AN INVESTIGATION OF SOME OF THE PSYCHOLOGICAL PROBLEMS OF PRIMARY SCHOOL PUPILS IN SELECTED PRIMARY SCHOOLS OF MIRIGAMIERU WEST DIVISION OF MERU CENTRAL DISTRICT.

By

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DECLARATION:

THIS RESEARCH PROJECT IS MY ORIGINAL WORK AND HAS NOT BEEN PRESENTED FOR A DEGREE IN ANY OTHER UNIVERSITY.

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THIS PROJECT HAS BEEN SUBMITTED FOR EXAMINATION WITH MY APPROVAL AS A UNIVERSITY SUPERVISOR.

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DEDICATION

This work is dedicated to my loving husband, Richard Mugambi, whose tireless determination and constant encouragement has enabled me to complete this study.

&

To my children Summy and Imani for accepting and coping with a student mother.
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Last, but by no means not the least, I am deeply indebted to my family for their unswerving encouragement during the period of this study.
The main purpose of this project was aimed at surveying some of the psychological problems of primary school pupils in selected primary schools in Mirigamieri West Division of Meru Central District finding out if the teachers are aware about them, finding out perceived causes of these psychological problems, and how teachers handle them. Finally, the study also aimed at recommending, on the basis of the study findings, possible improvements in the handling of primary school pupils who manifest psychological problems.

The study was conducted in 4 primary schools in Mirigamieri West Division, Meru Central District and involved 147 subjects (127 pupils from both public and private schools and 20 teachers). Questionnaires were used as study instruments one constructed for pupils and another for teachers. The questionnaires were given and collected personally by the researcher.

The findings arrived after conducting the study are given below:

1. Pupils in primary schools, both in public and boarding schools have various psychological problems such as phobia, feeling worried, feeling shy, withdrawal, seeking attention, poor academic performance to mention but a few.

2. The teachers (respondents) considered conduct related psychological problems that directly affect academic performance as more serious, than personality or
neurotic problem, while pupils indicated personality problems to be more common and disturbing to them.

3. Home related causes, such as poverty, broken homes, family conflicts, rejection, separation from parents, overprotection, pressure from parents, conflicts between home and school together with school related causes such as, examination pressure, competition in school, fear of failure, harsh teachers, punishments, many subjects taught and assignments were seen as the major causes of pupils' psychological problems.

4. In dealing with pupils psychological problems, pupils mentioned that when they exhibit some problems, they are sent home (to call parents) they are caned, they are given manual work as punishment, they are talked to in guidance and counseling. The most common methods mentioned by pupils are punishment, caning, followed by guidance and counseling while teachers mentioned that they use guidance and counseling more frequently in handling pupils with psychological problems.
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CHAPTER ONE
INTRODUCTION

1.1 BACKGROUND TO THE PROBLEM

Recent reports in our media have reported increased cases of violence and indiscipline in our schools. In 1998 alone, the newspapers reported no less than 215 cases of mass misconduct, including the burning of school buildings, virtually a ratio of one incident everyday of the school year (Griffin G. W. 1999). To mention a few cases, in 1991 in one of the schools, some boys turned against their female counterparts in an orgy of rape and violence nineteen girls died. In June 1999, four prefects were burnt alive in their rooms by their fellow schoolmates. More recently in June 2000, hundreds of pupils from Nairobi primary schools went on a drunken rampage, barricaded road and burnt out a matatu after seizing a beer wagon and drinking its contents. The children were aged between 7 and 13 years (Nation 6\textsuperscript{th} June 2000).

The second term of every year (May to August) has come to be known in school circles as a strike term. This of late has caused worry among many people among them the Nation’s president, vice president, senior clergy and government officials. Vice president George Saitoti urged students to shun acts of hooliganism and maintain peace. He urged students to avoid resorting to violence whenever a problem a rose but, instead, seek dialogue with administrators in the learning institutions (Nation June 26\textsuperscript{th}, 2000).
Anyone who reads newspapers might have been surprised with the prevalence of troubled personality in our population. The newspapers have reported many cases of mass murder, suicide, homicide and other types of violence.

Discipline in our schools has also deteriorated. Psychologists advocate that behaviour is caused, whenever children exhibit numerous symptoms like shyness, suspiciousness, showing off, withdrawal, anxiety, aggression etc. Teachers should bear in mind that children generally behave in about the only way it is possible for them considering the hereditary characteristics they posses, the kind of experiences they have had, and the social pressures which are operating upon them at the time.

(Gatore S. G. 1999) a consultant psychiatrist outlines some of the predisposing factors of mental health and delinquency as, parental rejection and neglect, difficult infant temperament, inconsistent child rearing practices, physical or sexual abuse, lack of supervision, large family size, early institutional life (boarding) and discordant marriages which are worse than loving single parent families.

Children with psychological problems are in our classes. Teachers who are interested in fostering and promoting classroom learning cannot afford to ignore the psychological problems of his students and thus must have some understanding of the various symptoms of what is called problem behaviour. People with psychological problems are not necessarily mentally ill. Their behaviour is not newsworthy, rather they have what modern psychiatrist call problems in “problem living”. These problems are experienced by the person himself or experienced by those with whom he relates, perhaps his parents, his brothers and sisters, friends, teachers and sometimes by the society as a whole.
"All of us, at sometime feel, think or act as people with disturbed personality do much of the time. We too may at times become anxious, depressed, withdrawn, suspicious, or anti social - 'abnormal' people are in such ways like 'normal' people only more so and far greater periods of time actually studying psychological disorders will illuminate our own personality dynamics" (Myers D.G. 1986)

Psychological problems are experienced by all of us at one time or another. So many of us have been touched, either personally or through friends or family members by the bewildered and pain of a psychological disorder. In all likelihood, someone we care about deeply has at some time been disabled by unexplained physical systems, overwhelmed by irrational fears or paralyzed by the feeling that life is not worth living.

According to Dr. Kiome, a psychiatrist and guidance and counsellor consultant at Meru town, he admits that every year there are more admissions to mental hospitals and psychiatric units, others are served by out patient clinics and community mental health centres and still others seek out private counseling and even more are judged to need it. Few of us go through life unacquainted with the reality of psychological disturbances. (Myers. D.G 1986:427 says:

"It is a common calamity; we are all mad at some time or another".

The number of people who have psychological problems can hardly be estimated by taking the census of mental hospitals, nor does the number who consult mental clinics, private psychiatrists, psychologists or marriage counsellors suggest the scope of the problem. Vastly more seek help from physicians not specialized in psychiatry, from clergy men and from quaks. Many seek no professional help whatsoever. Increase in alcohol taking, cigarette smoking, drug taking, suicides, homicides, withdraw from school, increase of crimes and violence, aggravated assault, and

forcible rape which are prevalent even among the school children explains the increase of the psychological problems among the pupils.

(Thornburge H.D 1974) points out that pupils with psychological problems may indulge in activities and behaviors like aggression, rebellion, temper tantrums, independence, drug abuse, sexual abuse, diligence, restlessness, irritability, disorderliness, withdrawal, disobedience, masturbation, carelessness, cruelty and bullying antisocial behavior. He also believes that children with psychological problems are seriously disturbed and most aggression comes from way within, and either they nor anyone else knows why. But this may be as a result of frustration of the child's needs.

Pupils with psychological problems may not be understood by teachers and parents, and they may behave in an awful way. Teachers may find them difficult and annoying.

The study therefore aims at understanding the psychological problems of the pupils and how they can be helped at an early age. The study therefore assumes that psychological problems of the young pupils in primary schools are usually the reason for certain maladjusted behaviors exhibited by pupils.

1.2 STATEMENT OF THE PROBLEM.

In this research, pupils who persistently exhibit behaviors that are maladaptive (chronic behavior patterns) which may result into physical damage or emotional distress, will be referred to as having psychological problem. The behaviors exhibited may harm the pupils' healthy development and often conflict with school
and societal norms. All strange behaviors are most likely to be considered disordered when others find it hard to justify them rationally. So in this case, all the persistent maladjusted behavior symptoms exhibited by primary school pupils which may affect their learning and which conflict with school and social norms will be defined as psychological behavior problems.

Examples are - withdrawing, depression, fearfulness, aggression, shyness, nervousness, temper tantrums, seeking attention, disobedience, drug taking, smoking, anxiety, absenteeism, to mention a few.

The study is thus aimed at surveying some of the psychological problems of primary school pupils in selected primary schools of Mirigamieru west Division of Meru Central District finding out if the teachers are aware about them, how pupils with such problems behave in school and how teachers handle pupils perceived to have psychological problems.

1.3 RESEARCH QUESTIONS

The researcher will be guided by the following questions in this study:

(a) Do the teachers understand the psychological problems facing their pupils?
(b) How do pupils with psychological problems behave in school?
(c) How does the school deal with pupils with psychological problems?
(d) Are there cases of psychological problems, which the school has not been able to handle?
(e) What could be done to help pupils with psychological problems in our schools?

The research questions listed above will be answered by achieving the research objectives listed below.
1.4 **OBJECTIVES OF THE STUDY.**

1. To find out psychological problems of primary school pupils.
2. To find out possible causes of these psychological problems.
3. To find out how teachers deal with these psychological problems.
4. To recommend on the basis of the study findings, possible improvements in the handling of primary school pupils who manifest psychological problems.

1.5 **SIGNIFICANCE OF THE STUDY.**

Children have definite needs, which must be met. Abraham Maslow, a pioneer in humanistic psychology points out that people have two kinds of needs, deficiency needs and growth needs. He says that deficiency needs are like holes that must be filled. If they are not filled you get sick. A child needs food, water, air and shelter for survival. In addition, they need to feel they belong, loved and respected. If these needs are not met, the individual suffers from a need deficiency. Without these needs, one is motivated to satisfy them. In the same way, psychological problems are caused by some deficiencies.

McCandless Br. (1967) says that early experiences of infants are crucial to their later development. He is supported by Sigmund Freud the founder of psychoanalysis who called attention most forcefully to the importance of the childhood events. Through his penetrating analysis of the patients with whom he worked, Freud made abundantly clear the truth of the poets statement that,"the child is father to man". (Mussen P.H. 1969:17)
Research by developmental psychologists strongly suggest that there are critical or sensitive periods during which certain important psychological processes are developing rapidly. Disturbances during these periods may alter the development of these processes in critical ways. For example, events that occur during the first 3 to 4 years appear to be critical for developments of adult schizophrenia, whereas the preadolescent years are critical for adoption of delinquent behavior. Responses acquired early in childhood guide the individual's subsequent personality development and adjustment, thus providing some continuity to individual behavior. Understanding of adult behavior rests upon knowledge of early development.

It is often suggested that development is best fostered when the mother, or whoever else cares for the baby is sensitive and responsive to baby's signals and states.

The implication of this in this research is that behavior in children is usually caused. The cause however is likely to be found in immediate environments such as mental delinquency or moral delinquency of parent, a broken home, lack of parental attention or care or other maladjustable factors. The present spread of emotional disturbance and mental illness has been caused both by the complexity of modern civilization and by ignorance among teachers and other adults concerning the factors that act as predisposition's to mental breakdown and emotional disturbances among the primary school pupils.

(Hurlock, B.E. 1972;186) says that babies deprived of affection suffer a delay in normal physical development. Specific effects include, restlessness, emancipation, quietness, general apathy, loss of appetite, and psychosomatic illness.
This research therefore seeks an understanding to the psychological problems of the primary school pupils. This knowledge can be used for guidance and counselling by all people who take care of the school pupils in some way or other, like teachers, parents, youth workers, education officers, not to mention school children themselves.

It is important for these groups to understand that problems like aggression, temper tantrums, sensitiveness, fear, shyness, depression, nervousness, absentism, destructiveness, to mention a few, have their causes and know what to do about them.

The study findings and recommendations will help in handling children with psychological problems. The findings will also provoke more research on the causes and effective ways of handling children with psychological problems.

1.6 ASSUMPTION OF THE STUDY.

The following are the major assumptions taken by the researcher.

a) Psychological problems exist among primary school pupils.

b) The second assumption is that teachers are aware of the psychological problems of their pupils.

c) Teachers are capable of identifying the causes of psychological problems of their pupils.

d) Teachers have developed some standard methods of dealing with pupils psychological problems.
1.7 SCOPE AND LIMITATION OF THE STUDY.

a) Many pupils with psychological problems may never be brought to the attention of the teachers and school administration. Some of them may be referred to as delinquents or indisciplined students.

b) Human behaviour is a very complicated event determined by many factors and not clearly understood out of the context in which it occurs, and in this regard behaviour which would be considered quite abnormal in one culture may be the expected thing to do in another culture. This limits the generalizations of research findings.

c) The study will be confined to schools in Mirigamieru West division of Meru Central district. This would not therefore allow for wider generalization of the findings to cover the province or Kenyan primary schools as a whole.

d) Time factor is another limitation. The time allocated for this project seems too short for detailed study.

e) The amount of money allocated for this project could not allow the researcher to select a larger sample for the detailed study.

1.8 DEFINITION OF SIGNIFICANT TERMS.

Psychological problems

- Persistent behaviours that are maladaptive and which many result into physical damage or emotional distress and hinders learning in school.

Indiscipline

- A state of physical or mental disorderliness within a learner which makes him erratic, temperamental emotional and casual in his dispensation of duties.
Anxiety

-Chronic emotional state generally characterized by fear, apprehension, or tension. Fear that is unfocused- it lacks objective or realistic foci.

Fear

-Unpleasant, stressful feelings towards a particular object or stimuli.

Aggression

-An actual or threatened act of hostility, usually unprovoked by another person.

Punishment

- A process of intentional infliction of pain, shame, unpleasantness, by a teacher on a pupil or group of pupils as a consequences of pupils misbehaviour.

Neurotic

-Having poor self - image, tend to feel inferior, lack of self-confidence and to be excessively dependent.
CHAPTER TWO.

LITERATURE REVIEW

2.1 REVIEW OF THE RELATED LITERATURE ON PSYCHOLOGICAL PROBLEMS

Psychological problems in this research, as it has been defined in the definition of terms as persistent behaviour that are maladaptive and which may result into physical damage or emotional distress, indicates that each one of us experience troubled personality. Children with psychological problems are in our classes. If learning has to take place, teachers must be able to deal with behaviours that disrupt, prevent or inhibit learning. Psychological problems of the learners such as shyness, phobia, low concentration span, with draw behaviours, as well as conduct psychological problems such as aggression, restlessness, disobedience and all forms of disruptive behaviour should be taken care of by the teacher.

Since classroom learning involves pupil-pupil and teacher-pupil interactions, the personality problem behaviours such as shyness, nervousness, impulsiveness, lack of confidence, feeling unworthy and inferior, to name a few, seriously affect the child's learning as much as conduct behaviour problems may affect. In this connection Lindgren (1972:137) warns that since personality troubled children may not have unusual degree of stress, or if any, may hold it back, direct it against themselves in form of guilt or self-criticism personality problems in the classrooms may not obviously come to the attention of teachers. Lindgren (1972:131) exemplifies this point further by stating;
"A boy who is so shy that he cannot make scheduled presentation to the class is likely to present a problem that calls for more than average attention on the part of the teacher"

Pupils with psychological problems manifest symptoms that can be easily understood. The child whose efforts of masterly behaviour have met consistently with criticism or ridicule for his ineptness may be anxious and uncertain in the face of new and challenging situations, and inclined to withdraw and avoid them. The child who has been rejected to an endless series of injustice or rejections, and who had harsh or inconsistent discipline, and has not developed strong internal superego controls may emerge as angry, rebellious, unmanageable, and generally lacking in conformity to the social patterns of the group.

Hurlock E. (1972:232) points that the foundation laid in early childhood will determine how the child will adjust when his environment becomes broader and he does not have the protection and guidance of the parents.

Children develop psychological problems like anxiety; anxiety is fear of something impending or anticipated ill. This could be fear of loss or separation, hostile feelings, sexual impulses or personal inadequancy or punishment.

Seymour Sarason and his colleagues at Yala University have conducted the most systematic work on antecedents and correlates of anxiety in young children. The subjects were primary school children and the child's anxiety was assessed by means of a questionnaire dealing primarily with reactions to taking tests in school. It consisted of item such as, 'Are you afraid of the teacher asking questions about how much you have learned in school?. Does your heart begin to beat faster when the teacher calls on you?'
The result was that, the anxious child experiences his greatest difficulties in situations which he views as evaluate - that is situations in which he is required to act independently.

The effect of anxiety on learning and other cognitive processes have been investigated extensively, usually with school children as subjects, the general conclusion from these studies are very briefly summarized below by Mussen (1969:354).

"In general, the findings from studies (of anxiety in relation to problem solving process) show anxiety tends to impair children's performance on verbal tasks. Anxiety has been found to impair certain speech characteristic, such as voice quality, voice comprehensibility and the like as well as the use of abstract concepts".

When anxiety becomes so distressing and persistent one is said to suffer from an anxiety disorder. Anxiety disorder are examples of neurotic disorders. These are psychological disorders that are distressing but which allows one to think normally and function socially.

Myres, G. groups anxiety disorders into three. There are:

(a) Generalized anxiety disorder in which a person, for no apparent reason feels uncontrollably tense and uneasy.

(b) Phobic disorders, in which the person feels emotionally afraid of specific object or situation.

(c) Obsessive-compulsive disorder, in which the person is troubled by repetitive thought and action.

A person who suffers generalized anxiety disorders lives each day in a state of high tension. She feels vague, uneasy or apprehensive much of the time tends to overreact to even mild stresses. An inability to relax, disturbed sleep, tangle, headaches, dizziness and rapid heart rate are some of the most common physical
complaints. The individual worries about all kinds of potential problems and has
difficulty concentrating or making decisions.

Phobic disorders like, school phobia, - leventhal and others (Mussen 1969:521) have
suggested that school-phobic children commonly over value themselves and over
estimate their own power and achievement, and then try to hold onto their unrealistic
self-image. When this is threatened in the school situation, they suffer anxiety and
retreat to other situation where they can maintain their narcissistic self-image.

According to James Anthony, a child psychiatrist, death phobias makes the child to
become increasingly preoccupied with ideas that either he or his parents will die.
But he points that, the child's concept of death like many of other ideas develops
gradually during the whole period of growth.

People who experience generalized anxiety and disorders usually have no clear idea
why they are frightened, because it is not triggered by a particular stimulus or event
but occurs in a variety of situations.

Freud calls it “free-floating” anxiety. Free floating anxiety has no obvious source.
The person feels a sense of impending doom, and their anxiety remains with them
most of the time. The person is tense and irritable, unable to concentrate and has
difficulty in making decisions (Lester A.L.1979:425). Learning researchers suggest
that anxiety is a response to helplessness. The person in unable to recall it, and thus it
is repressed.

Psychologists agree that withdrawing modes of defense are more insidious than
aggressive responses because they often escape detection, and they are often more
difficult to overcome in treatment and because they may in some cases indicate the beginning of serious behaviour disorder.

A seclusive child who shuns the company of other children, often remaining by himself during recess or play periods when children are engaged actively and socially may have a psychological problem.

Case studies of children with markedly withdrawn behaviour frequently show abusive treatment on the part of their parents whose physical punishments, threats and loud scolding arouse a persistent state of fear in the child.

2.2. PERCEIVED CAUSES OF PSYCHOLOGICAL PROBLEMS

(a) Parental deprivation

Psychoanalysts have stressed the importance of early family experience on the child’s behaviour and attitudes. Most of the children who become successful as they grow older come from homes where parental attitudes towards them were favourable and where a wholesome relationship existed between them and their parents. Such a relation will produce happy friendly children who are appealing to others and relatively free from anxieties and constructive, interdependent members of the group. Unsuccessful children by contrast are usually the products of unfavourable parent-child relationship. Children who are deprived of attention and affection from parents are hungry for affection.

(Hurlcok. E. B. 1972:478) admits that parental attitudes that favor the development of a well-adjusted personality are characterized by understanding, love and interest in child as an individual. Parental attitudes that hamper personality development are marked by lack of emotional warmth, rejection in such subtle forms as criticism and
hostility submerged under a cloak of insincere care and affection, favoritism toward a sibling and high degree of behavioural control.

Parental attitudes and deprivation of love and belonging has a lot of psychological effect on the child. The child’s moral and emotional development is adversely affected. Criminals, mental disturbed and social maladjusted children may be as a result of individuals who in childhood lacked consistent, continuous and concerned care, or worse still were unloved and rejected. Anger, hate, lack of concern for others are probable reactions to being unloved and rejected. Children who had such early experiences in life may affect them psychologically. The individuals ability to adjust in later life is considered to be determined largely by early childhood experiences. If painful conflicts have been repressed in childhood without being resolved, they will continue in adulthood, though unconscious, to influence individual thoughts.

(b) Broken Homes

Children who come from homes which have been broken by death, divorce, desertion and separation are often more maladjusted than children who come from more stable homes. The insecurity caused by broken home causes deleterious effect upon children. Homes, which are not broken but in which have parental conflict also provide more than their quota of nervous, unhappy problem children. Kirkpatric 1955:617 outlines the psychological effect of divorce upon a child.

(a) Divorce often brings a shock to the child’s sense of security.

(b) There is almost always some conflict of loyalty in the mind of the child.

(c) Various behaviour symptoms range from criminality to susceptibility to colds. Children of divorced parents do seem differently prone to seek immediate happiness.
Mussen P.H 1984:407 points out that the negative effects of divorce on children’s functioning could be a result of family conflict as well as separation. Most couples experience marital conflict for sometime before they divorce. In fact, some of the problem behaviours observed in children following divorce may have began before separation. Even after separation, disputes about finances, visitations and property often continue. When those conflicts are frequent and openly displayed to children, the children show more behaviour problems such as aggression and lack of self-control than they do in families where the divorced parents have a relatively amicable relationship.

Lindgren H.C 1972:77 says that psychological stress on a child from a broken home comes partly from the fact that the break is generally accompanied by disturbed relations between the parents, who often are less able to be responsive to their children’s psychological needs as they would be under normal circumstances. The fact that one parent is absent from home also has important psychological implications.

It is important to note here that, if a child gets a sense of security from his home, such a feeling will enable him to coup more adequately with the tasks of the classroom learning, and other problems he encounters at school, but the more the home climate is characterized by such qualities as punitiveness, disorganization, or extreme rigidity, the more likely it is to produce problem behaviour in school.

In reporting on delinquent boys Glueck & Glueck states that “no fewer than six out of every ten of the home of the delinquents as compared with three of the homes of
non delinquents had been broken by separation, divorce, death or prolonged absence of the insecurity caused by the breaking of the home that has deleterious effect upon children."

(c) **Child rejection**

Children who come from homes where they are neither loved nor valued by their parents thirst for affection and security and they may have feeling of helplessness and loneliness. The form that parental rejection may take are many. They include neglect of the child, separation from the child; with holding gifts from the child. Limiting him before other people and comparing the child unfavourably with other children in the family. (Symond M. 1949:27) has pointed out that children who are much neglected or harshly treated by their parents may develop psychopathic and unstable tendencies. He describes the behaviour of the psychopathic child as follows:

"The psychopathic child is one characterized by utter disregard of rules and conventions of society, by shallow feeling, by lack of reactions of guilt, and by emotional instability. He has not learned self-control nor developed behaviour which is socially acceptable. Rejected children have low frustrations from within. His superego is embryonic and consequently he is without feelings of guilt or remorse".

(d) **Over protectiveness**

(Hurlock E. B. 1969 : 437) defines parental over protection as excessive physical contact of the parent and child, prolongation of infantile care, prevention of the development of self-reliance and excessive parental control.

Children who are overindulged show numerous characteristic behaviour traits. These include selfishness, aggressiveness, lack of responsibility and general infantile
behaviour. Children who are over protected often exhibit such envious habits as thumb sucking, enuresis, temper tantrums. These children characteristics Personality pattern are manifested by low level of ego strength, of aspiration and of frustration tolerance. They show many withdrawing reactions, lack of emotional control and openly refuse responsibility.

(e) Personal inadequancies

The child who is crippled or disfigured has problems of adjustment to face which are complicated than those of average child. Barker and his Co-workers states that studies by means of interviews, observations and rapport of informants indicate rather consistently that physically disabled persons are more frequently maladjusted than physically normal persons.

This person may exhibit some behaviour like withdrawing, shyness, feeling of insecurity, paranoid reactions, sensitivity, inferiority anxiety which are psychological in nature.

(f) School practices:

Unfavorable home conditions play a large part in maladjustment which children exhibit at school. If a child's home life is in any way unsettled, for example parent unemployed, poor and live in poor housing environment, the child's activities in school are likely to be difficult and this may have severe consequences for the behaviour of the child in school.

The causes of psychological problems among the pupils are found in society's changing standards, maladjustment caused by broken homes and stress within the traditionally family system, and also the feeling of anonymity by children in very
large schools, and the growing resentment among pupils that conventional schooling no longer leads to assured employment as once it did.

Griffin G. W. 1999 attributes fear and frustration that creates stress as inherent in Kenya's pyramid like education system, whereby an intensely competitive situation governs a child's entire life prospects, placing him under unceasing pressure to succeed. If learners are under too much stress, then any issue, even trivial ones can trigger an outbreak of indiscipline.

2.3 METHODS OF DEALING WITH PUPILS PSYCHOLOGICAL PROBLEMS.

From time immemorial teachers have tried to deal with pupils problems by direct and sometimes drastic methods such as physical punishment, banishment from the classroom, sarcasm, scolding, poor marks, detention and the like. These kinds of methods are used with the aim of deterring the pupil from engaging into any disruptive behaviours. The underlying principle is that;

"When a response is followed by an annoying state of affairs, the connection between this response and the stimulus which preceded it tends to be weakened." (Thordike 11914:172)

This approach of dealing with pupils problems is opposed to psychologists who advocate that in order to deal with pupils problem properly, it demands for the teachers to go beyond the surface aspect of problem behaviour in order to solve it. There is a natural tendency for teachers to be somewhat judgemental, tending to look upon pupils misbehaviour in terms of whether it should be punished rather than in terms of whether it has any serious implications for the child's adjustments or progress as a learner. Although it is relatively easy to draw sweeping and obvious conclusions regarding the behaviour of a child at school and the conditions that we assume are prevailing at home, the obvious conclusions are not always the most
valid. Lindgren H. C. 1974:84, cautions that human behaviour is an exceedingly complex phenomenon, and it is difficult to determine without careful study, what the important factors really are in a given child's behaviour, Thus, psychological investigation inevitably discloses causes that the individual himself is completely unaware of or is dimly aware of but can not express.

Many teachers on the other hand take the position that they would not concern themselves with psychological problems of their pupils, in most cases these children may be ignored or go unnoticed in the classroom, or if noticed the child with the problem is referred to the administrators counselors or parents for dealing with it. Conduct problems which consists of behaviour that are grossly disturbing to others and may in fact be directed against them in that, it is hostile, aggressive, destructive and sometimes involves delinquency and psychopathology are more noticeable to the teachers while others take the form of withdrawal behaviour which suggests that the child is fearful, feels anxious and is avoiding situations that might expose him to criticism, ridicule or rejection usually goes unnoticed by teachers. Lindgren H. C. 1972: 137 points this further by saying that the child with the personality problem however is likely to remain in the background and thus not easily identified as someone needing help. He is usually complaint and obedient and consequently may escape notice altogether. He warns against using punishment with children who have already been damaged, psychologically speaking by too much punishment on the part of teachers and others adults. Damaged children, he pointed out are likely to evoke impatience exasperations and hostility on the part of teachers. Damaged children, he maintains needs more than the average amount of forbearance, patience and attention.
SUMMARY OF LITERATURE REVIEW

Literature on psychological problems show that pupils in primary school at one time or another may be faced by these problems. The review shows that pupils find themselves in circumstances fit to generate these problems. A child has no choice but to respond in some way to his psychological needs, which are a dimension or aspect of the psychological factors that motivate his behaviour.

The review of causes of psychological problems has clearly indicated how child's early experiences and development as an effect on predisposing psychological problems.

It has been noted that personality neurotic problems are not easily noticed by teachers unlike the conduct problems which consists of behaviours that are disturbing to others yet they are more serious.

In dealing with pupils psychological problems, teachers are cautioned against making obvious conclusions concerning pupils problems. Psychological investigations should be carried out in order to understand the causes of various psychological problems. Punishment should be avoided on psychologically damaged children.

There is much literature on psychological problems of the pupils but most of it is out of African context. There is need to conduct a current study to ascertain whether the above discussed psychological problems are experienced by pupils in our schools. Most of the literature has shown studies in Western countries whereby the assumption of these studies may not totally apply to Kenyan situation due to
differences in child-rearing practices. Thus the researcher found it important to
survey the psychological problems of pupils in primary school under the following
objectives;

a) To find out some of the psychological problems of primary school pupils.
b) To find out if teachers are aware of the psychological problems facing their
pupils.
c) To find out what the teachers perceive as causes of these psychological
problems.
d) To find out how teachers deal with these psychological problems.
e) To recommend on the basis of the study findings, possible improvements in
the handling of primary school pupils who manifest psychological problems.
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CHAPTER THREE
STUDY METHODOLOGY

3.1 INTRODUCTION

The preceding two chapters have laid a foundation for this research. In chapters one, the problems of the study has been stated, limitations of the study, as well as the definition of terms stated.

In chapter two the researcher has reviewed the related literature. In this chapter the main focus is on research methodology, specifically the chapter establishes the subjects and methods of sampling them, the research instruments and how they were developed and administered. A brief discussion on data analysis is also included in this chapter.

3.2 THE RESEARCH METHOD AND SUBJECT SELECTION

The study was a single-element survey research. It was not seeking variable relationships, but aimed at finding out in a survey, the psychological problems shown by primary school pupils. The survey was carried out through primary school pupils and teachers who handle them as subject in the study. The study was conducted in four randomly selected primary schools drawn from two educational zones of Mirigamieru West division of Meru Central District. The schools were grouped into rural and urban. All the schools located within the boundaries of Municipal and Urban councils of Meru Central districts are referred to as Urban schools. All other schools were regarded as being rural. Two schools were randomly selected from each
school. A public school and a mixed private boarding schools were randomly selected from each group.

To arrive at the schools to be selected for study, a list of all schools in each category (public & mixed private boarding) were listed in pieces of paper, they were folded, put in a tin and two schools, were picked from each group.

The aim of using random sampling was to avoid any bias in the sample as Harper (1971:22) says:

“A random sample is a sample selected in such a way that every item in the population has an equal chance of being included. This is the only method of sampling which we can be confident is free from bias.”

The subjects of the study in total were 20 teachers and 127 pupils. In each school 5 teachers were used as the subject of study. The teachers used in the study were: teacher in charge of guidance and counselling or discipline master in the school, this is because some schools seems not to have guidance and counselor teacher, and four teachers from each school who teaches most subjects in classes 2, 4, 6, and 8. The head teacher of each chosen school suggested to the researcher four of his teachers, one from each class listed above who was best able to supply data on pupils psychological problems. From each of the randomly selected schools, the class teachers selected pupils from classes 6 & 7 (15 boys & 15 girls ) making a total of 30 pupils from both classes. It is important to note that instead of 120 pupils from the four schools who were initially supposed to be used as subjects, many boys were willing to participate and the teachers found it difficult to block them hence increasing the numbers of pupils to 127 pupils.
The reason for using teachers who taught most subjects in each class chosen for study was that such a teacher is likely to be more conversant with the problems in that class than those who teach few lessons. Also alternating classes should provide reliable results of psychological problems in the school than succeeding classes.

3.3 STUDY INSTRUMENTS AND DATA COLLECTIONS

STUDY INSTRUMENTS:

An anonymous questionnaire was used as the major tool for the collection of data. The questionnaire sought to investigate the psychological problems of primary schools pupils, causes and how teachers handles pupils who manifest such problems. Two types of questionnaires were used one for pupils and another one for the teachers. (Appendix E & F)

The teachers questionnaire was divided into four areas:

(a) Requiring teachers to identify common psychological problems of their pupils.
(b) Requiring teachers to indicate the perceived causes of those psychological problems.
(c) Requiring teachers to indicate methods they use to deal with pupils psychological problems.
(d) Requiring teachers to make recommendations that can help in solving psychological problems experienced by primary school pupils.

Pupils questionnaire was also organized on the same outline.
3.4 ADMINISTRATION OF THE RESEARCH INSTRUMENT:

After seeking permission from the office of the president and from the office of the District Education officer Meru Central, the researcher was provided with introductory letters to all the four schools to be visited. Copies were also sent to the schools’ head teachers alerting them of the presence of the researcher and asking their cooperation.

Each school was visited at least three times. On the first visit, the introductory letter was taken to the head teacher, and the researcher introduced herself and the research she intended to carry out. During that first visit, the headteacher was requested to identify the teachers to be used as the subjects and the class teachers to select the pupils for the study in readiness for second visit.

On the second visit, the researcher started with a short discussion with the teachers and pupils. The researcher introduced herself and the purpose for the visit. The researcher then gave each of the subject a copy of a questionnaire. The researcher then released the teachers to go and was left with the pupils. In order to help the pupils understand the items in questionnaire, the researcher decided to go with them question by question. Each question was asked at a time, and those who did not understand it were asked to raise their hands for further explanation. When everybody appeared to have understood, they wrote their answers. Pupils were guided like that up to the last item. This was done to help the academically weak pupils. The researcher felt that if this was not done, data analysis may be a big problem.

The teachers’ questionnaires were to be collected later after three days. The pupil received, filled and returned their questionnaires the same day.
3.5 DATA ANALYSIS

Because this is a single element survey study, the data analysis to be used is descriptive statistics. Data will be presented in frequencies and percentages using tables. The frequencies and percentages are to be used in reaching conclusions to provide answers to research questions set at the beginning of the study.

In summary, this chapter outlined the research design used in the study. Methodological aspects such as the sample, instruments used, data collection procedure and the statistical analysis used were discussed. The next chapter focuses on presentation and analysis of data.
CHAPTER FOUR

RESULTS:

The data obtained from pupils’ and teachers’ responses in the questionnaires was analysed to provide answers to each of the objectives set at the beginning of the study.

The subjects comprised of 127 pupils (67 males and 60 females) from the four randomly selected schools. From private boarding schools there were (32 males and 30 females), making a total of 62 pupils who were used as the subjects, while the public schools provided (35 males and 30 females) adding to 65 subjects. All the subjects used from both private and public schools were randomly selected from classes 6 and 7.

There was 100% return rate of the pupils’ questionnaires and all supplied data which was used in the analysis.

The teachers involved in the study totaled to 20. The teachers who taught most subjects in classes 2, 4, 6 and 8 and the teacher in charge of guidance and counselling or discipline master were used as subjects from each school. The return rate of the teachers’ questionnaires was also 100%. The frequencies and percentages in the analysis were worked out of the number of pupils and teachers’ questionnaires received by the researcher.
4.1 PSYCHOLOGICAL PROBLEMS OF PRIMARY SCHOOL PUPILS.

To determine these psychological problems, the subjects were given a list of 30 specific problems and were asked to tick those which are most disturbing to them (item no. 1 section B in pupils questionnaire, Appendix E). The data in table 1 shows frequencies and percentages of pupils who perceive a particular type of psychological problem as disturbing.
<table>
<thead>
<tr>
<th>TYPE OF PROBLEM</th>
<th>PRIVATE DAY/BOARDING SCHOOLS</th>
<th>PUBLIC SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BOYS</td>
<td>GIRLS</td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>1. Restlessness in school</td>
<td>1</td>
<td>3.13</td>
</tr>
<tr>
<td>2. Lack of interest to learn/low</td>
<td>11</td>
<td>34.4</td>
</tr>
<tr>
<td>concentration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Disobedience and unwilling</td>
<td>2</td>
<td>6.25</td>
</tr>
<tr>
<td>to cooperate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Disrespect</td>
<td>1</td>
<td>3.13</td>
</tr>
<tr>
<td>5. Withdrawn</td>
<td>6</td>
<td>18.80</td>
</tr>
<tr>
<td>6. Feeling shy</td>
<td>17</td>
<td>53.10</td>
</tr>
<tr>
<td>7. Aggression</td>
<td>3</td>
<td>9.38</td>
</tr>
<tr>
<td>8. Temper tantrums</td>
<td>22</td>
<td>68.80</td>
</tr>
<tr>
<td>9. Speech disorders</td>
<td>14</td>
<td>43.80</td>
</tr>
<tr>
<td>10. Truancy</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>11. Cheating</td>
<td>10</td>
<td>31.30</td>
</tr>
<tr>
<td>12. Phobia</td>
<td>9</td>
<td>28.10</td>
</tr>
<tr>
<td>13. Feeling nervous</td>
<td>7</td>
<td>21.90</td>
</tr>
<tr>
<td>14. Suicide</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>15. Mentally disturbed</td>
<td>11</td>
<td>34.40</td>
</tr>
<tr>
<td>16. Drinking alcohol</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>17. Smoking cigarette</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>18. Feeling worried</td>
<td>18</td>
<td>56.30</td>
</tr>
<tr>
<td>19. Competing over girls</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>20. Smoking bhang</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>21. Love letters</td>
<td>1</td>
<td>3.10</td>
</tr>
<tr>
<td>22. Bullying</td>
<td>2</td>
<td>6.30</td>
</tr>
<tr>
<td>23. Absent mindedness</td>
<td>3</td>
<td>9.30</td>
</tr>
<tr>
<td>24. Poor academic performance</td>
<td>5</td>
<td>15.60</td>
</tr>
<tr>
<td>25. Avoiding class work and</td>
<td>3</td>
<td>9.34</td>
</tr>
<tr>
<td>responsibility</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26. Being sensitive to criticism</td>
<td>17</td>
<td>53.10</td>
</tr>
<tr>
<td>27. Seeking attention</td>
<td>3</td>
<td>9.38</td>
</tr>
<tr>
<td>28. Feeling anxious</td>
<td>5</td>
<td>15.60</td>
</tr>
<tr>
<td>29. Suspiciousness</td>
<td>11</td>
<td>34.40</td>
</tr>
<tr>
<td>30. Over critical to others</td>
<td>1</td>
<td>3.10</td>
</tr>
</tbody>
</table>
From table I, the first ten common psychological problems that pupils feel were most disturbing to them are: lack of interest to learn with mean percentage of 48.7%, withdrawal 40%, feeling shy 38.5%, temper tantrums 53.8%, speech disorders 49.5%, cheating 41%, phobia 42.4%, feeling worried 60%, being sensitive to criticism 59.2% and suspiciousness 38%.

Others are perceived as problems but with low mean percentages below 30%. Smoking bhang was not ticked by any pupil as a problem in both public and private boarding schools, drinking alcohol, truancy, smoking cigarette and competing over girls is not mentioned at all as a problem. The only problem not mentioned at all in public schools is smoking bhang.

The overall analysis of psychological problems as indicated by pupils shows that neurotic personality problems are more common and serious among the primary school pupils than conduct related psychological problems. Psychological problems such as disobedience, with mean percentage of 0.46, disrespect 9.9% and bullying 10.7% were related lowly by pupils as a problem.

A similar list of problems was given in the teachers’ questionnaire (item I of part I in the teachers’ questionnaire, appendix F). The item listed 30 specific problems, and the teachers were supposed to indicate by a tick, some of the problems experienced by pupils either in their class or in their school. Table 2 gives the frequencies and percentages that a particular type of a problem is shown by pupils in their classes or in their school.
## TABLE 2

Types of Psychological problems observed by Teachers among their pupils

<table>
<thead>
<tr>
<th>TYPE OF PROBLEM</th>
<th>PRIVATE DAY/BOARDING</th>
<th>PUBLIC SCHOOL</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>1. Restlessness</td>
<td>5</td>
<td>50</td>
<td>4</td>
</tr>
<tr>
<td>2. Lack of interest</td>
<td>8</td>
<td>80</td>
<td>8</td>
</tr>
<tr>
<td>3. Disobedience</td>
<td>8</td>
<td>80</td>
<td>5</td>
</tr>
<tr>
<td>4. Disrespect</td>
<td>6</td>
<td>60</td>
<td>5</td>
</tr>
<tr>
<td>5. Withdrawn</td>
<td>2</td>
<td>20</td>
<td>3</td>
</tr>
<tr>
<td>6. Feeling shy</td>
<td>8</td>
<td>80</td>
<td>5</td>
</tr>
<tr>
<td>7. Aggression</td>
<td>2</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>8. Temper tantrums</td>
<td>5</td>
<td>50</td>
<td>4</td>
</tr>
<tr>
<td>9. Speech disorder</td>
<td>6</td>
<td>60</td>
<td>6</td>
</tr>
<tr>
<td>10. Truancy</td>
<td>4</td>
<td>40</td>
<td>6</td>
</tr>
<tr>
<td>11. Cheating</td>
<td>9</td>
<td>90</td>
<td>7</td>
</tr>
<tr>
<td>12. Phobia</td>
<td>4</td>
<td>40</td>
<td>5</td>
</tr>
<tr>
<td>13. Feeling nervous</td>
<td>3</td>
<td>30</td>
<td>6</td>
</tr>
<tr>
<td>14. Suicide</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>15. Mentally disturbed</td>
<td>2</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>16. Drinking alcohol</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>17. Smoking cigarette</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>18. Feeling worried</td>
<td>4</td>
<td>40</td>
<td>1</td>
</tr>
<tr>
<td>19. Competing over girls</td>
<td>2</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>20. Smoking bhang</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>21. Love letters</td>
<td>1</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>22. Bullying</td>
<td>6</td>
<td>60</td>
<td>5</td>
</tr>
<tr>
<td>23. Absent mindedness</td>
<td>6</td>
<td>60</td>
<td>6</td>
</tr>
<tr>
<td>24. Poor academic performance</td>
<td>8</td>
<td>80</td>
<td>9</td>
</tr>
<tr>
<td>25. Avoiding class work</td>
<td>8</td>
<td>80</td>
<td>7</td>
</tr>
<tr>
<td>26. Feeling sensitive</td>
<td>5</td>
<td>50</td>
<td>5</td>
</tr>
<tr>
<td>27. Seeking attention</td>
<td>9</td>
<td>90</td>
<td>6</td>
</tr>
<tr>
<td>28. Feeling anxious</td>
<td>4</td>
<td>40</td>
<td>5</td>
</tr>
<tr>
<td>29. Suspiciousness</td>
<td>2</td>
<td>20</td>
<td>3</td>
</tr>
<tr>
<td>30. Over critical to others.</td>
<td>2</td>
<td>20</td>
<td>2</td>
</tr>
</tbody>
</table>

33
From table 2, the first ten common psychological problems listed by the teachers as most disturbing are: Lack of interest to learn with mean percentage of 80%, cheating 80% avoiding class work 75%, seeking attention 75% poor academic performance 85%, disobedience 65%, feeling shy 65%, speech disorder 60%, bullying 55%, and disrespect 55%.

Smoking bhang, smoking cigarette and suicide are not mentioned at all by the teachers as a problem among their pupils.

There is consistency in teachers (table 2) and pupils (table 1) perceiving smoking bhang as not a problem, smoking cigarette is also not perceived as a problem by teachers, while pupils from public Schools mentioned it as a problem. The reason for this is that boys from public schools can smoke out of school. Another problem not indicated by teachers at all is suicide, while a mean percentage of 10.2% of the pupils contemplated committing suicide (table 1).

4.2. COMPARISON OF PSYCHOLOGICAL PROBLEMS BETWEEN MALE AND FEMALE PRIMARY SCHOOL PUPILS IN BOARDING AND PUBLIC SCHOOL.

From table 1, taking percentages above 50 to imply that a problem is common, then boys in boarding schools have the following problem as the most common and disturbing, feeling shy (53.1%) temper Tantrums (68.8%), feeling worried (56.3%) being sensitive to criticism (53.1%) while boys in public schools, has the following as most disturbing, lack of interest to learn (57.1%), speech disorders (54.3%) feeling worried (57.4%) and being sensitive to criticism (57.1%).
There is a consistency of psychological problems among boys in both public and boarding schools. The difference noted is that boarding school boys have more problems of temper tantrums and feeling shy unlike their counterparts in public schools. On the other hand, boys in public schools have recorded their lack of interest to learn (57.1%). They also mentioned speech disorders as a problem disturbing to them.

Analysis of girls problems in both public and boarding school revealed the following problems as most disturbing to them. Girls in boarding schools perceived, lack of interest to learn or low concentration (53.3%), feeling shy (53.3%) temper tantrums (63.3%), phobia (80%) feeling worried (70%), being Sensitive to criticism (76.7%) as most disturbing to them while girls in public schools indicated the following problems as most disturbing to them. Lack of interest to learn (50%) withdrawal (56.7%) temper tantrums (60%), feeling worried 63.3% and being sensitive to criticism (50%).

There is consistency of problems among girls in both private boarding and public schools except that girls in boarding schools recorded higher percentages.

4.3 PERCEIVED CAUSES OF PSYCHOLOGICAL PROBLEMS.

The second objective of this study was to investigate what the teachers and pupils perceived to be the causes of psychological problems.

In (Item 3, section B) of pupils questionnaire, the respondents were asked to list some of the possible causes of their psychological problems.
In (part 11) of the teachers’ questionnaire, the respondents were asked to indicate by a tick (✓), the causes of psychological problems from a given list as they perceived it in their classes or schools.

Table 3 shows the perceived causes of psychological problems by the pupils, while table 4 shows what the teachers perceived to be the causes of psychological problems of the pupils.

The causes of psychological problems for easier analysis were grouped into four categories. These are: home related causes, school related cause, peer related cause and individual related causes (Table 3&4).
### TABLE 3
CAUSES OF PSYCHOLOGICAL PROBLEMS OF THE PUPILS AS PERCEIVED BY PUPILS

<table>
<thead>
<tr>
<th></th>
<th>PUBLIC</th>
<th>PRIVATE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td><strong>A. Home Related Causes</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poverty</td>
<td>15</td>
<td>23.10</td>
<td>8</td>
</tr>
<tr>
<td>Broken home</td>
<td>2</td>
<td>3.10</td>
<td>2</td>
</tr>
<tr>
<td>Family conflict</td>
<td>12</td>
<td>19.40</td>
<td>12</td>
</tr>
<tr>
<td>Rejection at home</td>
<td>6</td>
<td>9.230</td>
<td>4</td>
</tr>
<tr>
<td>Separation from parents</td>
<td>0</td>
<td>0.00</td>
<td>12</td>
</tr>
<tr>
<td>Overprotection</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
</tr>
<tr>
<td>Conflict between home and school</td>
<td>1</td>
<td>1.50</td>
<td>3</td>
</tr>
<tr>
<td>Pressure from parents</td>
<td>4</td>
<td>6.20</td>
<td>4</td>
</tr>
<tr>
<td><strong>B. School Related Causes</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examination pressure</td>
<td>4</td>
<td>6.20</td>
<td>5</td>
</tr>
<tr>
<td>Competition in school</td>
<td>1</td>
<td>1.50</td>
<td>10</td>
</tr>
<tr>
<td>Fear of failure</td>
<td>11</td>
<td>16.90</td>
<td>12</td>
</tr>
<tr>
<td>Harsh teachers</td>
<td>14</td>
<td>21.50</td>
<td>12</td>
</tr>
<tr>
<td>Punishment</td>
<td>6</td>
<td>9.20</td>
<td>11</td>
</tr>
<tr>
<td>Many subjects taught</td>
<td>4</td>
<td>6.20</td>
<td>2</td>
</tr>
<tr>
<td>Assignment</td>
<td>0</td>
<td>0.00</td>
<td>3</td>
</tr>
<tr>
<td>Too much work in school</td>
<td>12</td>
<td>18.50</td>
<td>14</td>
</tr>
<tr>
<td><strong>C. Peer Related Causes</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer pressure</td>
<td>17</td>
<td>26.20</td>
<td>15</td>
</tr>
<tr>
<td>Boy/girl relationship</td>
<td>2</td>
<td>3.10</td>
<td>1</td>
</tr>
<tr>
<td>Influence from media</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
</tr>
<tr>
<td><strong>D. Individual Related Causes</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal inadequancies</td>
<td>6</td>
<td>9.20</td>
<td>9</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>121</td>
<td>93.3</td>
<td>121</td>
</tr>
</tbody>
</table>

A look at the pupils responses on the causes of psychological problems, indicates that school related causes were highly rated with 93.3% of the pupils feeling that the school is the major cause of their psychological problems.
School related causes mentioned by learner are: examination pressure, competition in school, fear of failure, harsh teacher, punishments, many subjects taught and assignments.

School related causes were followed by home related causes with 66.9%. Home related causes includes poverty, broken homes, family conflicts, rejection at home, separation from parents, conflicts between home and school and pressure from parents. It is important to note here that children who come from unstable families have their share of the problems, which may hinder or affect learning in school.

In this particular study, 34.4% of the subjects recorded that they come from families without the two parents. 31.5% stays with the mothers, 1.6% with the father, and 1.6% stays with their relatives (Appendix D).

Peer related causes (27.6%) and individual related causes (11.8%) were lowly rated by pupils as the causes of their psychological problems.
### TABLE 4

**CAUSES OF PSYCHOLOGICAL PROBLEMS AS PERCEIVED BY THE TEACHER**

<table>
<thead>
<tr>
<th></th>
<th>PUBLIC</th>
<th>PRIVATE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td><strong>A. Home Related Causes</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poverty</td>
<td>1</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Broken home</td>
<td>4</td>
<td>40</td>
<td>10</td>
</tr>
<tr>
<td>Family conflict</td>
<td>5</td>
<td>50</td>
<td>9</td>
</tr>
<tr>
<td>Rejection at home</td>
<td>2</td>
<td>20</td>
<td>9</td>
</tr>
<tr>
<td>Separation from parents</td>
<td>7</td>
<td>70</td>
<td>9</td>
</tr>
<tr>
<td>Overprotection</td>
<td>6</td>
<td>60</td>
<td>6</td>
</tr>
<tr>
<td>Pressure from parents</td>
<td>6</td>
<td>60</td>
<td>8</td>
</tr>
<tr>
<td><strong>Avg</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B. School Related Causes</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examination pressure</td>
<td>7</td>
<td>70</td>
<td>3</td>
</tr>
<tr>
<td>Competition in school</td>
<td>8</td>
<td>80</td>
<td>3</td>
</tr>
<tr>
<td>Fear of failure</td>
<td>7</td>
<td>70</td>
<td>4</td>
</tr>
<tr>
<td>Harsh teachers</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Punishment</td>
<td>3</td>
<td>30</td>
<td>5</td>
</tr>
<tr>
<td>Many subjects taught</td>
<td>8</td>
<td>80</td>
<td>9</td>
</tr>
<tr>
<td>Assignment</td>
<td>8</td>
<td>80</td>
<td>9</td>
</tr>
<tr>
<td><strong>Avg</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C. Peer Related Causes</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer pressure</td>
<td>6</td>
<td>60</td>
<td>8</td>
</tr>
<tr>
<td>Boy/girl relationship</td>
<td>4</td>
<td>40</td>
<td>6</td>
</tr>
<tr>
<td>Influence from mass media</td>
<td>4</td>
<td>40</td>
<td>8</td>
</tr>
<tr>
<td><strong>Avg</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>D. Individual Related Causes</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal inadequancies</td>
<td>6</td>
<td>60</td>
<td>4</td>
</tr>
</tbody>
</table>

Table 4 shows what the teachers perceive to be the causes of psychological problems of their pupils.

The teachers rated home related causes to be the major cause of psychological problems of the pupils with a mean average percentage of 65.7%. School and
individual related causes contributed almost equally to the psychological problems of the pupils with mean average percentage of 53.6% and 50% respectively. Peer related causes were rated at 60%. It is noted here that school related causes were affected by the fact that most teachers did not see harshness of the teachers to be the cause of the psychological problem of the pupils. This adversely affected the percentage for school related causes. This may imply that most teacher did not want to admit that they are harsh to their pupils.

4.4 HOW TEACHERS DEAL WITH PUPILS WITH PSYCHOLOGICAL PROBLEMS

To find out how teachers handle pupils with psychological problems, the pupils were asked to list some of the problems they had, and what the teachers did in each case (Appendix E, section B item 4). The researcher hoped that through such an item, the subjects would recall some of the problems they had which necessitated teachers taking steps to deal with the problem.

The 127 subjects from both private boarding and public schools mentioned that when pupils exhibited some problem, they were sent home (to call the parent), they were caned, they were given manual work as punishment, they were talked to in guidance and counselling, or they were expelled from school.

The most common methods mentioned by pupils are punishment (doing manual work) with 66.1%, followed by being caned with 61.4%.

Guidance and counselling the expected method of helping psychologically affected children was ranked fourth with 42.5%. Table 5 gives the responses which were obtained.
TABLE 5

Pupils responses on how teachers deal with their psychological problems

<table>
<thead>
<tr>
<th>METHOD OF HANDLING THE PROBLEM</th>
<th>PUBLIC SCHOOLS</th>
<th>PRIVATE SCHOOLS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>%</td>
<td>No</td>
</tr>
<tr>
<td>being sent home</td>
<td>37</td>
<td>56.90</td>
<td>22</td>
</tr>
<tr>
<td>being caned</td>
<td>40</td>
<td>61.50</td>
<td>38</td>
</tr>
<tr>
<td>doing manual work</td>
<td>41</td>
<td>63.10</td>
<td>43</td>
</tr>
<tr>
<td>guidance and counseling</td>
<td>28</td>
<td>43.10</td>
<td>26</td>
</tr>
<tr>
<td>suspension</td>
<td>4</td>
<td>6.150</td>
<td>1</td>
</tr>
<tr>
<td>expulsion</td>
<td>1</td>
<td>1.50</td>
<td>3</td>
</tr>
</tbody>
</table>

Teachers on the other hand, were given some items which sought to know how they handle pupils with psychological problems. Teachers mentioned guidance and counseling more frequently (95%) followed by talking in the presence of a parent and then giving rewards. Suspension of pupils is not mentioned at all by the teachers.

It is noted here that, while teachers mentioned guidance and counselling more frequently followed by talking in the presence of a parent, then giving rewards, pupils mentioned doing punishment (manual work) more frequently followed by caning, being sent home, then guidance and counseling. Expulsion and suspension are rarely used. Table 6 gives the teacher responses.
### TABLE 6
Responses On How Teachers Deal With Psychological Problems Of The Pupils

<table>
<thead>
<tr>
<th>METHOD OF DEALING WITH PROBLEM</th>
<th>PRIVATE SCHOOLS</th>
<th>PUBLIC SCHOOLS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
</tr>
<tr>
<td>Caning</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Manual work</td>
<td>2</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>Talking in presence of parent</td>
<td>6</td>
<td>60</td>
<td>10</td>
</tr>
<tr>
<td>Guidance and counseling</td>
<td>10</td>
<td>100</td>
<td>9</td>
</tr>
<tr>
<td>Giving rewards</td>
<td>8</td>
<td>80</td>
<td>5</td>
</tr>
<tr>
<td>Suspension</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Expulsion</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
CHAPTER 5

DISCUSSION, CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH.

5.1 INTRODUCTION.

In the preceding chapters, the following aspects were covered: the introduction, the review of related literature, methodology and data analysis. This chapter deals with discussion of results, conclusions, recommendations and suggestions for further research.

The aim of this study was to investigate the psychological problems of primary school pupils in Mirigamieru Division, Meru Central District. It also sought to investigate possible causes of psychological problems and how teachers deal with such problems. The schools used in the study were selected from Mirigamieru Division of Meru Central district. The schools were grouped into two categories, urban and rural schools. Two schools from each category were used. Five teachers from each school were selected as respondents and 127 pupils from all the schools were used as subjects.

Two types of questionnaires one for pupils only and the other for the teachers only, were administered and all returned with usable data.
The advantage of using a questionnaire is that, it was economical in terms of labour, time and money. Also all the subjects were able to answer questions without fear because questionnaires are impersonal.

Chapter two reviewed related literature which gave a guideline on how to approach the present study. It provided some insight on the theoretical basis of this project.

Chapter three dealt with the design and methodology of the study which showed the sample, instrument and presented administration of the questionnaire.

Analysis of the data was presented in chapter four. The data collected was analysed using simple descriptive statistics. This was based on the responses given by the teachers and pupils. Appropriate percentages were calculated to arrive at conclusions.

This chapter discusses the results of the survey and their implications in relation to issues identified in the first two chapters.

5.2 MAJOR ISSUES RESULTING FROM THE SURVEY

5.2.1 Psychological problems of primary school pupils.

The survey revealed that primary school pupils have various types of psychological problems. The most common psychological problems indicated by the pupils as most
disturbing were: lack of interest to learn with mean percentage of 48.7%, temper tantrums 53.7%, feeling worried 60%, being sensitive to criticism 59.2%, phobia 42.4% and feeling shy 38.5% (Table 1).

A survey carried out among the teachers (Table 2) shows the psychological problems listed by the teachers as most disturbing among their pupils. These are lack of interest to learn with mean percentage of 80%, cheating 80%, poor academic performance 85%, disobedience 65%, speech disorders 60%, bullying 55%, feeling shy 65% and disrespect 55%.

From the above results, pupils indicated that neurotic personality problems are more common and more disturbing to them, than conduct related psychological problems which were lowly rated by pupils as a problem, for example, disobedience which was highly rated by teachers with mean percentage of 65% was rated at 0.46% and disrespect at 9.9%.

The reason for this inconsistency between pupils and teachers results may be that, as already indicated in the literature review, pupils with personality problem are likely to remain in the background and thus not easily identified by teachers. Conduct related psychological problems are more likely to come to the attention of the teacher because they are hostile, aggressive, destructive and disobedient. On the other hand, teachers are
more likely to concern themselves with problems that directly affect learning process and mastery of the subject matter.

This may be interpreted to mean that most teachers are concerned with those problems that affect learning directly, at the expense of other forms of problems. This could be understood from the fact that the society (parents, educators and even pupils) measure a school’s success and teacher’s competence though his or her pupils in the examination, but teachers have forgotten to look at the root cause of the pupils problems in the classroom. Lindgren 1972:137, supports this by saying that,

“The child with personality problem however, is likely to remain in the background and is thus not easily identified as someone needing help”.

This explains why conduct related psychological problems are rated highly by the teachers.

There was consistency in the teachers (table 2) and pupils (table 1) perceiving smoking bhang as not a problem, smoking cigarette is also not perceived as a problem by teachers, while pupils from public schools mentioned it as a problem. The reason for this is that boys from public schools can smoke and drink alcohol during their free hours out of school.

Another problem not indicated by the teachers at all is suicide, while a mean percentage of 10.2% of pupils contemplated committing suicide (Table 1) The reason for this, is that teachers may not get to know personal problems of the pupils which can make them to
contemplate taking their lifes. Strengthening of teacher – pupil relationship may make the pupils more open and free to their teachers.

5.2.2 Comparison Of Psychological Problems Between Male And Female Primary School Pupils In Boarding And Public Schools.

Results obtained from comparison between boys in boarding schools and boys in public schools showed that, boys in boarding schools have the following problems as the most common and disturbing to them. These are: feeling shy (53.1%), temper tantrums (68.8%), feeling worried (56.3%), being sensitive to criticism (53.1%), while boys in public schools, indicated the following problems as most disturbing, lack of interest to learn (57.1%), speech disorders (54.3%), feeling worried (51.4%) and being sensitive to criticism (57.1%).

There is consistency of psychological problems among boys in both public and boarding schools. The difference noted is that boys from boarding schools have more problems of temper tantrums and feeling shy unlike their counterparts in public schools. On the other hand, boys in public schools have recorded their lack of interest to learn (57.1%).

The reason for this may be, some of the pupils in public school come from home backgrounds where education and schooling is not highly valued. Hence pupils motivation may be quite low in school. Boys from public school also mentioned speech disorders as a problem disturbing to them.
This may be because pupils in public schools may not have mastered English well, which is used as a medium of instruction, and thus communication in class or school becomes difficult for them. Such children are more conversant with their mother tongue which is commonly used out of school. This may make them to have speech disorders when expressing themselves in class or school due to fear of making mistakes.

There is consistency of problems between girls in boarding and public schools except that girls in boarding schools recorded higher percentages. The most common problems mentioned are: Temper tantrums, feeling worried, being sensitive to criticism, phobia and lack of interest to learn.

The reason for boarding school pupil recording higher percentages in some problems like temper tantrums, phobia, feeling shy, feeling worried, may be due to separation of these children from their families hence they may experience more anxieties and fears.

In conclusion, both boys and girls from public and boarding schools seem to be experiencing similar psychological problems. This may be attributed to their stage of development. Most subjects used in this study, classes (6 and 7) are approaching adolescence and hence they may be undergoing through rapid growth which may affect them in school. Adolescence stage is a trying period of growth. (Mussen P. H 969:678) says this about this stage:

“Adolescence is a period of dramatic and physiological change. The adolescence growth spurt begins at 11 years in girls and 13 years in boys. The physical changes of adolescence may produce a variety of concerns including anxiety, over early or late maturation, worry about deviations from idealized masculine and feminine stereotypes, in appearance, and fear, guilt or rejection, associated with new physiological events”.

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5.2.3 **Perceived causes psychological problems.**

Result obtained from the perceived causes of psychological problems among the pupils showed that school related causes were highly rated by pupils with 93.3%. School related causes mentioned by the learners are: examination pressure, competition in school, fear of failure, harsh teachers, punishments, many subjects taught and assignments.

The reason for this may be due to school practices which may produce or aggravate problems among the learners. Many teachers and administrators tend to ignore the needs of the learners hence producing psychologically affected children. Teachers might come to ignore psychological needs of the learners without meaning it, and this may cause anxiety and fear among the pupils. This is supported by Griffin G.W. 1999, who attributes fear and frustration that creates stress as inherent in Kenya’s pyramid like education system, whereby an intensely competitive situation governs a child’s entire life prospects, placing him under unceasing pressure to succeed.

Home related cause was the next major cause of pupil’s psychological problems. Home related causes include: poverty, broken homes, family conflicts, rejection at home, separation from parents, conflicts between home and school, and pressure from parents. It has already been noted in the literature review, that children who come from unstable families have their share of the problems, which may hinder or affect learning in school. Teachers need to put more effort in trying to understand pupils backgrounds so that they can be able to help them objectively.

Mussen P.H 1984: 407 supports this by pointing out that:
The negative effects of divorce on children’s functioning could be a result of family conflict as well as separation. In fact, some of the problem behaviour observed in children following divorce may have begun well before separation. Even after separation, disputes about finances, visitations, and property often continue. When these conflicts are frequent and openly displayed to children, the children show more behaviour problems such as aggression and lack of self-control than they do in families where divorced parents have a relatively amicable relationship.”

5.2.4 How Teachers deal with pupils with psychological problems.

Literature review on methods of dealing with pupils psychological problems revealed that, from time immemorial teachers have tried to deal with pupils problems by direct and sometimes drastic methods such as physical punishments, banishment from classroom, sarcasm, scolding, poor marks, detention and the like. Results obtained from pupils on how teachers deal with them when they exhibit some problems agrees with the above method of dealing with pupils’ problems.

The 127 subjects from both boarding and public school mentioned that when they exhibit some problems they were sent home (to call parents), they were caned, they were given manual work as punishment, they were talked to in guidance and counseling. The most common methods mentioned by pupils are punishment (doing manual work) with 66.1%, followed by being caned 61.4%. Guidance and counseling the expected method of helping psychologically affected children was ranked fourth with 42.5%.
On the other hand, teachers mentioned guidance and counseling more frequently (95%) followed by talking in the presence of a parent and then giving rewards. Suspension of pupils was not mentioned at all by the teachers.

From the above results, it is possible that teachers mentioned guidance and counseling more frequently because this is more recommended method for handling pupils problems. Pupils also might have mentioned punishment more frequently simply because it is a method they don’t like much. Another possible reason may be that pupils with psychological problems are not understood by teachers, and thus may appear to be indisciplined, thus deserving punishment. Literature review in chapter two cautioned us against drawing sweeping and obvious conclusions regarding behaviour of a child at school and conditions that we assume are prevailing at home. Teachers who are interested in fostering and promoting classroom learning cannot afford to ignore the psychological problems of their pupils and thus seek some understanding of various symptoms of those problems. Understanding of pupil's psychological problems will help the teachers in using appropriate methods of helping them.

5.3 CONCLUSIONS

(a) Pupils in primary schools, both in public and boarding schools have various psychological problems such as phobia, feeling worried, feeling shy, withdrawal, seeking attention, poor academic performance to mention a few. These types of problems will affect learning either directly or indirectly, and it is the responsibility of every teacher who is interested in fostering learning among his or
her pupils to concern herself/himself with the psychological problems of the pupils.

(b) Pupils indicated that personality problems such as feeling shy, temper tantrums, phobia, withdrawal, feeling worried are more disturbing to them, while teachers showed conduct related psychological problems to be more disturbing such as poor academic performance, disrespect, disobedience and seeking attention. The results from pupils and teachers are conflicting. The reason may be that teachers concern themselves more with problems which directly affect academic performance and mastery of subject matter. Another conclusion is that teachers may ignore the psychologically affected child without knowing or meaning it, because a child with the personality problem is likely to remain in the background and thus not easily identified as someone needing help.

(c) Comparison of psychological problems between boys and girls in both public and boarding schools revealed that both seem to be experiencing similar psychological problems. It was felt that the respondents in classes (6&7) must be approaching adolescence, hence undergoing through rapid growth which may affect them psychologically. This was attributed to their stage of development.

(d) Home related causes such as poverty, broken homes, family conflicts, rejection, separation from parents, pressure from parents, conflicts between home and school, together with school related causes such as examination pressure,
competition in school, fears of failure, harsh teachers, punishments, many subject taught and assignments were rated by the pupils as the major causes of their psychological problems.

(e) Teachers rated home related causes to be the major causes of psychological problems of the pupils, while other causes such as school, individual and peer related causes contributed almost equally to the psychological problems of the pupils in primary schools. It is noted here, that percentages for school related causes were adversely affected by the fact that many teachers did not want to imply that they are harsh to their pupils. Only 5% which was only one teacher who admitted teacher's harshness affected pupils psychologically.

(f) Pupils mentioned that when they exhibited some problems, they were sent home (to call the parent) they were caned, they were given manual work as punishment, they were talked to in guidance and counseling. The most common methods mentioned by pupils are punishment (doing manual work) followed by being caned, while guidance and counseling was ranked fourth after being sent home. Teachers on the other hand, mentioned guidance and counseling more frequently followed by talking in the presence of a parent, then giving rewards.

The responses between pupils and teachers appear conflicting. The reason may be that teachers may not have understood pupils with psychological problems, and they may
have dealt with problem behaviour directly without any genuine attempt of trying to understand the motivation and behaviour of children. Another reason may be that pupils want to expose teachers as relying on harsh methods of treatment, whereas teachers want to give the impression that they rely on the recommended approach of guidance and counseling. More research is needed to verify this.

5.4 RECOMMENDATIONS;

On the basis of the data collected and analysed, the researcher recommends that:

In order for the teachers to be able to deal with psychologically affected pupils in schools, teachers need to take inservice courses or seminars dealing with psychological factors of behaviour. Such in-service courses and seminars would update teachers on the modern and more recommended methods of handling pupils with psychological problems. (Appendix c) on teachers teaching experience indicate that some teachers were trained more than five years ago, and such teachers need refresher courses.

It is also felt that, since most, of the psychological problems of pupils are caused by either home or school related causes, teacher-parent co-operation would play a great role in trying to help pupils with psychological problems. Teachers should make efforts to understand the home backgrounds of their pupils. This knowledge would be used to help psychologically affected children. Parents should also get more involved in school-life, through parent-teacher association, participation in school activities like sports, trips and the like. Teacher-parent interaction would help the both parties in handling psychologically affected pupils.
In teacher training institution, the curriculum should put more emphasis on psychological factors in human behaviour. More materials addressing psychological needs and problems of the learners need to be availed to the teachers and all those people dealing with pupils. Such information would help the teachers and other educators to have a deeper understanding of children's behaviour. There is also need of introducing materials on human relationships into the curriculum. Mental health, human relations, family relationships and other social psychological aspects of human behaviour should be included in the curriculum.

Apart from putting alot of emphasis on evaluating cognitive skills, there is need to introduce personality tests in our schools. These are more likely to show pupils with psychological problems, and hence, look for appropriate methods of handling them or helping them.

The researcher also feels that, since the data analysis revealed that pupils felt that school related causes were the major cause of their psychological problems, there is need to look at the current primary school curriculum and review it to make it more interesting and motivating to the learners. A curriculum that overburdens the learners makes them to loose interest in school and thus higher school dropouts.
5.5 SUGGESTIONS FOR FURTHER RESEARCH

(a) This study was limited in scope in that it was confined to Mirigamieru Division of Meru central district. Further and related studies are recommended in other districts and provinces of Kenya with a view of establishing the extent the present findings and similar ones can be generalized throughout the country.

(b) There is need to investigate the role played by guidance and counseling in Kenyan primary schools.

(c) There is also need to investigate the psychological effect of early institutional life on the child’s development.
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Appendix A

STUDY SCHEDULE

JANUARY - APRIL 2000

Preparation of Research Proposal
Preparation of Research Instrument

MAY 2000

Getting Research Permits
Piloting
Refining Questionnaires

JUNE - JULY 2000

Collecting Data
Analysing Data
Writing Project Report
Binding Copies of the Report

AUGUST 2000

## TEACHERS EXPERIENCE

<table>
<thead>
<tr>
<th>TEACHERS EXPERIENCE</th>
<th>PRIVATE DAY &amp; BOARDING SCHOOLS</th>
<th>PUBLIC SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>( \text{No.} )</td>
<td>( % )</td>
</tr>
<tr>
<td>below 5 years</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>5-10</td>
<td>3</td>
<td>30</td>
</tr>
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<td>11 - 15</td>
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<tr>
<td>16 - 20</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>21 - above</td>
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<td></td>
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</tbody>
</table>
## Appendix C

### Teachers Qualification

<table>
<thead>
<tr>
<th>TEACHERS EXPERIENCE</th>
<th>PRIVATE DAY &amp; BOARDING SCHOOLS</th>
<th>PUBLIC SCHOOLS</th>
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</thead>
<tbody>
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<td></td>
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<td>%</td>
</tr>
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<td>10</td>
</tr>
<tr>
<td>P1</td>
<td>19</td>
<td>95</td>
</tr>
<tr>
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<td>0.00</td>
</tr>
<tr>
<td>P3</td>
<td>0</td>
<td>0.00</td>
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</tbody>
</table>
## Appendix D

<table>
<thead>
<tr>
<th>WHOM THE CHILD STAYS WITH</th>
<th>BOYS</th>
<th>GIRLS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PUBLIC SCHOOLS</td>
<td>PRIVATE BOARDING</td>
<td>PUBLIC SCHOOLS</td>
</tr>
<tr>
<td>With both parents</td>
<td>24</td>
<td>68.6</td>
<td>21</td>
</tr>
<tr>
<td>With the father</td>
<td>2</td>
<td>5.7</td>
<td>0</td>
</tr>
<tr>
<td>With the mother</td>
<td>9</td>
<td>25.7</td>
<td>9</td>
</tr>
<tr>
<td>None of the above</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
Appendix E

Pupils' Questionnaire

Instructions:

We would like to know a few things that disturbs you and other pupils in primary schools, so please, answer these questions carefully, frankly and be as honest as possible when responding to each of the questions. Do not consult your friends and keep your answer a secret after you have answered the question. The answer you give will not by any chance be shown to the school administration, to your parents or to your friends. To ensure that your answers are kept strictly confidential, you are not required to put your name in the questionnaire.

NOTE: This is NOT AN EXAM and there are no right or wrong answer for these questions.

NB. Put a tick to your choice where you are given choices.

SECTION A:

1. The name of your school is ____________________________________________

2. Your class is std. ____________________________________________

3. Your sex is __________________________

4. Your age is __________________________

5. Where do you stay (state where you come from) ____________________________

6. With whom do you stay most of the time? ____________________________
   - With both parents ( )
   - With my father ( )
   - With my mother ( )
   - None of the above ( )
   - Please specify ____________________________

7. For those who do not stay with both parents or only one of them
   - My mother passed away ( )
   - My father passed away ( )
   - Both parents passed away ( )
   - Any other reason ( )
   - Please specify ____________________________

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8. (i) Do you have some sisters/brothers who are older than you?
   Yes ( )  
   No ( )

(ii) If you have old sisters and brothers
   No. of sisters older than you ____________
   No. of brothers older than you ____________

9. How many younger brother and sisters do you have?
   Younger brothers ______________
   Younger sisters ______________

10. How many children are you altogether in your family ______________

11. Do you have breakfast before going to school everyday?
   Yes ( )
   No ( )

12. Do you have lunch during lunch break all the days?
   Yes ( )  No ( )

SECTION B

Imagine that a special person has been posted to your school to advice young people to solve their problems. He gives the pupils a list of problems and ask them to tick some of the problems they experience and are disturbing to them. Below is the list, which ones would you tick?

1. Restlessness in school- fidgeting and distracting others ( )
2. Lack of interest to learn - In attentive low concentration & day dreaming ( )
3. Disobedience and unwillingness to cooperate ( )
4. Disrespect for teachers, classroom rules, class prefect ( )
5. Withdrawn from other pupils, wanting to be alone ( )
6. Feeling shy-lack of confidence and feeling unhappy ( )
7. Aggression, fighting others
8. Unable to control emotions - easily cries or gets angry (Temper tantrums)
9. Having speech disorders may be when asked a question
10. Truancy - wanting to be away from school without reason
11. Cheating
12. Phobia - fearing tests or some insects
13. Feeling nervous
14. Suicide - self murder
15. Mentally disturbed
16. Drinking alcohol
17. Smoking cigarettes
18. Feeling worried
19. Competing over girls
20. Smoking bhang
21. Love letters
22. Bullying or disturbing others
23. Absentmindedness
24. Poor academic performance
25. Avoiding class work/responsibilities in class
26. Being sensitive especially to criticism
27. Seeking attention
28. Feeling anxious
29. Suspiciousness
30. Over critical over others

Q 2. From the list given above, indicate five of the problems that are most disturbing to you.

a, ____________________________________________

b, ____________________________________________

c, ____________________________________________
3. List down some of the possible causes of the problems facing you & other pupils in primary schools.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

5. Give advice on how teachers can handle the problems listed.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4. From the above list, in page 2, pick five of the problems that you think are most disturbing to you and indicate how the teacher dealt with you or any other pupil in your class or school.

<table>
<thead>
<tr>
<th>Problem</th>
<th>How the teacher dealt with the student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
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<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>

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5. Give advice to the teachers on how to deal with pupils with psychological problems.

Thank you for your answers and cooperation.

Name: M. K. Mugambi

Signature ________________________________
Appendix F

THE TEACHERS QUESTIONNAIRE.

You have been identified through the school head teacher as able to supply information in connection with some psychological problems of pupils in your school. Kindly respond to the following items, which aim at finding out some of the psychological problems of pupils in primary schools. You may have heard about these problems, but in your answers, you are being asked to indicate the problems you have actually witnessed in your school. Remember that each one of us, experiences psychological problems at one time or another when our goals are frustrated, as such they are normal and usual. Try to help in the research by giving truthful information on the questions asked.

1. Name of your school __________________________
2. Sex (female or male) __________________________
3. Teaching experience __________________________
4. Qualification S1, P1, P2, P3, or any other __________

PART I

TYPES OF PSYCHOLOGICAL PROBLEMS.

Indicate by a tick, some of the problems experienced by pupils either in your class or in your school.

1. Restlessness in school

   Fidgeting / distracting ( )

2. Lack of interest to learn, inattentive, low concentration & day dreaming ( )

3. Disobedience and unwillingness to co-operate ( )

4. Disrespect for the teachers, classroom rules, class prefect ( )

5. Withdrawn from other pupils wanting to be alone ( )

6. Feeling shy-lack of confidence and feeling unhappy ( )
<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Aggression, fighting others</td>
</tr>
<tr>
<td>8</td>
<td>Unable to control emotions easily cries or gets angry (temper tantrums)</td>
</tr>
<tr>
<td>9</td>
<td>Having speech disorders maybe when asked a question</td>
</tr>
<tr>
<td>10</td>
<td>Truancy – wanting to be away from school without reason</td>
</tr>
<tr>
<td>11</td>
<td>Cheating</td>
</tr>
<tr>
<td>12</td>
<td>Phobia-fearing tests or some insects or class apparatus</td>
</tr>
<tr>
<td>13</td>
<td>Feeling nervous</td>
</tr>
<tr>
<td>14</td>
<td>Suicide self murder</td>
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<td>15</td>
<td>Mentally disturbed</td>
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<td>16</td>
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<tr>
<td>18</td>
<td>Feeling worried</td>
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<td>19</td>
<td>Competing over girls</td>
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<td>Feeling anxious</td>
</tr>
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<td>29</td>
<td>Suspiciousness</td>
</tr>
<tr>
<td>30</td>
<td>Over critical of others</td>
</tr>
</tbody>
</table>

Any other please add to the list
Indicate five psychological problems that are most disturbing among the pupils in your class or in your school.


PART II

PERCEIVED CAUSES OF PSYCHOLOGICAL PROBLEMS.

Below is a list of possible causes of psychological problems. Based on your experience in your own class, indicate by a tick ( ) the ones you consider to be the causes of psychological problems of the pupils.

1. Examination pressure
   ( )
2. Poverty
   ( )
3. Broken homes
   ( )
4. Family conflicts
   ( )
5. Rejection at home
   ( )
6. Separation from parents
   ( )
7. Competition in school
   ( )
8. Fear of failure
   ( )
9. Overprotection at home
   ( )
10. Personal inadequacies as inability to perform a task ( )
11. Harsh teacher
    ( )
12. Punishments
    ( )
13. Influence of mass media
14. Peer pressure
15. Boy /girl relationships
16. Many subjects taught
17. Assignments
18. Conflict between school rules and home training
19. Too much work in school
20. Pressure from the parents

Any other please specify.

PART III

DEALING WITH PUPILS WITH PSYCHOLOGICAL PROBLEMS.

Below are some psychological problems experienced by school pupils. Please indicate how you or your school deals with pupils with the following problems.

1. Withdrawn pupils

2. Shy pupils.
3. Pupils with phobia (irrational fear)

4. Pupils with speech disorders e.g. stammering

5. Nervous pupils

6. Cigarette smokers

7. Aggressive pupils

8. Truancy

9. Disobedience and unwillingness to co-operate

10. Pupils with temper tantrums not able to control their emotions.

11. Indicate some of the psychological problems that have been hard to solve in your class or school.
12. Summarize the reasons, that make it hard to solve these problems.

13. Give four recommendations that can help in solving psychological problems experienced by pupils in primary schools.

Thank you for your time and cooperation.

NAME M. K. MUGAMBI

SIGNATURE........................