

Counseling on Social Skills and its Relationship on Academic Progression and Psychological Well being of Adolescent Student Mothers in Public Secondary Schools in Nakuru County, Kenya

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ABSTRACT

Adolescent mothers who return to school after giving birth exhibit erratic attendance patterns, and some of them have been identified as having low self-esteem. Adolescents denied love from their families have often sought to find affection and love from elsewhere bringing to fore the concern of social skills development among teenage mothers. This study therefore sought to examine the relationship between counseling on social skills and academic progression and psychological well-being of adolescent student mothers in public secondary schools in Nakuru County, Kenya. The study adopted two theories, self-efficacy and theory of planned behaviour. The study was guided by correlation research design. The target population was 1,788 adolescent student mothers in Nakuru County, from which a sample of 221 respondents was selected through purposive sampling method. Teacher counsellors in the respective schools also formed part of the study sample. Reliability of the test instruments was determined by test-retest method where a cronbach coefficient alpha of 0.82 was established. Qualitative data was analyzed thematically. Data analysis was aided by SPSS (Version 26). Pearson correlation was used to test the relationship between counseling on social skills and academic progression and psychological wellbeing on the other hand. Findings from the study indicated counselling on social skills influenced academic progression of adolescent student mothers positively ($r = 0.479$). R squared was 0.229, indicating that 22.9% of the variance in academic progression and psychological wellbeing of adolescent student mothers could be explained by the social skills counselling of adolescent student mothers. The study recommends the need to enhance counselling interventions in building resilience on personal responsibility to enable adolescent mothers fulfill both academic and motherhood roles.

Keywords: Relationship, Social skills, Counselling, Academic Progression, Psychological Well Being, Adolescent, Student Mothers, Public Secondary Schools

INTRODUCTION

Globally, over 16 million girls aged 15-19 years become pregnant every year with over 90% of the adolescent pregnancies occurring within marriage and among marginalized communities (UNESCO, 2017). The Key driver for the adolescent pregnancies are poverty, lack of education and employment opportunities (WHO, 2020). Adolescent mothers in the world are estimated at 65/1000 females where Sub-Saharan Africa remains the worst hit by adolescent pregnancy, with 143/1000 females (World Bank, 2017). Europe has the least incidences of adolescent with prevalence rates of 28/1000 females. Adolescent mothers in other

regions of the world are estimated at 63/1000, 56/1000, and 54/1000 in Americas, Asia and Oceania (World Bank, 2017).

Although most adolescent mothers want to go back to school and pursue their academic goals, they encounter several challenges when they do so, which ultimately hinder their academic success (Onyeka, Miettola, Ilika, & Vaskilampi, 2011). As a result of their poor quality and limitations on providing for all the needs of women and adolescent girls, discriminatory norms that are upheld by communities and further reinforced by political, economic, legal, and social institutions, including schools, the media, and even health services, such as those

that provide sexual and reproductive health care, tend to undermine autonomy (UNFPA, 2021). Adolescent mothers who return to school after giving birth exhibit erratic attendance patterns, and some of them have been identified as having low self-esteem (Kaufman, de Wet & Stadler, 2009). Adolescent mothers are also at risk of falling behind with schoolwork due to their double responsibility as students and mothers (Maluli & Bali, 2014). Because some teachers are frequently unprepared to cope with adolescent mothers in a classroom context, adolescent mothers also experience stigma and discrimination (Mpanza & Nzima, 2010). Additionally, some professors think that teenage mothers are adults who don't belong in a classroom setting (Ramulumo & Pitsoe, 2013). Additionally, due to a lack of knowledge and the absence of school structures for student mothers, some teachers believe they are unable to give adolescent mothers extra time to make up for lessons missed or other types of help (Mayzel, Kachala & Kerner, 2010). In addition, learning outcomes for the majority of students who return to school after becoming pregnant have been found to be much poorer than for the other students (Bhana, Morrel, & Ngabaza, 2010).

The enactment of re-entry policy for adolescent mothers by different countries has achieved very little given the low number of adolescent mothers who resume studies (Lewis & Lockheed, 2007; Maluli & Bali, 2014). Adolescent mothers face numerous hurdles upon resumption of studies that does not only discourage re-entry but also undermine the academic achievements of those who resume studies. The poor resumption of studies and subsequent low academic achievements by adolescent mothers has been as a result of the provision of inadequate psychosocial schooling support. Counselling of affected adolescent girls at the point of suspension from school and resumption of studies have been proposed as an important strategy of preparing adolescent students of their dual responsibilities as mothers and students (Lewis & Lockheed, 2007). Omwancha (2012) claims that counseling adolescent mothers upon their return to formal education is essential in assisting them in coping with the stigma and labeling associated with having mothers in a learning setting. Similarly, Ekpo (2007) came to the conclusion that counseling services provided in schools aid in reducing the irregular behavior patterns brought

on by social, psychological, emotional, and developmental issues.

Although Lewis and Lockheed (2007), Maluli and Bali (2014), Ekpo (2007) and Omwancha (2012) have hailed the significance of counselling of adolescent mothers in their academic progression, and indeed stressed the need for such counselling services, the authors have not demonstrated the role of such counselling in the academic progression and psychological wellbeing of adolescent student mothers. The scholars have also not indicated the type of counselling services that should be offered to adolescent mothers resuming studies. The study therefore examined the influence of individual counselling on academic progression and psychological well-being of adolescent mothers in public secondary schools in Nakuru County, Kenya. Specifically, the study sought to examine the influence of self-acceptance counselling, self-awareness counselling, social skills counselling, stigma counselling and behaviour change counselling on one hand and academic progression and psychological wellbeing.

OBJECTIVE OF THE STUDY

To establish the relationship between counselling on social skills and academic progression and psychological wellbeing of adolescent student mothers in public secondary schools in Nakuru County, Kenya.

RESEARCH HYPOTHESIS

There is no statistically significant relationship between counselling on social skills and academic progression and psychological wellbeing of adolescent student mothers in public secondary schools in Nakuru County, Kenya

LITERATURE REVIEW

Social Skills Counseling on Wellbeing and Academic Progression of Student Mothers

Rao, Beidel and Murray (2008), defined social skills as the verbal and non-verbal behaviors employed to effectively interact with others. Another definition of social skills is the manner in which a person interacts with others, including establishing friends, acquiring what they need, asserting themselves in front of others, knowing when to set limits, and working together with others (DeRosier, 2008). Culture, values, and attitudes shape social skills, which evolve and alter over the course of our lives.

According to Bellack (2004), someone who successfully employs social skills to communicate with friends, family, coworkers, and strangers can be considered socially competent. Social skills counseling is typically advised for persons who struggle to properly interact with others (Rao et al., 2008). In the context of this study social skills counseling was contextualized as psychological intervention offered to the adolescent mother aimed at helping develop and improve social skills and interpersonal interactions.

Kopelowicz, Liberman and Zarate (2006), argue that social skills counseling is mainly recommended for individuals that are diagnosed with certain mental or psychological disorders and whose symptoms involve poor social functioning. However, social skills counseling may also be offered to other people who wants to improve their social skills and social confidence. In the context of school environment, social skills counseling is used by teachers to help learners who are experiencing anxiety disorders, mood disorders, personality disorders and other diagnoses overcome their problems. It may be delivered either individually or in a group format. However, individual format is highly recommended given the fact that different learners have different psychosocial issues that require personalized therapies (Hofmann, 2005).

The goal of social skills counseling is to help individuals overcome social phobia (Hofmann, 2005). Social phobia is a subtype of anxiety disorder, which results in fear of social situations. Social phobia may be a problem expressed from childhood or a problem developed during certain experiences during adolescence or adulthood (Hofmann, 2005). Dam-Baggen and Kraaimaat (2010), observes that social skills counseling helps individuals suffering from social phobia by helping them express their opinions without fear, develop self-confidence and become assertive. While Seo, Ahn, Byun and Kim (2012), concurs that expression of opinion is difficult for some people especially when the social environment is intimidating such as when in the presence of teachers and superiors at the workplace, it is the contention of the authors that such difficulty can be overcome by social skills counseling. Seo, Ahn, Byun and Kim (2012), assert that social skills counseling helps people learn how well to voice their feelings and concerns in a non-threatening manner. People who are fearful in

social situations may find it hard to stand up for themselves. Social skills counseling can help in building people's self-confidence thus being able to stand for themselves (Seo, Ahn, Byun & Kim, 2012). Assertiveness helps an individual relate to other people in a way that balances the needs of everyone Dam-Baggen and Kraaimaat (2010). Assertiveness also helps to reduce anxiety and makes people more comfortable with the people around them.

Ignorance about the dangers and consequences of certain behaviours and practices has been cited a major contributing factor to indulgence in anti-social behaviour (Masaba, 2017). In a study, which focused on alcohol abuse practices among residents of Busia town, in Kenya, Masaba (2017), found that ignorance and illiteracy were the major factors contributing to alcohol abuse among the residents. The study particularly noted that individuals with high levels of ignorance about the dangers of alcoholism were at greater risk of drugs and alcohol abuse. The study recommended that education and sensitization on dangers of alcohol is given at individual level as a strategy of dissuading them from alcohol abuse. The proposed study holds that some adolescent engaged in early sexual activities out of the ignorance of the health, social and psychological consequences of such habits. It is therefore, necessary that adolescent student mothers be enlightened about the dangers of engaging in risky behaviours such unprotected sex, alcohol abuse and binge drinking. This study among other things sought to establish the kinds of social skills counseling strategies employed by teacher counselors to dissuade adolescent student from such anti-social behaviours that may predispose them to second pregnancies as well as distract them from their academic work.

Social skills counseling has been found effective in helping individuals afflicted by drugs and alcohol addiction overcome their problems (Ntembi, 2010). It was found that social skills counseling accounted for 42.3% of all the strategies used in rehabilitation centres to help alcohol addicts overcome their drinking behaviours. Although the above study was examined in the context of drug abuse, the findings were still relevant to the current study. Alcohol and drugs abuse and addiction are not only one of drivers of adolescent pregnancy but also a strategy that individuals who are unable to deal with crisis facing use as defense mechanism. It is possible that adolescent student

mothers who are unable to socialize and interact with their teachers and peers might resort to drugs and alcohol abuse. Further, the problems faced by drugs and alcohol addicts such as exclusion and isolation are also experienced by some adolescent student mothers. Therefore, if social skills counseling has worked well in cases of drugs and alcohol addiction it is possible that it may also work when used well by teachers to help adolescent student mothers overcome their problems. The study thus endeavoured to establish how social skills counseling was used by teachers in secondary schools to help adolescent student mothers overcome the various psychosocial problems being experienced.

One of skills that individuals undergoing or recovering from crisis should acquire is the resistance skills. Bolen (2016), defines resistance skills as the skills that are applied when there is a need to resist negative peer pressure which pushes one to take the wrong decisions. Adolescent student mothers may find resistance skills helpful in overcoming the pressures from their peers to engage in activities that may compromise their academic pursuit. Rejection skills will also help adolescent student mothers make appropriate and independent choices without undue influence from their peers. This study sought to observe that the influence of peers as a contributing factor to adolescents' indulgence on inappropriate behavior such as drug abuse and premarital sex, which predisposed them to early and unplanned pregnancy. It was not clear whether adolescent student mothers upon resumption of studies were equipped with resistance skills. This study sought to establish from the adolescent student mothers whether they received resistance skills as part of the social skills counseling in schools.

METHODOLOGY

Table1. *Fruitful Relationship with other Students, Peers and Teachers*

	Percentages and Frequencies					TOTAL
	SD	D	SoAg	A	S	
Relational Counseling	14.6% 28	7.6% 15	14.8% 29	24.1% 47	38.9% 76	100.0 195

The results of the study in Table 1 show that 22.2% (strongly disagree 14.6%, disagree 7.6%) of the respondents generally denied that they had received relationship counseling. On the other hand, 77.8% of the adolescent student mothers who participated in this study generally agreed (strongly agree 38.9%, agree 24.1% and somehow agree 14.8%) that they had received

The study was guided by correlation research design. The target population was 1,788 adolescent student mothers in Nakuru County, from which a sample of 221 respondents was selected through purposive sampling method.

Teacher counsellors in the respective schools also formed part of the study sample. Validity of the instruments was guided by the objective while reliability was enhanced by test- retest method where a cronbach co-efficient alpha of 0.82 was established. Qualitative data was analyzed thematically. Data analysis was aided by SPSS (Version 26). Pearson correlation was used to test the relationship between stigma counseling and academic progression and psychological wellbeing on the other hand.

FINDINGS

Social Skills Counseling for Adolescent Student Mothers

This objective was achieved by establishing whether adolescent student mothers received relationship counseling assertiveness counseling and rational decision making counseling. Social skills counselling was measured using a five point likert scale using five indicators namely strong agree, agree, uncertain, disagree and strongly disagree with regard to counselling on social skills in their schools. The study sought to establish whether respondents were in cordial relations with colleagues and teachers, tolerant to divergent opinions, at ease in the company of colleagues and persuasiveness during peer discussions.

Relational Counseling

The study sought to establish whether adolescent student mothers had received counseling on how to establish fruitful relationship with their student colleagues, peers and teachers. The results of the study on relational counseling are presented in Table 1.

relationship counseling. Relational counseling is premised on the fact that individuals who are experiencing stigma such as adolescent student mothers need to connect and establish strong friendship as a way of overcoming stigma. In fact, Cook, Purdie-Vaughns, Meyer and Busch (2014), found that lack of contact leads to discomfort, distrust and fear. It is thus

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recommended that contact interventions be initiated between stigmatized individuals and their friends and peers to help them overcome personal divide that exists between the stigmatized individuals and other referent groups.

The aim of contact strategy is to reduce public stigma on a person to person basis and also creating a sense of empowerment and boosting self-esteem of stigmatized individuals. Relational counseling as a form of anti-stigma strategy has been found to be effective intervention for changing attitudes and reducing social distance between adolescent student mothers and their colleagues and even teachers (Corrigan, 2015).

Assertiveness Counseling for Student Mothers

Table2. Received Counseling on Self Assertiveness

	Percentages and Frequencies					TOTAL
	SD	D	SoAg	A	SA	
Assertiveness Counseling	2.2% 4	6.1% 12	36.4% 71	24.1% 47	31.2% 761	100.0 195

Table 2 indicate that, majority or 91.7% of the adolescent student mothers who participated in this study agreed albeit with varying degree that they received assertiveness counseling (Strongly agree 31.2%, agree 24.1% and somehow agree 36.4%). However, 8.3% (strongly disagree 2.2% and disagree 6.1%) of the respondents denied that they had received assertiveness counseling.

The goal of social skills counseling is to help individuals overcome social phobia (Hofmann, 2005). Social phobia is a subtype of anxiety disorder, which results in fear of social situations. Some adolescent students may develop social phobia as result of the unplanned motherhood. It is therefore through assertiveness counseling adolescent student mothers who are experiencing social may once more learn to their opinions without fear and develop self-confidence. Adolescent student mothers may find assertiveness counseling helpful in overcoming the pressures from their peers to engage in activities that may compromise their academic pursuit.

It is important for adolescent student mothers to be equipped with assertiveness skills.

Table3. Distribution of the Respondent on whether they were equipped with Skills to Make the Right Judgment

	Percentages and Frequencies					TOTAL
	SD	D	SoAg	A	SA	
Rational Decision Making Counseling	7.7% 15	20.5% 40	29.7% 58	15.4% 30	26.7% 52	100.0 195

Anti-social behaviours such as drugs and substance abuse, early sexual activities leading to adolescent pregnancy among others are at times thought to be occasioned by individual's inability to resist pressure from their peers. Such individuals find it hard to reject their friends' request since they interpret such rejection as going against the friendship norms.

Assertiveness counseling can help adolescent student mothers who easily fall prey to peer pressure develop strong character and courage so that they do not easily yield to peer pressure. This study therefore sought to find out whether adolescent student was given assertiveness counseling. Table 2 is a summary of the results of the study on assertiveness counseling.

Assertiveness skills will aid adolescent student mothers to always affirm their stand on issues without being aggressive or threatening to those opposed to their views. Speaking in defense of their views allows adolescent student mothers stamp their authority on issues they consider important to them as well as making it clear about issues that they cannot compromise on.

Rational Decision Making Counseling for Student Mothers

Many times people make decisions without weighing the potential benefits and consequences associated with their decisions. Rational decision making counseling aims at equipping adolescent student mothers with the skills that enable them to weigh benefits and costs of the decisions they intend to make. It is possible that some cases of adolescent pregnancies are as a result of irrational decisions. It is necessary that adolescent student mothers are equipped with skills that help them make the right judgment in every decision they are making. The results of the study on rational decision making are presented in Table 3.

Study results presented in Table 3 show that 28.2% (strongly disagree 7.7% and disagree 20.5%) of the respondents had not received rational decision making counseling. Rational decision making counseling had, however, been offered to 71.8% (strongly agree 26.7%, agree 15.4% and somehow agree 29.7%) of the students who participated in this study.

Inability to make the right and rational decisions is associated with risky behaviours such as alcoholism and unplanned pregnancy (Masaba, 2017). It is therefore important to emphasize to the adolescent student mothers through rational decision making counseling to be careful and extra cautious while making decisions. Rational decision making is not only useful to the adolescent student mothers in making decisions about their academics but also in making decisions about social relationships. Rational

Table4. Respondents Were in Good terms with their Colleagues and Teachers

	Percentages and Frequencies					TOTAL
	SD	D	SoAg	A	SA	
Adolescent Student Mothers' Cordial relations With Colleagues and Teachers	9.3%	14.4%	32.3%	11.7%	32.3%	100.0
	18	28	63	23	63	195

The results of the study on whether adolescent student mothers had established cordial relations with colleagues and teachers revealed that 23.7% of respondents did not have a cordial relation (strongly disagree 9.3% and disagree 14.4%). However, 76.3% of the study participants generally agreed that their relations between them, and colleagues and teachers were cordial (strongly agree 32.3%, agree 11.7% and somehow agree 32.3%).

The results of the present study, which established that majority of the students had established cordial and friendly relations with student colleagues and teachers agree with the results of a previous study in the same area. Lapan, Gysbers and Sun (2013), in their study found that school counseling helped adolescent student mothers improve in their interaction skills with other students and teachers. The authors further observed that students who have access to school counseling services especially in the area of social skills are more positive and

Table5. Tolerant to Contrary Opinions not just about them but also their Beliefs

	Percentages and Frequencies					TOTAL
	SD	D	SoAg	A	SA	
Students' Tolerance to Diversity of Opinions	3.3%	9.7%	46.6%	18.4%	22.0%	100.0
	6	19	91	36	43	195

The results of the study in Table 5 indicate that only 13% (strongly disagree 3.3% and disagree 9.7%) of the students were intolerant to

decision making skills can also help adolescent student mothers make appropriate and independent choices without undue influence from their peers.

Respondents' Cordial Relations with Colleagues and Teachers

Individuals who have undergone social skills counseling should be well placed to be in good terms with their peers and seniors. Establishing cordial relations with other students and teachers is even more necessary to adolescent student mothers given that they often join schools that are different from the ones they were enrolled in before pregnancy. The results of the study on whether adolescent student mothers were in good terms with their colleagues and teachers are presented in Table 4.

have greater feelings of belonging and safety in their schools.

Cordial relations between the adolescent student mothers and other student colleagues and teachers are important in the provision of social and psychological support to the adolescent student mothers. It should be recalled that government policy requires that an adolescent student mother resuming studies after pregnancy joins a school that is different from the one she was enrolled in before pregnancy. It is therefore necessary for adolescent student mothers to cultivate cordial and fruitful relations with other students and teachers in their new schools.

Student Mothers' Tolerance to Diversity of Opinions

This study also sought to understand whether the social counseling adolescent student mothers were tolerant to contrary opinions not just about them but also their beliefs. The results of the study on students' tolerance to diverse opinions are summarized in Table 5.

divergent opinions from their friends and student colleagues. However, 87% (strongly agree 22%, agree 18.4% and somehow agree

46.6%) of the respondents generally agreed that they were accommodative to divergent opinions.

Kopelowicz, Liberman and Zarate (2006), observe that intolerance to divergent opinions may be a sign of poor social functioning. The authors recommend social skills counseling be offered to such people to help them improve their social skills and social confidence. In the context of school environment, social skills counseling may be offered by is used by school counselors overcome intolerance to diversity of opinions. Tolerance to divergent opinions is important in helping adolescent student mothers adjust to their dual role of academics and motherhood and thus socially function well.

Students being at Ease in the Company of Colleagues

Adolescent pregnancy may isolate adolescent student mothers from mainstream social life. This may be due to a combination of emerging responsibilities of motherhood as well as social stigma. Adolescent student mothers who experience such social isolation may require counseling to enable them once more feel at ease in the company of their peers and student colleagues. This study thus sought to understand whether students felt at ease when in the company of their peers as a result of social skills counseling as presented in Figure 1.

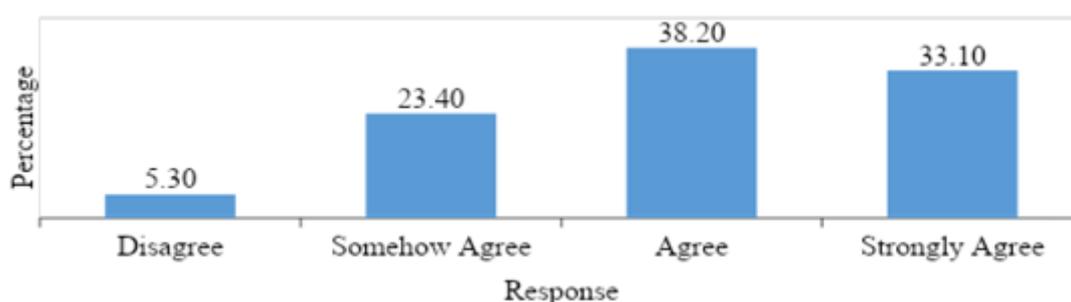


Figure1. *Students being at Ease in the Company of Colleagues*

Majority or 94.7% (strongly agree 33.1%, agree 38.2% and somehow agree 23.4%) confirmed that they were at ease when in the company of student colleagues. However, 5.3% of the adolescent student mothers who were engaged in this study reported that they were never at ease with their student colleagues. Bellack (2004), observes that an individual who effectively uses social skills to interact with friends, family, workmates and strangers may be described as socially competent. The results of the study in Figure 9 suggest that 94.7% of the adolescent students who participated in this study were socially competent. This is based on the strength of their admission that they interacted freely, cordially and easily with their peers, student colleagues and even teachers. In Zimbabwe teachers indicated that school guidance and counseling services improve social interpersonal and problem solving skills (Mudhumani, 2005).

Moreover, the study agrees with Seo, Ahn, Byun and Kim (2012), that social skills counseling can help in building people's self-confidence thus being able to stand for themselves. Further, it agrees with Dam-Baggen and Kraaimaat (2010) that assertiveness helps an individual relate to other people in a way that

balances the needs of everyone and helps to reduce anxiety and makes people more comfortable with the people around them.

It is, however, important to note that some adolescent student mothers may not easily socialize with their peers even after counseling as established by the present study (5.3%; Figure 1). The inability by some adolescent mothers to easily socialize with their peers has also been documented by other studies done prior to the present study. A study by Mcambi (2008), found that adolescent student mothers stayed away from their friends as they found it difficult to be part of a group they belonged to before they became young mothers. The study reported that adolescent student mothers avoid their friends because they are ashamed of their motherhood status hence see themselves as misfits within the group.

Students' Persuasiveness during Peer Discussions

Social skills counseling is also meant to instil in individual's persuasive skills. This is in recognition of the fact that individuals may be faced with circumstances that require them to have their way through persuasion and not coercion. Adolescent student mothers may also

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be faced with circumstances in which they need to persuade their student colleagues, peers and teachers to consider their points of view through persuasion. It was important for this study to

understand whether social skills counseling had made adolescent student mothers more persuasive. The results of the study on students' persuasiveness are summarized in Figure 2.

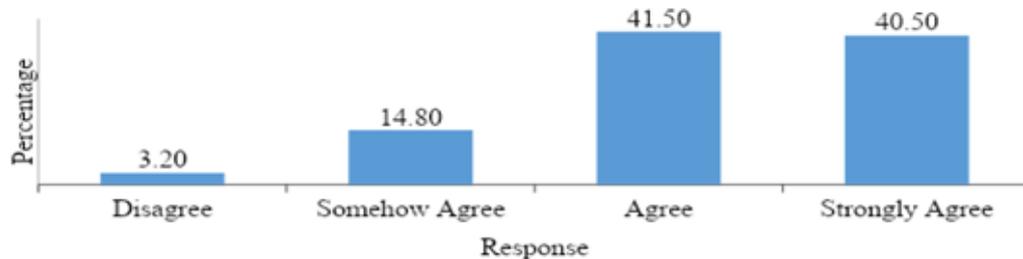


Figure 2. Students' Persuasiveness during Peer Discussions

An overwhelming majority (96.8%) of the respondents reported that they could sufficiently persuade their colleagues during academic and social discussions. It is also important to note that 3.2% of the adolescent student mothers admitted that they may not sufficiently convince their colleagues during debates, and thus assert their position on issues under discussion. Although social skills counseling may help boost public speaking for people, it is important to observe that there are some who are naturally shy and such may not overcome stage fright even with consistent counseling. This partly accounts for the proportion of respondents who conceded that they were unable to persuade their colleagues. It is equally important to note that some people are also talented speakers and will still excel in persuading colleagues even within social skills counseling. This study therefore attributes the high percentage of students with persuasive skills to both social skills counseling and public speaking talents.

H02: There was no statistically significant influence of social skills counselling on the academic progression and psychological well being of adolescent student mothers in public secondary schools in Nakuru County, Kenya

The hypothesis presumed that social skills counselling had no statistically significant influence of on the academic progression and psychological well being of adolescent student mothers in public secondary schools in Nakuru County, Kenya. To establish the truth of this assumption, means and simple regression

analysis of skills counselling and the academic progression and psychological well being of adolescent student mothers in public secondary schools in Nakuru County, Kenya were carried out. Social skills counseling was the independent variable.

Social skills awareness counselling was measured by the extent to which the respondent agreed with the following statements: the respondents had been counselled to respectfully decline friend's request even if they feel that i have let them down, on the importance of maintaining good relations with other students and teachers, assertive herself and persuade friends to take her point of view during group social discussions, to take it normal when friends decline her requests or fail to side with her on certain issues, always weighing the pros and cons of an issue prior to any decision that she makes on various issues, always accepting other students and people's opinions even if she disagree with them, feeling that am in good terms with students and teacher, feeling comfortable and at ease when in the company of other students, and always making her stand on some issues known when in social and academic discussions with students and teachers.

Table 6 presents Pearson's Correlation Coefficient between Social Skills Counselling and the Academic Progression and Psychological Well Being of Adolescent Student Mothers in public secondary schools in Nakuru County, Kenya.

Table 6. Social Skills Counselling and the Academic Progression and Psychological Well Being

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.479 ^a	.229	.225	1.80396	.229	57.315	1	193	.000

a. Predictors: (Constant), Objective2Total

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Table 7 presents Simple Regression analysis of Counselling on social skills and the academic progression and psychological well Being of

adolescent student mothers in public secondary schools in Nakuru County, Kenya.

Table 7. Social Skills Counselling and the Academic Progression and Psychological Well Being

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	186.519	1	186.519	57.315	.000 ^b
	Residual	628.076	193	3.254		
	Total	814.595	194			
a. Dependent Variable: Academic Progression and Psychological Wellbeing Total						
b. Predictors: (Constant), Objective2Total						

Table 7 indicates that the Pearson's Correlation Coefficient between Social Skills Counselling and the Academic Progression and Psychological well being of adolescent student mothers in public secondary schools in Nakuru County, Kenya, was statistically significant at .05 level of significance ($r = .479$, $p = 0.000$). The r squared was found to be 0.229. This indicates that 22.9% of the variance in Academic progression and psychological well being of adolescent student mothers in public secondary schools in Nakuru County, Kenya could be explained by the Social Skills counselling

From Table 7, the F value was found to be significant ($F(1, 193) = 57.315$, $p = .000$). Therefore, null (H_0) that there was no statistically significant influence of social skills counselling on the academic progression and psychological well being of adolescent student mothers in public secondary schools in Nakuru County, Kenya was rejected at .05 significance level. It was therefore concluded that social skills counselling has influence on the academic progression and psychological wellbeing of adolescent student mothers in public secondary schools in Nakuru County,

The results of the inferential analysis of this study agree with other studies, for example, Bellack (2004), observes that an individual who effectively uses social skills to interact with friends, family, workmates and strangers may be described as socially competent. Individuals who are unable to interact with other people effectively are normally recommended for social skills counseling (Rao et al., 2008). In addition, social skills counseling may also be offered to other people who wants to improve their social skills and social confidence. In the context of school environment, social skills counseling is used by teachers to help learners who are experiencing anxiety disorders, mood disorders, personality disorders and other diagnoses overcome their problems. It may be delivered either individually or in a group format.

However, individual format is highly recommended given the fact that different learners have different psychosocial issues that require personalized therapies.

The goal of social skills counseling is to help individuals overcome social phobia (Hofmann, 2005). Social phobia is a subtype of anxiety disorder, which results in fear of social situations. Social phobia may be a problem expressed from childhood or a problem developed during certain experiences during adolescence or adulthood (Hofmann, 2005). Dam-Baggen and Kraaimaat (2010), observes that social skills counseling helps individuals suffering from social phobia by helping them express their opinions without fear, develop self-confidence and become assertive. Further, the study agrees with Seo et.al (2012), findings asserting that social skills counseling helps people learn how well to voice their feelings and concerns in a non-threatening manner

The fact that some adolescent student mothers were unable to persuade their colleagues during academic discussions is also not entirely surprising. Seo et.al (2012), noted that expression of opinion and persuasion are difficult for some people especially in a new and intimidating social environment. However, people who find it difficult to persuade due stage fright and other factors may overcome the problem with continuous social skills counseling and opportunity for personal expressions. It is the contention of the present study that the students who still felt unable to convincingly persuade their friends will overcome the problem if offered additional social counseling and opportunity to voice their opinions on issues of common concern.

The findings of the study agree with Hofmann (2005), when he states that the goal of social skills counseling is to help individuals overcome social phobia, a subtype of anxiety disorder, which results in fear of social situations. Social phobia may be a problem expressed from

childhood or a problem developed during certain experiences during adolescence or adulthood (Hofmann, 2005). In addition, the findings agree with Dam-Baggen and Kraaimaat (2010), when he observes that social skills counseling helps individuals suffering from social phobia by helping them express their opinions without fear, develop self-confidence and become assertive.

Adolescent student mothers are often encouraged to join a school that is different from the ones they were enrolled in before the pregnancy. This is perhaps done to help them overcome stigma associated with adolescent pregnancy. It is, however, important that they student may not be familiar with any student or teachers in the new schools they are joining after pregnancy. It may demand of them to establish friendship with the new classmates and also cultivate cordial relations with their new teachers. Counselling on relationships is thus offered to the students to help them easily make new friends in the new school.

CONCLUSION

The study concluded that significant relationship between counselling on social skills on one hand and academic progression and psychological well-being on the other hand of adolescent student mothers in public secondary schools in Nakuru County. Further examination of the study results shows that all the behaviour counseling approaches adopted namely persistence counseling, resistance counseling and multi-tasking had played immense role in the academic progression of adolescent student mothers in secondary schools in Nakuru County.

RECOMMENDATIONS

Based on the findings of this study, the study recommends that counselling for adolescent mothers should be allocated more time and programmed in the school routine. The study further recommends that need to enhance counselling on social skills in schools in order to improve psychological well-being and academic progression of adolescent mothers.

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