two different scores (Babbie, 2001).

3.6 Data collection procedure

This study was done by the procedures of primary data collection and secondary data collection. There was the use of questionnaires, open ended interviews and observations as well as collection of data from documents, records, reports among others as secondary data.

3.7 Data analysis techniques

Editing was done on the questionnaires so as to aid in checking completeness of answering, clarity and consistency. This data was coded; tabulated and analyzed using Pearson's Product Moment correlation data analysis method like, Microsoft word Excel based on the study objectives. Descriptive statistics was computed and study findings presented using percentages and tables and interpretations made.

3.8 Ethical considerations

Respondents were treated with courtesy and respect in order to avoid breakdown of communication resulting to ineffective data collection. Respondents were informed of the purpose of being there, about the research topic and the questions that they were required to answer. Each respondent was politely requested and they filled the questionnaires assured of confidentiality on the issues they raised. The anonymity of the respondents was preserved in the final write up. (Wolcott, Harry F. (2001).

3.9 Operational definition of variables

The operational definition of variables is given in Table 3.2

Table 3. 3 Operational definition of variables

Objectives	Type of variables	Indicator(s)	Measure(s)	Measurement scale	Type of analysis	Tools of analysis
Students' academic performance	Transition from one level to the other in end of year exams	No records of repeated classes	End of year exam results	Interval Ordinal	Percentage means	Pearson's product moment correlation
To assess how cognitive development as psychosocial development project influence students' academic performance in Kirinyaga Central Sub-County.	Independent Cognitive development	Capability to apply taught concepts. Ability to comprehend taught concepts	Results registered by the students.	Interval Ordinal	Percentage means	Pearson's product moment correlation
To determine how physical development as psychosocial development project influence students' academic performance in Kirinyaga Central Sub-County.	Independent Physical development	Personal care Strength to perform tasks.	Hygiene levels	Ordinal Interval	Percentage means	Pearson's product moment correlation
To establish how co-curricular activities engagement as	Co-curricular activities engagement	Co-curricular activities involvement	Social groups Extra-curricular	Interval Ordinal	Percentage means	

psychosocial development project influence students' academic performance in Kirinyaga Central Sub-County.		Benefits of the co-curricular activities	activities involved.			
To determine how intelligence quotient boosters as psychosocial development project influence students' academic performance in Kirinyaga Central Sub-County.	Intelligence quotient boosters	Effective time management skills Ability to choose progressive habits	Intelligence quotient levels.	Ordinal Interval	Percentage means	Statistics programs Excel

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter contains data analysis, presentations and interpretation of findings. The study aimed at investigating the influence of psychosocial development project in students' academic performance in Kirinyaga Central Sub- County; Kenya. The chapter discusses the results of the study under the following headings: questionnaire return rate, description of the study subjects, the components of psychosocial development project namely cognitive development, physical development, co-curricular activities and intelligence quotient boosters.

4.2 Questionnaire return rate

The questionnaire return rate was 100%. Out of 80 questionnaires issued out, all were brought back. This was possible since the researcher administered the questionnaires, assisted in the instructing of the respondents and collected the questionnaires after they were fully filled in.

4.3 Demographic characteristics of the respondents

This section discusses the respondent's gender, age, level of education, marital status, role in the school and experience as a teacher. These social attributes were relevant to the study in providing information that that is valid, reliable and relevant to the study.

4.3.1 Study responses by gender

The respondents from Kirinyaga Central Sub- County involved in the psychosocial development project were asked to state their gender. The responses are as shown in Table 4.1.

Table 4.1 Gender of the respondents

Gender of respondent	Frequency	Percentage
Male	34	42.5
Female	46	57.5
Total	80	100

The study findings indicated that from the respondents interviewed, 34 respondents (42.5%) were male and 46 respondents (57.5%) were female. The female respondents were slightly more than the male respondents.

4.3.2 Respondents by age

The respondents were asked to indicate their ages from among choices of age classes given. The respondents' responses are shown in Table 4.2

Table 4.2 Age of respondents

Age of respondent in years	Frequency	Percentage
Below 30	66	82.5
31-40	6	7.5
41-50	5	6.25
51-60	3	3.75
Total	80	100

The findings show that 66 respondents (82.5%) were below 30 years of age, 6 respondents (7.5%) are between the ages of 31-40, 5 respondents (6.25%) are between the ages of 41-50 and 3 respondents (3.75%) are between the ages of 51-60 years. Therefore the research findings show that the majority of the respondents; 66 respondents (82.5%) which shows the beneficiaries of the project.

4.3.3 Marital status of the respondents

The respondents were asked to indicate their marital status. Table 4.3 shows the distribution of the respondents by marital status.

Table 4.3 Marital status of the respondents

Marital status	Frequency	Percentage
Married	13	16.25
Single	67	83.75
Total	80	100

The findings indicate that majority of the respondents; 67 in number (83.75%) are single while 13 respondents (16.25%) are single.

4.3.4 Distribution of the respondents by their level of education

The respondents were asked to indicate their highest level of education and Table 4.4 shows the results.

Table 4.4 Respondents level of education

Level of education	Frequency	Percentage
Primary	64	80
Secondary	4	5
Tertiary	6	7.5
University	6	7.5
Total	80	100

The findings show that 64 respondents (80% who are the students) have primary level education, 4 respondents (5%) have secondary education, and 6 respondents (7.5%) have tertiary education while 6 respondents (7.5%) have university education.

4.3.5 Role of the teacher in the school

The respondents who are in the category of the teachers (8 in total) were asked to indicate their role in the school. Table 4.5 shows the distribution of the respondents by role in the school.

Table 4.5 Role in school

Role	Frequency	Percentage
Principal	3	37.5
Guidance and Counseling teacher	2	25
General teacher	3	37.5
Total	8	100

The results indicate that out of 8 respondents in teacher's category, 3 respondents (37.5%) are principals in secondary schools, 3 respondents (37.5%) are general teachers and 2 respondents (25%) are guidance and counseling teachers.

4.3.6 Teaching experience

The respondents in the category of the teachers who are 8 in total were asked to indicate their teaching experience as a teacher. Table 4.6 shows the distribution of the respondents by number of years.

Table 4.6 Teaching experience

Experience	Frequency	Percentage
0	0	0
1-3	0	0
4-5	1	12.5
6-10	1	12.5
More than 10 years	6	75
Total	8	100

The results indicate that out of the 8 respondents in the teacher's category, the majority are 6 respondents (75%) have taught for more than 10 years, 1 has taught for 4-5 years and 1 respondent has taught for 6-10 years.

4.4 Cognitive development

The respondents were asked to give a description of their understanding of cognitive development. Table 4.7 shows the responses as given.

Table 4.7 Cognitive development

Cognitive development	Frequency	Percentage
The development of the mind	53	66.25
Learning and understanding	27	33.75
Total	80	100

The study showed that majority of the respondents 53 (66.25%) explained cognitive development as the development of the mind while 27 respondents (33.75%) defined it as the process of learning and understanding.

4.4.1 The ability to apply concepts through cognitive development

The respondents were asked to give their opinions on whether or not cognitive development influenced the ability to apply taught concepts. The responses are as shown in Table 4.8.

Table 4.8 Application of concepts taught

Application of concepts taught	Frequency	Percentage
Yes	56	70
No	24	30
Total	80	100

The study showed that 56 respondents (70%) who are the majority said yes to the idea that cognitive development enables the application of taught concepts while 24 respondents (30%) said no. This confirms the assessment of the objective that cognitive development as psychosocial development does influence students' academic performance.

4.4.2 Inclusion of extra activities to sharpen cognitive development

The respondents were asked whether or not it is necessary to include extra activities in order to sharpen the cognitive development. Table 4.9 shows the responses as given

Table 4.9 Inclusion of extra activities

Inclusion of extra activities	Frequency	Percentage
Yes	65	81.25
No	15	18.75
Total	80	100

The study showed that 65 respondents (81.25%) said yes to the inclusion of extra activities to sharpen cognitive development while 15 respondents (18.75%) said no to the inclusion of extra activities. It is therefore accurate to say that cognitive development has a major influence on students' academic performance since most of the respondents agreed to the suggestion of extra activities to enhance cognitive development.

4.4.3 Suggestions of extra activities

The respondents were asked to provide suggestions on the kind of activities they would find fit for sharpening the cognitive development. Table 4.10 shows the responses as provided.

Table 4.10 Suggestions of extra activities

Extra activity suggested	Frequency	Percentage
Mind sharpening games(chess, monopoly, scrabble)	40	50
Exercise	18	22.5
School clubs like music and drama	7	8.75
Counseling	15	18.75
Total	80	100

The study shows that 40 respondents (50%) who are the majority believe that the inclusion of mind sharpening games like chess, monopoly and scrabble is crucial, 18 respondents (22.5%) advocated for exercise, 7 respondents (8.75%) advocated for school clubs like music and drama while 15 respondents (18.75%) advocated for counseling. In assessing the influence of cognitive development, the respondents were asked whether there were activities that sharpen cognitive development and they suggested activities that proved the point that cognitive development does have influence on academic performance.

4.5 Physical development

The respondents were asked to give a description of their understanding of physical development. Table 4.11 below shows the responses given.

Table 4.11 Physical development

Physical development	Frequency	Percentage
Growth and development of the body, bodily coordination and the development of the muscles.	80	100
Total	80	100

The study shows that all the respondents had the same answer when it came to describing physical development.

4.5.1 Influence of physical development in personal care

The respondents were asked to give their views on a scale of how physical development influences personal care. Table 4.12 shows the responses given.

Table 4.12 Influence of Physical development in personal care

Level of influence	Frequency	Percentage
Poor	15	18.75
Below average	1	1.25
Average	21	26.25
Above average	13	16.25
Best	30	37.5
Total	80	100

The study shows that the majority of the respondents, 30(37.5%) voted best influence, 15 residents (18.75%) voted poor influence, 1 respondent (1.25%) voted below average influence, 21 respondents(26.25%) voted average influence and 13 respondents (16.25%) voted above average influence. With observation of objective two on the determination of whether physical development influences students' academic performance, the question on the influence on personal care shows that there is a strong influence. These findings confirmed that physical development does influence students' academic performance through the majority's vote that it influences personal care.

4.5.2 Influence of physical strength on performing tasks

The respondents were asked to give their opinions on the influence of physical strength on the ability to perform tasks. The responses given are as shown in Table 4.13.

Table 4.13 Influence of physical strength on performing tasks

Is there any influence	Frequency	Percentage
Yes	65	81.25
No	15	18.75
Total	80	100

The study shows that the majority of the respondents, 65 respondents (81.25%) said yes to the influence of physical strength on performing tasks while the other 15 respondents (18.75%) said

no to the influence. With observation of objective two on the determination of whether physical development influences students' academic performance, the question on the influence on the performance of tasks, there is a strong influence as indicated by the majority. In assessing the influence of physical development, the respondents were asked whether it affects personal care and the majority vote proved the point that physical development does have influence on academic performance.

4.6 Co-curricular activities

The respondents were asked to give their understanding of what co-curricular activities are. The Table 4.14 below shows the responses that were given.

Table 4.14 Co-curricular activities

Co-curricular activities	Frequency	Percentage
Activities done outside the class environment that complement studies	80	100
Total	80	100

The study shows that all the respondents had the same response to the definition of co-curricular activities which is they are activities done outside the class environment that complement studies.

4.6.1 Co-curricular activities and the benefits to academics

The respondents were asked to give their views on a scale of poor to best whether co-curricular activities are beneficial to academics. The responses were as shown below in Table 4.15.

Table 4.15 Co-curricular activities and the benefits to academics

Level of influence	Frequency	Percentage
Poor	1	1.25
Below average	4	5
Average	14	17.5
Above average	12	15
Best	40	50

Total	80	100
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The study shows that half the respondents, 40(50%) voted best to the influence of co-curricular activities to academics, 14 respondents (17.5%) voted average influence, 12 respondents (15%) voted above average influence and 1 person voted poor influence. With observation of objective three on the establishment of whether co-curricular activities influence students' academic performance, the question on their benefit to academics as indicated by the majority shows that co-curricular activities have influence on academic performance.

4.6.3 Complimentary capabilities through co-curricular activities

The respondents were asked to give their opinion on whether or not co-curricular activities introduce extra capabilities that complement academics. The responses give are as shown below in Table 4.16.

Table 4.16 Complimentary capabilities through co-curricular activities

Is there any influence	Frequency	Percentage
Yes	64	80
No	16	20
Total	80	100

The study shows that 64 respondents (80%) who are the majority voted yes to the concept that co-curricular activities bring about capabilities that complement academics while 20% voted no. In assessing the influence of co-curricular activities, the respondents were asked whether there are complimentary capabilities with and with the majority vote, there is evidence that they do have influence on academic performance. The respondents also gave their opinions on the types of capabilities developed.

4.6.4 Types of capabilities developed

Table 4.17 Types of capabilities developed

Capabilities developed	Frequency	Percentage
Discovering of talents	46	57.5
Boosts confidence that translates in improved performance	34	42.5

Total	80	100
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The study shows that 46 respondents (57.5%) who are the majority of the respondents said that the co-curricular activities helped in the discovering of talents while 34 respondents (42.5%) aid that confidence was boosted that ensures a boost in the academic performance.

4.7 Intelligence quotient boosters.

The respondents were asked to give their understanding of the term intelligence quotient boosters. The Table 4.18 shows the responses.

Table 4.18 Intelligence quotient booster

Intelligence quotient booster	Frequency	Percentage
A way of enhancing the level of understanding and intelligence	80	100
Total	80	100

The study shows that all the respondents had the same answer in many terms but defining the concept.

4.7.1 Time management skills as intelligence quotient boosters

The respondents were asked whether time management serves as a way to boost the intelligence quotient of an individual. The Table 4.19 shows the responses.

Table 4.19 Time management skills as intelligence quotient boosters

Does time management improve IQ	Frequency	Percentage
Yes	64	80
No	16	20
Total	80	100

The study shows that 64 respondents (80%) who are the majority voted yes to the concept that time management is a boost to the intelligence quotient level of an individual while 16 respondents (20%) voted no. With observation of objective four on the establishment on whether intelligence boosters influence students' academic performance, the vote by the majority shows that intelligence boosters have influence on academic performance.

4.7.2 Habits that bring progress in academics

The respondents were asked whether there are habits that influence progress in academics. The Table 4.20 shows the responses that were given.

Table 4.20 Do habits bring progress in academics?

Do habits bring progress in academics	Frequency	Percentage
Yes	73	91.25
No	7	8.75
Total	80	100

The study shows that 73 respondents (91.25%) are in agreement that there are habits that increase the intelligence quotient and boost the academics while 7 respondents (8.75%) do not agree. In assessing the influence of intelligence boosters, the respondents were asked whether there are habits that bring progress in academics, the majority vote agreed and suggested such activities as shown below thus showing evidence that they do have influence on academic performance.

4.7.3 Types of habits that increase the intelligence quotient

The respondents were asked to state some of the habits they think would serve as intelligence quotient boosters. The Table 4.21 shows the responses.

Table 4.21 Types of habits that increase the intelligence quotient

Types of habits	Frequency	Percentage
Extra studying	27	33.75
Scheduled waking and sleeping time and time management	21	26.25
Multitasking	32	40
Total	80	100

The study shows that 32 respondents (40%) suggested multitasking as a habit to increase intelligence quotient, 27 respondents (33.75%) suggested extra studying and 21 respondents

(26.25%) suggested a scheduled waking and sleeping time as well as proper time management skills.

4.8 Summary of the Chapter

The data collected was analyzed by Microsoft Excel and tables were used to present data in APA style format. The response rate was 100%, (80 questionnaires) who are involved in the psychosocial development project. The data interpretation focused on the influence of psychosocial development project in public high school students' academic performance. This study shows how cognitive development, physical development, co-curricular activities and intelligence boosters as psychosocial development influence students' academic performance in Kirinyaga Central Sub- County.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter focuses on the summary of findings of the study which formed the foundation for discussions. The discussions provided a firm basis upon which conclusions and recommendations were advanced to influence of psychosocial development project to public high school students academic performance. It also includes suggested areas for further research and contributions made to the body of knowledge.

5.2 Summary of Findings

The summary of findings is presented based on the four objectives of the study.

The summary of findings based on objective one which was to assess the influence of cognitive development as psychosocial development project influence public high school students' academic performance in Kirinyaga Central Sub-County.

Cognitive development as psychosocial development project does influence public high school students' academic performance in Kirinyaga Central Sub-County.

The study showed that all (100%) of the respondents explained cognitive development accurately with reference to education and academic performance. The study also showed that 70% of the respondents believe that cognitive development plays a key role in the ability of the high school student to apply concepts as taught. The study also showed that 81.25% of the respondents agreed to the suggestion of having extra activities geared towards the sharpening of cognitive development with the suggestions being as follows; 40 respondents (50%) who are the majority believe that the inclusion of mind sharpening games like chess, monopoly and scrabble is crucial, 18 respondents (22.5%) advocated for exercise, 7 respondents (8.75%) advocated for school clubs like music and drama while 15 respondents (18.75%) advocated for counseling.

The summary of findings based on objective two which was to assess the influence of physical development as psychosocial development project influence public high school students' academic performance in Kirinyaga Central Sub-County.

Physical development as psychosocial development project does influence public high school students' academic performance in Kirinyaga Central Sub-County.

All the respondents demonstrated a keen understanding of physical development as the growth and development of one's body, bodily coordination and the development of the muscles. The study showed that the majority of the respondents, 30 (37.5%) voted best influence, 21 respondents (26.25%) voted average influence and 13 respondents (16.25%) voted above average influence to their views on the influence of physical development in personal care. The study further showed that 65 respondents (81.25%) said yes to the influence of physical strength on performing tasks.

The summary of findings based on objective three which was to assess the influence of co-curricular activities as psychosocial development project influence public high school students' academic performance in Kirinyaga Central Sub-County.

Co- curricular activities as psychosocial development project do influence public high school students' academic performance in Kirinyaga Central Sub-County.

The study showed that half the respondents, 40 (50%) said voted best to the influence of co-curricular activities to academics, 14 respondents (17.5%) voted average influence, 12 respondents (15%) voted above average influence. The study further showed that 64 respondents (80%) who are the majority voted yes to the concept that co-curricular activities bring about capabilities that complement academics. The study showed that 46 respondents (57.5%) who are the majority of the respondents said that the co-curricular activities helped in the discovering of talents while 34 respondents (42.5%) aid that confidence was boosted that ensures a boost in the academic performance.

The summary of findings based on objective four which was to assess the influence of intelligence quotient boosters as psychosocial development project influence public high school students' academic performance in Kirinyaga Central Sub-County.

Intelligence quotient boosters as psychosocial development project do influence public high school students' academic performance in Kirinyaga Central Sub-County.

The study showed that all respondents were able to describe intelligence quotient boosters accurately as strategies or mechanism of enhancing the level of understanding and intelligence.

The study also showed that 64 respondents (80%) who are the majority voted yes to the concept that time management is a boost to the intelligence quotient level of an individual. The study further showed that 73 respondents (91.25%) are in agreement that there are habits that increase the intelligence quotient and boost the academics. Of those habits, the study showed that 32 respondents (40%) suggested multitasking as a habit to increase intelligence quotient, 27 respondents (33.75%) suggested extra studying and 21 respondents (26.25%) suggested a scheduled waking and sleeping time as well as proper time management skills.

5.3 Discussion of findings

A discussion of the findings is presented based on the four objectives of the study.

5.3.1 Influence of Cognitive development as psychosocial development project to public high school students' academic performance.

Cognitive development as psychosocial development project does influence public high school students' academic performance in Kirinyaga Central Sub-County. This is supported by Graham (2007) stating that the students are better able to work well with in class and out of class activities and the proper coordination of academics when their cognitive development is well adjusted. The study showed that of 80 respondents, 53 respondents (66.25%) explained cognitive development as the development of the mind while 27 respondents (33.75%) defined it as the process of learning and understanding. The study showed that out of 80 respondents, 56 respondents (70%) who are the majority said yes to the idea that cognitive development enables the application of taught concepts while 24 respondents (30%) said no.

This implies that the cognitive aspect is of dire importance in helping the student apply what they have been taught as suggested by Authier (1977). The study showed that 65 respondents (81.25%) said yes to the inclusion of extra activities to sharpen cognitive development while 15 respondents (18.75%) said no to the inclusion of extra activities. The study further showed that 40 respondents (50%) who are the majority believe that the inclusion of mind sharpening games like chess, monopoly and scrabble is crucial, 18 respondents (22.5%) advocated for exercise, 7

respondents (8.75%) advocated for school clubs like music and drama while 15 respondents (18.75%) advocated for counseling.

As stated by Burton (2011), students require extra activities that are all encompassing in their overall life to enable them to have their cognitive development always activated and sharp. Burton gave the examples of such mind games like puzzles and also games like chess that will produce the activating hormones that invoke the child's reasoning capability thus stretching and improving it.

5.3.2 Influence of physical development as psychosocial development project to public high school students' academic performance.

Physical development as psychosocial development project does influence public high school students' academic performance. Hylok (2011) explains how physical activity translates positively in a students' life. The study shows that out of 80 respondents, when asked about the influence of physical development in personal care; 30 respondents (37.5%) voted best influence, 15 residents (18.75%) voted poor influence, 1 respondent (1.25%) voted below average influence, 21 respondents (26.25%) voted average influence and 13 respondents (16.25%) voted above average influence. The implication is that as one develops in body, they are bound to have better consciousness of one's personal care. The girl child is better able to care for her sensitive needs and gets even better at personal care with age and experience. The boy child also gets better at hygiene though the boy takes a longer time adjusting to personal care as compared to the girl.

The study showed that out of 80 respondents, 65 respondents (81.25%) said yes to the influence of physical strength on performing tasks while the other 15 respondents (18.75%) said no to the influence. According to Davis (2012) proper development of the human body will enable the student to have enough strength to perform tasks that are supposed to be done. The boy child definitely has more physical strength according to the kind of foods they prefer to eat and their physical makeup. The girl child however also has enough strength to perform the tasks they can however the boy child can definitely do more manual tasks due to their physical development.

5.3.3 Influence of co-curricular activities as psychosocial development project to public high school students' academic performance.

According to Murray (2003) co-curricular activities determine a lot on whether the student performs well in class or not. The student also gets well developed overall in all aspects that will inevitably complement the students' performance. The study shows that out of 80 respondents, when asked whether they think co-curricular activities are beneficial to academics; 40 respondents (50%) said voted best to the influence of co-curricular activities to academics, 14 respondents (17.5%) voted average influence, 12 respondents (15%) voted above average influence and 1 person voted poor influence.

The study showed that out of 80 respondents, 64 respondents (80%) who are the majority voted yes to the concept that co-curricular activities bring about capabilities that complement academics while 20% voted no to the fact notion that co-curricular activities complement academics. The majority of the respondents supported their answers with the fact that the students are able to be well relaxed and hence able to concentrate further when they get to the studies. The study also showed that co-curricular activities that are in line with the academic matters tend to bring out an even enhanced understanding of the subjects taught translating to improved academic performance (Weare, 2000).

The study showed that 46 respondents (57.5%) who are the majority of the respondents said that the co-curricular activities help in the discovering of talents while 34 respondents (42.5%) said that confidence was boosted that ensures a boost in the academic performance. This is strongly supported by Bee (2005) who states that the child who is actively involved in co-curricular activities is bound to have more capabilities that is not only confined to the classroom as opposed to the one who doesn't involve themselves in co-curricular activities. Involvement in co-curricular activities is a proper platform of also equipping the student well for the life after school where they have options that they can choose from.

5.3.4 Influence of intelligence quotient boosters as psychosocial development project to public high school students' academic performance.

The study has shown that time management is seen as a crucial strategy in increasing the intelligence quotient of a student. Out of 80 respondents, 64 respondents (80%) who are the majority voted yes to the concept that time management is a boost to the intelligence quotient

level of an individual while 16 respondents (20%) voted no. The implication derived here is that the student who has a proper scheduling of his/her time is more likely to have a higher IQ as opposed to the one who doesn't do things with a proper schedule (Gross & Humphreys, 2007).

The study showed that out of 80 respondents, 73 respondents (91.25%) are in agreement that there are habits that increase the intelligence quotient and boost the academics while 7 respondents (8.75%) do not agree. According to Philips (2012) who supports this research findings, the habits portrayed from the attention and interest levels in class to the participation in various activities greatly determines the IQ of an individual. The study shows that majority of the respondents are of the notion that with the right habits, the students can have a considerably high level of IQ.

The study showed that 32 respondents (40%) suggested multitasking as a habit to increase intelligence quotient, 27 respondents (33.75%) suggested extra studying and 21 respondents (26.25%) suggested a scheduled waking and sleeping time as well as proper time management skills. This implies that with the right study habits, it's easier for a student to achieve academic improvement since they can form a pattern of positive behavior (Wood&Fescer, 1999).

5.4 Recommendations

The following policy recommendations were made from the findings of the study.

The Ministry of Education should incorporate a better system of psychosocial development education in schools that is fully equipped and that will benefit the students in many ways. Measures should be taken to ensure that there are qualified personnel to man the docket as well as operationalize a system where all the students in the school can have equal chances of benefit from the program as shown that the psychosocial development project has benefits.

5.5 Conclusions of the study

The following conclusions were made from the study:

It can be concluded that cognitive development as psychosocial development project influences students' academic performance. The proper understanding of cognitive development should be embraced and also emphasized on in a manner that will incorporate the activities that can increase the sharpening of the cognitive development. Activities like mind sharpening games like chess, monopoly and the like should be embraced, school clubs should have a heightened

emphasis, counseling should be done on a regular basis as well as other suggested activities that will assist in sharpening the cognitive development.

It can also be concluded that physical development has a vital role in the student performing better and should be given greater emphasis. Personal care should also be considered an aspect to measure the student's physical development. Physical development should also be emphasized in order to develop students who are able to perform tasks without difficulty.

Co-curricular activities have also been seen as key determinants of a well-adjusted student. These extra-curricular activities should be designed in line with the academic affairs so as to derive greater and more capabilities of the individual like he discovering of talents and the boosting of confidence that translates to increasing academic achievement.

5.6 Suggested areas for further research

The following areas are suggested for further studies from the results of this study.

Carry out a research on the influence of cognitive development as psychosocial development project in students' academic performance in public and private high schools.

Carry out a study to assess the influence of co-curricular activities in students' academic performance.

Carry out a study to find out the influence of physical development in student's academic performance.

5.7 Contribution to the body of knowledge.

Table 4.22 Contribution to the body of knowledge

Objective	Contribution of knowledge
To assess how cognitive development as psychological development project influences students' academic performance.	Cognitive development influences and enhances students' academic performance where 56 respondents (70%) who are the majority said yes to the idea that cognitive development enables the application of taught concepts.
To determine how physical development as psychosocial development project influences students' academic performance.	Physical development influences the personal care that an individual can manage as indicated by 30 respondents (37.5%) who voted best influence. It also enables the student to be able to perform tasks that are given as indicated by 65 respondents (81.25%).
To establish how co-curricular activities engagement as psychosocial development project influence students' academic performance.	The benefit of co-curricular activities to academics is evidently great as indicated by 40 respondents (50%) said voted best to the influence of co-curricular activities to academics. The ability to complement the academic sector through co-curricular activities is dominant as indicated by 64 respondents who are 80%.
To establish how intelligence quotient boosters as psychosocial development project influence students' academic performance.	Intelligence quotient boosters are of high importance to the academic performance with the time management being considered to be a vital aspect as indicated by 64 respondents (80%) as well as habits incorporation to increase the IQ such as indicated that 32 respondents (40%) suggested multitasking as a habit to increase intelligence quotient, 27 respondents (33.75%) suggested extra studying and 21 respondents (26.25%) suggested a scheduled waking and sleeping time as well as proper time management skills.

APPENDIX 1: CONSENT LETTER

Lynn Muthoni Muriuki

P. O. Box 982- 10300

Kerugoya.

Dear Sir/Madam,

RE: LETTER OF CONSENT

I am a graduate student undertaking Masters of Arts degree in Project Planning and Management at the University of Nairobi. I am conducting a research study entitled “Influence of Psychosocial Development Project in Students’ Academic Performance in Kirinyaga Central Sub-County; Kenya. You have been nominated to participate in this study. Your views are considered to be very important in this study and there are no wrong or right views but honesty is of importance.

I therefore kindly request you to fill this questionnaire. Please note that the information will be collected for the purposes of fulfilling an academic requirement and no different purpose.

Thank You in advance.

Yours faithfully,

Lynn Muthoni Muriuki.

APPENDIX 2: QUESTIONNAIRE FOR ALL RESPONDENTS.

Instructions

Kindly fill the following questions by ticking or filling in the appropriate spaces except where otherwise indicated.

Section A: Background Information

- 1. Please indicate your gender
 - a. Male () b. Female ()
- 2. Indicate your age bracket
 - a. Below 30 () b. 31-40 () c. 41-50 () d. 51-60 () e. above 61 ()
- 3. Please tick appropriate marital status?
 - a. Married () b. Single () c. Divorced () d. Widow () e. Widower ()
- 4. What is your role in the school?
 - a. Principal () b. Guidance and Counseling Teacher () c. General Teacher () d. Student ()
- 5. What is your highest academic qualification?
 - a. KCPE () b. Diploma () c. Degree () d. Masters () e. PhD () f. Others, (please specify).....
- 6. How many years teaching experience do you have?
 - a. 0 () b. 1-3 years () c. 4-5 years () d. 6-10 years () e. more than 10 years (specify).....

Section B: Cognitive development

- 7. Briefly describe what your understanding of cognitive development is.....
.....
- 8. In your opinion does cognitive development influence the ability to apply concepts that have been taught?
 - a. Yes () b. No ()

b. Kindly explain your answer.....
.....

9. Would you suggest extra activities beyond the school approved curriculum to sharpen the students' cognitive development?

a. Yes () b. No ().

b. If the answer is (yes) kindly indicate 2 suggestions

.....
.....

Section C: Physical development

10. Describe briefly what your understanding of physical development is.....
.....

11. In your opinion, does physical development influence personal care of an individual?

a. Poor () b. Below average () c. Average() d. Above average() e. Best ()

12. Does your physical strength boost you in performing tasks effectively?

a. Yes () b. No ().

b. Kindly explain your answer,

.....
.....

Section D: Co-Curricular activities engagement

13. Briefly describe what you understand by the term co-curricular activities
.....
.....

14. Using a scale of a (poor) to e (best), how would you rate co-curricular activities beneficial in academics?

a. Poor () b. Below average () c. Average() d. Above average() e. Best ()

15. Do co-curricular activities introduce one to other capabilities that complement academics?

- a. Yes () b. No ().
- b. Kindly explain your answer

.....

.....

Section E: Intelligence Quotient boosters

16. Briefly describe what you think an intelligence quotient booster is

.....

.....

17. Would you describe your time management skills effective ?

- a. Yes () b. No ()
- b. Kindly explain your

answer.....

.....

18. In your opinion, are the habits you practice bringing progress in?

- a. Yes () b. No ()
- b. Kindly explain your

answer.....

.....

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Thank you for your time and participation.

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