THE STUDY OF SOME BEHAVIOURAL PROBLEMS IN PRE-ADOLESCENT PRIMARY SCHOOL PUPILS IN LANGATA DIVISION OF NAIROBI AND HOW TEACHERS HANDLE THEM.

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 UNIVERSITY SUPERVISOR.

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DEDICATION

This work is dedicated to my parents Martha Muguna and David Muguna to whom I owe so much for upbringing and educating me. It is also dedicated to my husband Hezekiah Gichunge who gave me constant encouragement during the two years course. It is also dedicated to my children Peter, Samuel and Daniel who had to bear with me as a student mother.

Lastly, it is, dedicated to my mother-in-law Salome and my aunt in-law Tabitha Mwaronja for their support and encouragement through this course.
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CHAPTER ONE

BACKGROUND TO THE PROBLEM

The term "Pre-Adolescence" is composed of two words "pre" and "adolescence". 'Pre' means chosen designation. Pre, as in preliminary connotes a minor match prior to the decisive context and 'pre' as in "Be prepared" means be prepared for adolescence.

To be a preadolescent is to occupy space in an interminable limbo of social development; to be neither this or that, to be only something that is becoming. Preadolescence is the transitional period between childhood and adolescence. It is also called the late childhood or early adolescence. It will be referred to in this study as pre-adolescence for two reasons. First, this is a transitional period during which the individual is no longer a child yet not an adolescent. Second, this period of life is thought to be an important formative period for later adolescent behaviour. The researcher will treat the pre-adolescent developmental period as an entity within itself, crucial to the ongoing developmental and behaviour of the individual.
As a result of maturational experiences, preadolescents may indulge in activities and behaviours like aggression, rebellion, temper tantrums, independence, drug abuse, sexual abuse, delinquency, restlessness, irritability, disorderliness, withdrawal, disobedience, masturbation, carelessness, cruelty and bullying; (Thornburge 1967) sometimes, such activities may be harmful to the pupils' health and can also lead to violations of school rules and norms of behaviour of the society in general.

The preadolescent period has been expressed as the period of time when most children begin behaving in an unacceptable way. Children of this age are difficult. They have unconventional mannerisms and unpredictable behaviours. Teachers find them uncooperative, parents find them annoying. In general it is easier to deal with youth that are either young or older than with the preadolescent (Thornburge, 1967).

The new drives prevalent in the preadolescent include:
1. Developing and organising knowledge and concepts necessary for everyday functioning
2. Accepting increasing changes in ones physique.
3. Learning new social sex roles.
4. Developing friendships with peers
5. Becoming an independent person.

6. Developing elementary moral concepts and values.

The preadolescent has to adapt if the new drives have to be learnt and enjoyed without causing disaster. Thornburge also believes that if youngsters are seriously disturbed, most of the aggression comes from way within, and neither they nor anyone else knows why. But this is due to the many physical changes that appear prior to puberty to the time when the body gains a practical degree of stabilization over these complex changes.

As the preadolescent's social world changes, he encounters frequent and basic frustration which often leads to aggression.

The study assumes that these maturational experiences of preadolescence are usually the reasons for certain behavioural problems shown during that stage.
1.2 STATEMENT OF THE PROBLEM

In this research, the above listed activities which preadolescent primary school pupils indulge in resulting from stresses of preadolescence which may harm their healthy development and which often conflict with school and societal norms, have been defined as behavioural problems. The study is aimed at surveying the above behavioural problems, finding out if teachers are aware that the problems are linked with the state of preadolescence, if male and female primary school pupils show different problems and how teachers handle the behavioural problems. These problems therefore, would lead into the following research questions:

1. Are the behavioural problems exhibited by pre-adolescent primary school pupils attributable to the preadolescent experiences that they are going through?

2. What are the differences in behavioural problems between pre-adolescent boys and girls?

3. What steps do teachers take to deal with the preadolescent pupil's behavioural problems?
1.3 SIGNIFICANCE OF THE STUDY

Of all studied areas of human development, the stage of pre-adolescence has long been the most neglected (Thornburg, 1967). This age ranging 9 to 13 bridges the gap between childhood and adolescence. It has been expressed as the period of time when most children begin behaving in an unacceptable way. The pre-adolescent predictable behavioural patterns start becoming less predictable. Similarly, the well-defined values taught by parents may begin being challenged by the child as the focus on attitudinal and value sources moves more toward his peer group. The gradual and increasing need for peer affiliation is evidenced throughout preadolescence. They feel many of their behaviours being shaped by their peers and attempt to produce the behaviour they think the group expects of them.

This research therefore seeks an understanding as to whether the experiences are related to their behaviour problems. This knowledge can be used for guidance and counselling by all people who take care of pre-adolescents in some way or other, like teachers, parents, youth workers, education officers, not to mention the pre-adolescents themselves. It is important for these groups to understand that behaviours like aggression, rebellion, temper tantrums, independence, drug abuse,
deliquecy restlessness, irritability, disorderliness, withdrawal, disobedience, masturbation, carelessness, cruelty and bullying and stubbornness are specific to the pre-adolescents. Literature on adolescence suggest that it is a time of stress and arousal when they go through a lot of changes psychologically and physiologically. However some people are ignorant of the fact that these behavioural problems above have their foundation and express themselves in pre-adolescent age. An understanding of pre-adolescent will make it easier for those listed above to counsel them.

The study's findings and recommendations will suggest ways that will help in dealing with pre-adolescent misbehaviour.

1.4 DEFINATION OF SIGNIFICANT TERMS

1. Preadolescence

Preadolescence is the transitional period between childhood and adolescence.

2. Behaviour

Behaviour refers to the way the pre-adolescent conducts himself while at school in relation to school rules and regulations.
3. Problems

Problem in this research will mean a phenomenon which is hard to deal with specifically this refers to those kinds of behaviours which are not allowed in schools but which students may involve themselves with, for example, rudeness to teachers, drug abuse and so on.

4. Preadolescent Experiences

Pre-adolescent experiences can be defined as events resulting from the maturation process of late childhood which have effects on their behaviour patterns.

1.5 ASSUMPTIONS OF THE STUDY

The study was carried out under the following assumptions:

(a) that the developmental experiences a person goes through from late childhood to the attainment of adolescence occur in all normally growing children.

(b) that pre-adolescence on average, is experienced more or less at similar periods or ages, although individual variations are there.

(c) that pre-adolescence gives rise to certain changes to which the child has to adjust, failing which
the individual may involve in activities which amount to behaviour problems. Such behaviour problems are not necessarily serious.

1.6 LIMITITIONS OF THE STUDY

The limitations of a study can affect the extent to which its findings can be generalized and the limitations of this particular study are clarified below.

(a) The study was conducted in one administrative division of Nairobi, which is urban. Literature on adolescence suggests that their behaviour is related to social class.

One urban administrative division is not likely to reflect the social class structure of the entire country. The findings of the study might therefore need to be applied only to those areas with the same Social class structure.

(b) Because the study was limited to the primary school context, data was gathered only from pre-adolescent primary school pupils and their teachers. There are other social contexts in which pre-adolescents are found, such as the home, the church, youth organisations, and so on. These areas would be sources of additional data on preadolescents in
in a more exhaustive study.

(c) Constraints of time and finance have limited the study, in terms of scope, but the researcher hopes the data gathered from the schools will yield useful and important information in the context, which should be useful in handling preadolescents.
CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

The research reviews what past studies say as regards the state of pre-adolescence, focusing on pre-adolescence as a period marked by behaviour problems.

In an attempt to arrive at a better understanding of pre-adolescence behaviour problems, the review of literature is organised under the sub-topics of:

(a) The meaning and time of pre-adolescence.

(b) Experiences during pre-adolescence.

(c) Pre-adolescent behaviour patterns and problems.

(d) Pre-adolescent and the school.

2.1 THE MEANING AND TIME OF PRE-ADOLESCENCE

The term pre-adolescence as pointed out in the background of the problem is composed of two words, "pre" and "adolescence", 'pre' means chosen designation. Pre, as in preliminary connotes a minor match prior to the decisive context and 'pre' as in "Be prepared" means be prepared for adolescence.
To be a preadolescent is to occupy space is an interminable limbo of social development to be neither this nor that, to be only something that is becoming. Preadolescence is the transitional period between childhood and adolescence.

The transitional period from childhood to pre-adolescence cannot be clearly delineated, although around nine years is the time in which the child now moves from being egocentric to a social being. Many of these therefore predictable behavioural pattern start becoming less predictable. Similarly the well-defined values taught by parents may begin being challenged by the child as the focus on attitudinal and value sources moves more towards his peer group (Thornburge, 1967).

Justin Pikunas (1961) feels that most children reach late childhood or preadolescences at approximately nine to ten years. He says "late childhood ends as puberty changes begin to develop."

Therefore preadolescence could be taken as the period between 8 and 12 years.

2.2 EXPERIENCES DURING PRE-ADOLESCENCE

Justin Pikunas says that the years of late childhood are marked by an increasing growth of critical thinking, by theoretical questioning about causes and effects,
by resistance to adult opinions and by emotional identification with peers of one's own sex. Interests and activities begin to reflect the child's sex more closely than before. Late childhood is further characterized by substantial gains in emotional self-control and greater readiness on the child's part to assume responsibility for his own actions. The peak of childhood development is now reached. This is accompanied by a strong drive for self-expansion and adventure, as the child strongly feels his strength and skill.

He points out that the preadolescent is strongly motivated by the influence of his peer group. On the other hand, parental and other adult control subsides. Time and again parental controls are weakened by the child's social group life.

During pre-adolescence boys and girls are eager to join others of their own age, sex and status. Generally the child finds a particular friend to confide with whom he can share his conflict, and problems. Such a friend becomes one of his major influences in life.

Pikunas continues to say that groups at this age are frequently homogenous, hence members of the opposite sex are rarely included in the more compact and emotionally toned groupings. Girls engage in fewer group activities. Their groups are small, consisting of three to five girls.
He believes engaging in exciting adventures is often one of objectives of the boys groups. Competition and cooperation run high during pre-adolescence and must be satisfied.

Bios (1970) writes, *Preadolescence* is the period of the growth spurt preceding puberty. During this period children tend to be self-sufficient in that they do not seek for adult opinion. Most of them have learned ways of dealing with the demands made upon them and have their own standards of fair play and justice. This gives them self-confidence. They look forward to growing up.

Joyce Wolfgang Williams,(1974) in his book "middle childhood" or preadolescence identifies the following tasks of middle childhood.

1. Learning physical skills necessary for ordinary games.
2. Building wholesome attitudes toward oneself as a growing organism.
3. Learning to get along with agemates.
4. Learning an appropriate masculine or feminine social role.
5. Developing fundamental skills in reading, writing and calculating.

6. Developing concepts necessary for everyday living.

7. Developing conscience, morality and a scale of values.

8. Achieving personal independence.

9. Developing attitudes towards social group and institutions.

Thornburg, (1967), agrees with him and puts them as six developmental task which are learned needs arising out of earlier developmental stages and highly important to successful emergence into independence.

1. Developing and organising knowledge and concepts necessary for everyday functioning.

2. Accepting increasing changes in ones' physique.

3. Learning new social sex roles.

4. Developing friendships with peers.

5. Becoming an independent person.

6. Developing elementary moral concepts and values.
These types of developmental tasks focus on the physical, intellectual, and social development, necessary within the pre-adolescent years to successfully move out of childhood and into adolescence.

"The years from eight to twelve constitute a unique period of human life----the brain has acquired nearly its adult size and weight, health is almost at its best, activity is greater and more varied than ever before----and there is peculiar endurance, vitality and resistance to fatigue. A child develops a life of his own outside the home circle, and his natural interests are never so independent of adult influence. Perception is very acute" (Hall, 1867).

In summary, Beauchamp (1959) puts it as: - the social thrust of the middle years results in the young human forming social attitudes that are quite clear and distinct and are likely to remain fixed during his entire life. He has learned to differentiate between what he sees as acceptable and unacceptable behaviour. He has developed an image of the roles played by his peers and by adults and has identified rather clearly his feelings about these roles.
2.3 PRE-ADOLESCENT BEHAVIOURAL PATTERNS AND PROBLEMS

According to Lane Beauchamp (1959), by nine most children have made the transition from being home-bound humans to being members of groups of their age mates. Boys develop a social structure separate from girls. Boys take on the semblance of hating girls, of disdaining any activities that might remotely smack of feminity. They associate feminity with love, romance, sentiment, tenderness, softness, fears, and other forms of weaknesses. Boys assume an attitude of superiority by virtue of strength, dare-devilish schemes, greater range upon which to run. He believes the gang life of middle-year boys is a mixture of medieval ritual and frontier escapades, that is, they want to keep to themselves and keep their group norms. This is also a time to plan more daring and more dangerous adventures. Boys left out of gangs tend to be unhappy and poorly adjusted. Girls are more concerned with form and verbal imaginary than boys that is, they spend a lot of their time talking together. To him girls clubs or gangs tend to be more exclusive, more autocratic and more tightly knit than do boys gang. Most girls spend considerable time day dreaming about romantic notions of love. At the beginning of middle years girls usually eat as heartily as the boys.
One behaviour of middle childhood that the teacher finds most distressing, especially among girls, is note writing and passing. The notes are usually in a secret language used by the peer group.

He still feels that the nine-to-twelve period seems to be the optimum time for humanizing. The children here are intensely eager to learn. Their curiosity is insatiable, but he does not want to be told what he must learn. His capacity for wonder is too active to permit infusion. He still points out that the pre-adolescent often rejects what grown-ups consider to be good manners, at times he criticises almost everything and everyone, lacks consideration for parents and often behaves boisterously. Adults find such conduct difficult to overlook. Occasionally he seems to derive sheer delight from embarrassing, bullying or tormenting others. Siblings support and companionship are often sought, as pre-adolescents readily, gang up against their parents. Sometimes feelings will explode as children annoy each other and begin quarreling, even fighting.

To Lane, some of preadolescents behaviour problems are connected with sexual behaviour, such as venereal diseases, masturbation and homosexual tendencies. Others involve in the taking of alcohol and drugs. There are also delinquent problems like fighting, abusing,
rudiness, cheating and stealing. There are also other offences like lack of truancy, running away from home, loitering and being beyond parental control. Other behaviour problems typical of preadolescents are rebellion, aggression, anxiety, temper tantrums, restlessness, irritability, withdrawal, stubborness and so on.

2.4 THE PRE-ADOLESCENT AND THE SCHOOL

Most societies had ways of marking the transition of childhood to adulthood. The care of young people from childhood to adulthood has now been largely delegated to the school.

The school is the place where preadolescence actions take place. The interests, concerns and conflicts of pre-adolescents are displayed in school. The school has in essence become a "rite de passage" through which children move from childhood to adulthood as they move from one class to another. To a pre-adolescent identifying with a clique was more important than identifying with the school. One study said that:

"At our school there are various cliques, and those within each clique have aquired the same look, the same way of talking and the same dress, there are sororities and fraternities. The student can look the part and fit it in without having to feel a strong bond to the school" (Jacob's research 1973)
The attitude of preadolescents to the school may affect how successfully the school can handle their behaviour problems.

2.5 SUMMARY OF LITERATURE REVIEW

Literature on pre-adolescents show that it is a trying period for a significant number of preadolescents. The review seems to tell us that pre-adolescents often find themselves in circumstances fit to generate frustration, aggression, anxiety, curiosity, sexual problems, school problems, mental and emotions problem.

There is literature on pre-adolescence experience and behavioural problems but the researcher has not come across work that has been focused on investigating, in a survey the behaviour problems of preadolescents who are still in primary school in Kenya. Thus the researcher found it important to survey the behaviour problems of preadolescent primary school pupils under the following operational areas:

(a) To find out behaviour problems of preadolescent primary school pupils which may be attributable to the preadolescence experiences they are going through.
(b) To compare the behavioural problems of girls and boys pre-adolescent primary school pupils.

(c) To find out what steps teachers take to deal with preadolescent pupils' behavioural problems.
CHAPTER THREE

STUDY METHODOLOGY

3.1 THE RESEARCH METHOD AND SUBJECT SELECTION

The study was a descriptive survey covering Langata Division of Nairobi. It was aimed at finding out the behavioural problems shown by pre-adolescent primary school pupils. The survey was carried out through preadolescent pupils and the teachers who handle those preadolescents, as subjects in the study. The study was conducted in five randomly selected schools from Langata division. The total number of schools in the division is eighteen (18).

The subjects of the study were five (5) teachers and thirty (30) pupils (15 boys), 15 girls) from each school giving a total of One hundred and fifty pupils and twenty five teachers. The headteacher of each school was requested to suggest five of his teachers best able to supply data on preadolescents pupils behavioural problems. The schools chosen for random selection must have had standard five (11 years olds) as this would ensure that the pupil subjects have reached preadolescence and hence reduce the chances of being in early adolescence. The schools were stratified into
three categories namely affluent, middle and low class and then each categories subjects randomly sampled.

The highest population in Langata division is middle class and hence there are more middle class primary schools in the area. Three schools therefore from middle class were randomly selected to represent this population whereas one school was selected from each of the high class and low class populations.

The city Education office stratified the school depending on social class pupils who attend those schools and the amount of fees paid. Private schools were grouped as affluent because of high fees whereas those schools attended by pupils from slum areas were grouped as low class. Middle class pay less fees than private schools but more than slum areas schools.

The official permission to conduct the study was obtained from the President's office and City Education Office in Nairobi. The schools in Langata Division which have standard five were listed by the researcher in each strata numbers I to N were assigned. These numbers
were written on small pieces of paper, the papers were folded into small lumps and mixed in a small tin. The required papers were picked and the schools represented by those numbers of the picked papers were used for study. The results are shown on the table 1 below.

TABLE 1:
LANGATA DIVISION (NAIROBI) SCHOOLS AND SAMPLES SELECTED.

<table>
<thead>
<tr>
<th>TYPE OF SCHOOL</th>
<th>Affluent Class</th>
<th>Middle Class</th>
<th>Low Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of schools in each class</td>
<td>4</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>No. of school randomly picked from each class</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

3.2 STUDY INSTRUMENTS AND DATA COLLECTION

The researcher constructed part of the questionnaire for pupils and borrowed the rest for pupils and the teachers from research by Jotham Ndolo Ndinga
(1987) that apply to preadolescents with his permission. Each school was visited three times. The first visit was for the researcher to introduce herself and the research she intends to carry out. At the same time she asked the headteacher to identify the teachers and select the pupils for study, in readiness for the school visit.

On the second visit, the researcher held a short discussion with the five teachers and 30 pupils making clear the meaning of preadolescence and preadolescence behavioural problems. Questions were invited where anything was not clear. Pupils were given the questionnaire and the researcher went with them question by question for clarity. This also helped academically weak pupils who could not follow the questionnaire items. This was to reduce bias on data analysis. The questionnaire was collected immediately once completed by the pupils. The teachers were given their questionnaires which were collected on the 3rd visit after 3 days.

3.3 DATA ANALYSIS

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

RESULTS OF DATA ANALYSIS

4.0 INTRODUCTION

The data obtained from the pupils and teachers' responses in the questionnaires is presented below.

The pupils subjects comprised 150 pupils (75 males and 75 females) from the five randomly selected stratified schools. There was 100% return rate of pupils questionnaires and all supplied data which is used in the analysis.

There were 25 teachers in the study. Five teachers were involved in each of the five randomly selected schools. The return rate of the teachers' questionnaires was 88%, which was 22 out of 25. The frequencies and percentages in that analysis were worked out of the number of pupils and teachers whose questionnaires were received back by the researcher.
4.1 THE BEHAVIOURAL PROBLEMS OF PRIMARY SCHOOL PREADOLESCENTS

The subjects were given a list of 21 specific behaviour problems and asked to tick those which are most disturbing in the preadolescence (item No. 10 in pupils questionnaire Table 2). The results are shown in table 2.

From table 2, the following behavioural problems seem common to preadolescents of all classes and sexes.

- abusing other pupils
- restlessness and day dreaming in class
- bullying and disturbing pupils
- being unable to control temper
- shyness and
- stealing.

High percentages of these pupils appear sensitive to the problems. The percentages for drug and sexual problems are below 50 for all classes and sexes. Affluent class boys and girls are reluctant in doing work at home but middle and low class are not. All girls in the three classes and boys in affluent class show resistance to correction
**TABLE 2**

**BEHAVIOURAL PROBLEMS MARKED BY PUPILS AS MOST DISTURBING DURING PREADOLESCENCE**

<table>
<thead>
<tr>
<th>TYPE OF PROBLEM</th>
<th>AFFLUENT BOYS</th>
<th>AFFLUENT GIRLS</th>
<th>MIDDLE CLASS BOYS</th>
<th>MIDDLE CLASS GIRLS</th>
<th>LOW CLASS BOYS</th>
<th>LOW CLASS GIRLS</th>
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<tbody>
<tr>
<td>School Related Problems (7)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fighting Prefect</td>
<td>12 80</td>
<td>13 86.7</td>
<td>24 53.3</td>
<td>27 60</td>
<td>4 26.7</td>
<td>5 33.3</td>
</tr>
<tr>
<td>Fighting other pupils</td>
<td>3 20</td>
<td>8 53.3</td>
<td>31 68.9</td>
<td>43 95.6</td>
<td>15 100</td>
<td>13 86.7</td>
</tr>
<tr>
<td>Abusing other pupils</td>
<td>13 86.7</td>
<td>15 100</td>
<td>34 75.6</td>
<td>39 86.7</td>
<td>15 100</td>
<td>14 93.3</td>
</tr>
<tr>
<td>Note writing &amp; passing in class</td>
<td>11 73.3</td>
<td>15 100</td>
<td>29 64.4</td>
<td>32 71.1</td>
<td>11 73.3</td>
<td>7 46.7</td>
</tr>
<tr>
<td>Restlessness &amp; day dreaming in class</td>
<td>9 60</td>
<td>15 100</td>
<td>31 68.9</td>
<td>29 64.4</td>
<td>11 73.3</td>
<td>14 93.3</td>
</tr>
<tr>
<td>Doing wrong things with friends</td>
<td>11 73.3</td>
<td>15 100</td>
<td>27 60</td>
<td>30 66.7</td>
<td>12 80</td>
<td>6 40</td>
</tr>
<tr>
<td>Bullying or disturbing pupils</td>
<td>15 100</td>
<td>11 73.3</td>
<td>30 66.7</td>
<td>44 97.8</td>
<td>14 93.3</td>
<td>13 86.7</td>
</tr>
<tr>
<td>Drug-Related problem (3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drinking alcohol</td>
<td>3 20</td>
<td>1 6.7</td>
<td>7 15.6</td>
<td>1 2.2</td>
<td>5 33.3</td>
<td>4 26.7</td>
</tr>
<tr>
<td>Smoking cigarettes</td>
<td>- -</td>
<td>- -</td>
<td>9 20</td>
<td>4 8.9</td>
<td>4 26.7</td>
<td>- -</td>
</tr>
<tr>
<td>Smoking bhang</td>
<td>- -</td>
<td>- -</td>
<td>6 13.3</td>
<td>7 15.6</td>
<td>1 6.7</td>
<td>- -</td>
</tr>
<tr>
<td>Home-Related Problems (2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not doing work at home</td>
<td>11 73.3</td>
<td>8 53.3</td>
<td>21 46.7</td>
<td>26 57.8</td>
<td>53.3</td>
<td>8 53.3</td>
</tr>
<tr>
<td>Resistance to correction by parents</td>
<td>13 86.7</td>
<td>8 53.3</td>
<td>22 48.9</td>
<td>23 51.1</td>
<td>6 40</td>
<td>10 66.7</td>
</tr>
<tr>
<td>Sex-Related Problems (3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competing for boys</td>
<td>5 33.3</td>
<td>2 13.3</td>
<td>13 28.9</td>
<td>15 33.3</td>
<td>2 13.3</td>
<td>1 6.7</td>
</tr>
<tr>
<td>Competing for girls</td>
<td>7 46.7</td>
<td>10 66.7</td>
<td>15 33.3</td>
<td>13 28.9</td>
<td>7 46.7</td>
<td>10 66.7</td>
</tr>
<tr>
<td>Doing sex between pupils</td>
<td>- -</td>
<td>- -</td>
<td>8 17.8</td>
<td>8 17.8</td>
<td>2 13.3</td>
<td>- -</td>
</tr>
<tr>
<td>Emotional Problems (5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being unable to control temper</td>
<td>11 73.3</td>
<td>15 100</td>
<td>30 66.7</td>
<td>37 82.2</td>
<td>11 73.3</td>
<td>14 93.3</td>
</tr>
<tr>
<td>Not wanting to be corrected</td>
<td>8 53.3</td>
<td>14 93.3</td>
<td>33 73.3</td>
<td>25 55.6</td>
<td>12 80</td>
<td>6 40</td>
</tr>
<tr>
<td>Being anxious</td>
<td>6 40</td>
<td>7 46.7</td>
<td>26 57.8</td>
<td>26 57.8</td>
<td>12 80</td>
<td>9 60</td>
</tr>
<tr>
<td>Shyness</td>
<td>10 66.7</td>
<td>15 100</td>
<td>33 73.3</td>
<td>44 97.8</td>
<td>8 53.3</td>
<td>11 73.3</td>
</tr>
<tr>
<td>Stealing</td>
<td>14 93.3</td>
<td>15 100</td>
<td>34 75.6</td>
<td>39 86.7</td>
<td>12 80</td>
<td>11 73.3</td>
</tr>
</tbody>
</table>
whereas boys in the middle and low class do not. Pupils in middle and low class are generally anxious. Affluent class pupils however seem not to be. Pupils in affluent homes do not see appearance as a problem whereas those in middle and low class do.

A similar list of problems was given in the teachers' questionnaire (item No. 7 in the teachers' questionnaire table 3). The item listed 21 specific problems and teachers were supposed to respond to them (see Appendix 11). The results are tabulated in table 3.

From Table 3, teachers seem to be suggesting that drug and sex related problems are not common to preadolescent pupils.

The teachers find the following common to all preadolescents:

- abusing other pupils (68.2%)
- doing wrong things with friends (72.9%)
- cheating the teacher (77.3%)
- not doing work at home (81.6%)
- feeling anxious (68.6%)
- untidy body or clothes (68.2%)

A high percentage of teachers perceive appearance problems as common.
<table>
<thead>
<tr>
<th>TYPE OF PROBLEM</th>
<th>NOT SHOWN</th>
<th>BOYS ONLY</th>
<th>GIRLS ONLY</th>
<th>BOTH SEXES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>School Related Problems(9)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fighting Prefects</td>
<td>9</td>
<td>36.4</td>
<td>11</td>
<td>50</td>
</tr>
<tr>
<td>Fighting other pupils</td>
<td>3</td>
<td>13.6</td>
<td>7</td>
<td>31.8</td>
</tr>
<tr>
<td>Abusing other pupils</td>
<td>3</td>
<td>13.6</td>
<td>11</td>
<td>4.5</td>
</tr>
<tr>
<td>Note writing &amp; passing in class</td>
<td>4</td>
<td>18.2</td>
<td>2</td>
<td>9.1</td>
</tr>
<tr>
<td>Cheating the teacher</td>
<td>1</td>
<td>4.5</td>
<td>4</td>
<td>18.2</td>
</tr>
<tr>
<td>Restlessness and day dreaming in class</td>
<td>3</td>
<td>13.6</td>
<td>2</td>
<td>9.9</td>
</tr>
<tr>
<td>Doing wrong things with friends</td>
<td>4</td>
<td>18.2</td>
<td>1</td>
<td>4.5</td>
</tr>
<tr>
<td>Bullying or disturbing pupils</td>
<td>2</td>
<td>9.1</td>
<td>15</td>
<td>68.2</td>
</tr>
<tr>
<td>Rudeness to teacher</td>
<td>5</td>
<td>22.7</td>
<td>5</td>
<td>22.7</td>
</tr>
<tr>
<td>Drug Related Problems(3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drinking alcohol</td>
<td>20</td>
<td>90.1</td>
<td>2</td>
<td>9.1</td>
</tr>
<tr>
<td>Smoking cigarettes</td>
<td>21</td>
<td>95.5</td>
<td>1</td>
<td>4.5</td>
</tr>
<tr>
<td>Smoking bhang</td>
<td>21</td>
<td>95.5</td>
<td>1</td>
<td>4.5</td>
</tr>
<tr>
<td>Home Related Problems(1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not doing work at home</td>
<td>-</td>
<td>-</td>
<td>4</td>
<td>18.2</td>
</tr>
<tr>
<td>Sex Related Problems(3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competing for boys</td>
<td>15</td>
<td>68.2</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Competing for girls</td>
<td>16</td>
<td>72.7</td>
<td>6</td>
<td>27.3</td>
</tr>
<tr>
<td>Doing sex between pupils</td>
<td>21</td>
<td>95.5</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Emotional Problems(5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being unable to control temper</td>
<td>4</td>
<td>18.2</td>
<td>11</td>
<td>50</td>
</tr>
<tr>
<td>Not wanting to be corrected</td>
<td>5</td>
<td>22.7</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Feeling anxious</td>
<td>7</td>
<td>31.8</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Shyness</td>
<td>3</td>
<td>13.6</td>
<td>1</td>
<td>4.5</td>
</tr>
<tr>
<td>Appearance Problem(1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Untidy body or clothes</td>
<td>2</td>
<td>9.1</td>
<td>5</td>
<td>22.7</td>
</tr>
</tbody>
</table>
### Table 4

Relative Frequencies and Percentages of the Various Methods Used by Teachers to Deal with Preadolescents Problems, as Reported by Pupils

<table>
<thead>
<tr>
<th>Method of Handling the Problems</th>
<th>Types of Schools</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Affluent</td>
<td>Middle Class</td>
<td>Low Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Frequency %</td>
<td>Frequency %</td>
<td>Frequency %</td>
<td>Frequency %</td>
<td></td>
</tr>
<tr>
<td>Guidance and Counselling</td>
<td>3</td>
<td>10</td>
<td>9</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>Doing manual work</td>
<td>17</td>
<td>56.7</td>
<td>25</td>
<td>27.7</td>
<td>14</td>
</tr>
<tr>
<td>Being sent home</td>
<td>1</td>
<td>3.3</td>
<td>15</td>
<td>16.7</td>
<td>2</td>
</tr>
<tr>
<td>Being given corporal punishment</td>
<td>7</td>
<td>23.3</td>
<td>30</td>
<td>33.3</td>
<td>8</td>
</tr>
<tr>
<td>Being suspended</td>
<td>1</td>
<td>3.3</td>
<td>8</td>
<td>8.9</td>
<td>1</td>
</tr>
<tr>
<td>Being expelled</td>
<td>1</td>
<td>3.3</td>
<td>3</td>
<td>3.3</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>30</strong></td>
<td><strong>100</strong></td>
<td><strong>90</strong></td>
<td><strong>100</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

The teachers were also given some questions which sought to know how they handle male and female preadolescents who manifest behavioural problems and details of their responses to these items are given in table 5.
4.2 HOW TEACHERS DEAL WITH PREADOLESCENT PUPILS' BEHAVIOURAL PROBLEMS

To find out how teachers handle preadolescent pupils when they manifest behavioural problems, the pupils were asked to list things which have made preadolescents have problems with the school and what the teachers did in each case (Appendix 1 E, item 12). The researcher hoped that through such an item, the subjects would recall activities which preadolescents had indulged in which had necessitated teachers to take steps to deal with the activities. Table 4 gives the responses obtained.

<table>
<thead>
<tr>
<th>Method</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentages</td>
</tr>
<tr>
<td>Sent home for parents</td>
<td>7</td>
<td>31.8</td>
</tr>
<tr>
<td>Guidance and Counselling</td>
<td>17</td>
<td>77.3</td>
</tr>
<tr>
<td>Punishment</td>
<td>8</td>
<td>36.4</td>
</tr>
<tr>
<td>Suspension</td>
<td>1</td>
<td>4.5</td>
</tr>
</tbody>
</table>
From table 5, the teachers mentioned guidance and counselling more frequently, followed by punishment then sent home for parents and suspension which is very rare, in that order.

Teachers were asked to say who were more difficult to handle and the results were:

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preadolescent girls</td>
<td>13</td>
<td>69.9</td>
</tr>
<tr>
<td>Preadolescent boys</td>
<td>17</td>
<td>77.3</td>
</tr>
</tbody>
</table>

The teachers found that preadolescent boys are more difficult to handle than girls

The 150 primary pupils in the sample mentioned that when preadolescent pupils indulged in behavioural problems they were talked to in guidance and counselling they were given manual work todo, they were sent home, they were beaten, suspended or expelled.

From table 4, the pupils mention the following methods used by the teachers problems. These are:

- doing manual work (most frequently mentioned)
- being beaten
- guidance and counselling
- being sent home
- expulsion (least mentioned)
Teachers were also asked to give reasons why boys and girls in preadolescence are difficult to handle and their responses were:

<table>
<thead>
<tr>
<th>Boys</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bad peer influence</td>
<td>2</td>
<td>9.1</td>
</tr>
<tr>
<td>Uncooperative parents</td>
<td>4</td>
<td>18.2</td>
</tr>
</tbody>
</table>

**GIRLS**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unwilling to discuss</td>
<td>5</td>
<td>22.7</td>
</tr>
<tr>
<td>(shyness)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

More teachers believe that preadolescent boys are more difficult to handle because their parents do not cooperate whereas they think girls are difficult to handle because of shyness.
CHAPTER FIVE

DISCUSSION

The data obtained from the pupils and teachers' responses in the questionnaires were analysed to provide answers to each of the research questions (Objectives) set at the beginning of the study.

5.1 THE BEHAVIOURAL PROBLEMS OF PRIMARY SCHOOL PREADOLESCENTS

The mean percentage above 50 will be taken to imply that a problem is common. From table 2, abusing other pupils, restlessness and day dreaming in class, bullying and disturbing pupils, being unable to control temper, shyness and stealing are common among preadolescents of all classes and sexes. This could be because the preadolescents often rejects what grownups consider to be acceptable behaviour. At times they criticise almost everything and everyone, and they delight from embarrassing, bullying or tormenting others. Restlessness and day dreaming in class could be because they spend considerable time day dreaming about romantic notions of love. Note writing and passing in class and doing wrong things with friends is only common among girls of low class and common among all the other pupils.
This could be because low class families are more authoritarian and strict with their children and particularly girls who they expect to show acceptable behaviour as dictated by parents. The other pupils to which it is common could be because they come from more democratic backgrounds.

The percentages for drug and sexual problems are below 50 for all classes and sexes. This could be because at this age they are still restricted by parents from problem areas. In regard to sexual problems at this age, the groups are frequently homogenous, that is both girls and boys have a social structure separate from each other.

The affluent class boys are more reluctant in doing work at home than the others. This is probably because their parents can afford to hire workers to do all the work for them. Although both boys and girls are reluctant, girls are less reluctant in doing work at home than boys. This may be because their parents put more pressure on them as girls to participate in doing house work. Only boys in middle class were not reluctant in doing work at home. All the others were.
Their reluctancy to do work could be probably because of the influence of peers, whereby a child develops a life of his own outside the home circle and natural interests are geared towards independence from adult influence. He may be developing an image of the role played by his peers and by adults and has identified rather clearly his feelings about these roles. In other words he takes the peer group and activities more seriously than assisting in domestic duties at home.

As far as resistance to correction by parents is concerned, all girls in all classes and boys in affluent class show resistance to correction by parents whereas boys in middle and low class do not. The resistance is probably because pre-adolescents readily gang up against parents and resist adults' opinions and are strongly motivated by the influence of this peer group. Parent and adult control thus subsides being weakened by the child's social group life. Most of the pre-adolescents may have learned ways of dealing with the demands made upon them and have their own standards of fair play and justice which gives them self confidence. May be they would also like to be beyond parental control.
All the pupils other than those in high class feel anxious. This could be because of the conflict in them that they want to be independent of adults' influence but at the same time feel threatened out of their parents' hands. Their curiosity is insatiable (cannot be satisfied) but they do not want to be told what to learn. This capacity to wander is too high to permit infusion. In other words they want to be left on their own to discover but at the same time feel inadequate to do this. This conflict leads to anxiety.

Pupils in affluent homes reported that they don't see appearance as a problem as the percentage is generally below 50. It is possible that neatness is more emphasised in high class than in middle class and low class hence making the pupils in affluent schools more sensitive to such problems. Pupils in middle and low class may be in families with financial constraints hence have to accept what is offered to them in form of wear.
5.2 TEACHERS' RESPONSES TO PRE-ADOLESCENT BEHAVIOURAL PROBLEMS

There are important points to note when using the percentages given in table 3. In some cases the total percentages in the four rows fall below 100 by rather far. This is possible if the teachers did not make all the required marks next to the item, which meant that some frequencies were less than 100%. The second point is that even percentages of less than 50% were given weight since the subjects were divided between four opinions which are rather many. Obviously some mean percentages are so low as to leave no doubt on what the subjects are saying, that the problem is not shown or it is rare. Still a third point to note is that teachers are trained and given guidelines on how to handle behaviour problems of pupils in general disregarding the classes.

From table 4 (page 31) it was found that the teachers responses on how to handle behavioural problems of preadolescents was common for all classes. This is the reason why there was no stratification of teachers' responses. Teachers agree with middle and low class pupils responses that appearance problem is not there. Contrary, a low percentage of pupils in affluent class perceived appearance problem as
present. Teachers may be more sensitive to untidiness as a behavioural problem than pupils. In other words, teachers would like to see all pupils tidy and clean whereas as discussed earlier pupils tidiness is dictated by their economic backgrounds.

There is also consistency in teachers' responses in table 3 and pupils in table 2 in perceiving that school, home and emotional related problems are common among primary school pre-adolescents. This could be because they are having similar experiences at home and school as shown on table 2 (page 28). Hence because they are in pre-adolescent stage, their responses to these experiences conflict with those expected.

5.3 A COMPARISON OF THE BEHAVIOURAL PROBLEMS OF MALE AND FEMALE PRIMARY SCHOOL PRE-ADOLESCENTS

This was a comparison based on the frequency and percentage figures obtained in the survey.

From table 2 of the pupils' response the following seem common to both sexes in all classes: abusing other pupils, restlessness and day dreaming in class, bullying or disturbing pupils, being unable to control
temper, shyness and stealing. These could be delinquent behaviours common to all pre-adolescents irrespective of their sex. Appearance problem is more common to middle and low class girls than boys. However, the difference in boys and girls perception regarding this seems consistent with what teachers perceive, that all are common to both sexes. Home problems are more common to affluent class boys whereas girls in all classes are on average, that is around 50% as far as this is concerned. The other boys are not. Both drug problems and sexual problems are low for girls and boys from all classes (see table 2). Home problems are common to high class boys possibly because they are given a lot of unlimited freedom and hence parental control is low. This makes them resistant to parental control and unwilling to assist in doing work at home. The low percentages for sexual and drug problems for all pupils could be because parental restriction is still on them since they are thought as young children. This could also be because the groups are homogenous during pre-adolescent age, hence they rarely mixed.

In case of drug related and sexual problems, teachers perceive them low for both girls and boys just like in pupils responses. Teachers associate only boys
with drug problems (6% for boys and 0% for girls). Drug related problems are highest among low class boys. This may be because they are less restricted by parents hence can mix more freely with peers who may influence them on drug taking. Drug selling and taking is also more common in low class areas.

The morals in low class set ups is generally low because people are many and they mix more freely, (children here lack proper guidance on drug taking and sexual matters).

In all types of schools doing work at home and correction by parents is more common to girls than boys. This is possibly because girls are more restricted at home than boys. Girls are at home most of the time and hence their percentage for home problems are understandably high. However, teachers suggest home problems affect boys and girls equally. This is possibly what they think since they may not be in first hand contact with pupils' lives at home.

Table 2 suggests that in all types of schools girls and boys are less interested with sex since all figures are low and fairly close. Teachers according to Table 3, associate girls more with sexual problems.
(mean percentage 10.6 for girls and 9.1 for boys). Girls, possibly because of early maturation, become more sexually sensitive than boys.

Boys and girls in affluent class do not see untidy appearance as a problem. However in middle and low class appearance is a major need for both sexes. This may be because of economic financial constraints hence they may not afford all they need. Girls also seem to be more shy than boys in the three classes. The percentages of girls is higher than boys in each class as far as note writing and passing in class is concerned. The ability to control temper is less for girls than boys in different classes. This could be because girls express their emotions more out-wardly than boys.

5.4 HOW TEACHERS DEAL WITH PRE ADOLESCENT PUPILS’ BEHAVIOURAL PROBLEMS

From table 5, teachers mention four methods of dealing with preadolescent misbehaviours. The children may be sent home for parents so they can be talked to in their presence or talked to in guidance and counselling. They may also be given punishment or suspended from school. Teachers mentioned guidance and
counselling more frequently, followed by punishment by the teachers, sent home for parents and suspension which is very rare. On the other hand pupils mentioned doing manual work most frequently, followed by being beaten by the teachers, then guidance and counselling, being sent home and expulsion are rarely practised. Suspension was rare for both teachers' and pupils' responses.

It is possible that teachers mention guidance and counselling more frequently because this method is more recommended for handling pupils behaviour problems. On the other hand, pupils might have mentioned doing manual work more frequently simply because it is a method they don't like much. However the important thing is that the responses show the following as the methods used to deal with the pre-adolescents misbehaviour:

- they are sent home for parents
- they are talked to in guidance and counselling
- they are punished
- they are suspended from school
6.1 SUMMARY

In this section, the researcher makes a summary of study based on the research findings.

The hypothesis was formulated to find out some behavioural problems preadolescent primary school pupils in Langata Division of Nairobi and how teachers handle them.

Preadolescence is defined as transitional period between childhood and adolescence. It is also called late childhood or early adolescence.

As a result of maturational experiences, preadolescents may indulge in activities and behaviours like aggression, rebellion, temper tantrums, independence, drug abuse, sexual abuse, delinquency, restlessness, irritability, disorderliness, withdrawal, disobedience, masturbation, carelessness, cruelty and bullying and other antisocial behaviours. Sometimes, such activities may be harmful to the pupil's health and can also lead to violations of school rules as well as societal norms in general.
Teachers find preadolescents uncooperative and parents find them annoying.

As the preadolescent social world changes, he encounters frequent and basic frustration which often leads to anti social behaviour.

The study assumes that maturational experiences of preadolescence are usually the reasons for certain behavioural problems shown during that stage.

The study was therefore aimed at surveying the behavioural problems and find out the following:

1. If the behavioural problems exhibited by preadolescent primary school pupils are attributable to the preadolescence experiences that they are going through.

2. The differences in behavioural problems between preadolescent boys and girls.

3. The steps teachers take to deal with the preadolescent pupils behavioural problems. This knowledge can be used for guidance and counselling all people who take care of preadolescents in some way or other. Such knowledge can be used by teachers, parents, youth workers, education
officers, not to mention the preadolescents themselves.

This study is a single element research and was carried out on preadolescent pupils and the teachers who handle them. Out of 18 schools in Langata Division, five schools were used for the study.

The subjects of the study were five teachers and 30 pupils from each school. Out of the pupils were 75 girls and 75 boys. This therefore gives a total of 150 pupils and 25 teachers.

Only standard five pupils (11 year olds) were used to reduce the chances of being in childhood or being in early adolescence. The schools were stratified into three categories namely affluent, middle class, and low class and then each category's subjects randomly sampled. The questionnaire was administered to the pupils and the teachers (see appendix I and II).

The questionnaire for pupils was given and collected immediately after completion whereas those of teachers were collected after 3 days.

The data is presented in frequencies and percentages (see chapter 4) and descriptive statistics is used
which has provided answers for research questions set at the beginning of the study.

6.2 CONCLUSIONS

In this section the researcher makes conclusions of the study's findings arrived at after the data presentation and analysis. After the conclusion an attempt is made to suggest some recommendations on handling preadolescent pupils and possible areas for further research.

From the data analysis in chapter 4, the following conclusions have been arrived at:

(a) Primary school preadolescents and primary school teachers perceive certain types of behavioural problems as common among primary school preadolescents and others as not common. Schools, home, emotional and appearance problems are perceived as common, whereas drug and sexual related problems are perceived as rare.

(b) Sexual and appearance problems are more common among preadolescent girls than boys, whereas bullying and disturbing other pupils and drug related problems are more common among preadolescent primary school boys.
(c) When preadolescent primary school pupils manifest behavioural problems, teachers send them home to bring their parents, talk to them in guidance and counselling, give them manual work (punishment) or suspend them from school.

6.3 RECOMMENDATIONS ON HANDLING PREADOLESCENTS.

The fourth objective of this study was to recommend, on the basis of the study findings, improvements which can be made regarding the handling of the preadolescent pupils behavioural problems. From the data which was obtained in the study, it can be concluded that primary school preadolescents show behavioural problems.

1. Both teachers and the parents may help young people avoid the error of asserting the opinion of the aggressive minority by encouraging frank discussion, self direction and self maintenance. Respect for peer is more likely to occur when the stage is set for open discussion of individual beliefs, goals and interests.

2. Both teachers, parents and pupils need to know that behaviour patterns and ideals differ
in various socio economic strata. The concept of what is moral or immoral, ethical or unethical may differ from that of the teacher. A good teacher or parent will recognise and respect these differences and hence take care of individual differences to help a child sort out these differences. In school systems or homes for the preadolescent there should be the following:

a) A balance between limits/responsibility and autonomy/freedom.

b) Pupils must be treated as persons with individual differences.

c) The preadolescent voices should be heard and respected.

d) The search for knowledge and ambition in life should be satisfied.

All the above and many more should help the preadolescent culture.
6.4 RECOMMENDATIONS FOR FURTHER RESEARCH

(a) This study was limited to one urban division of a district because of the limited time and finance which the researcher had. The researcher therefore recommends a study covering a wider area with more subjects.

(b) The researcher recommends an investigation into the conflicting information which pupils and teachers give on how preadolescents problems are handled.
BIBLIOGRAPHY


APPENDIX 1

PUPILS' QUESTIONNAIRE

Preadolescence is the period just before adolescence. Every normal person passes through preadolescence, which causes changes in behaviour. Teachers, parents and pupils need to understand these points so that preadolescents are helped not treated badly. The following questions have been prepared to help in understanding and guiding preadolescents. From what you know, answer the questions as truthfully as you can. Don't write your name so that what you say will be secret, and nobody will know who has said it.

SECTION A

1. The name of your school ____________________________

2. Your class is Std. ________________________________

3. Your sex is ________________________________

4. Your age is ________________________________

5. Had anybody explained preadolescence to you before today? Tick the correct answer.

   Yes ______

   No ______
6. Who explained preadolescence to you?

______________________________________________________________________________

7. Do you know what preadolescence means?

   Yes ______
   No ______

8. Does the school at times accuse preadolescent pupils of misbehaviour?

   Yes ______
   No ______

9. When preadolescents are accused of misbehaviour in school, it is

   always true ______________________
   true only sometimes ______________________
   always wrong ______________________

SECTION B

10. Imagine that a special person has been posted to your school to advise young people to solve their problems. It is important for the person to understand pupils if he or she is to help them. He gives the pupils a list of things and ask them to tick in brackets of those which
are most disturbing in preadolescence. Below is the list which one would you tick?

(a) Fighting prefect
(b) Fighting other pupils
(c) Abusing other pupils
(d) Competing for boys
(e) Competing for girls
(f) Stealing
(g) Note writing and passing in class
(h) Doing sex between pupils
(i) Restlessness and day dreaming in class
(j) Being unable to control temper
(k) Not wanting to be corrected
(l) Doing wrong things with friends
(m) Drinking alcohol
(n) Smoking cigarettes
(o) Smoking bhang
(p) Feeling disturbed mentally
(q) Untidy body or clothes
(r) Not doing work at home
(s) Bullying or disturbing pupils
(t) Shyness
(u) Resistance to correction by parents
SECTION C

11. Now think of the preadolescent friends in your class. You want to help them so that they learn in peace. You know some things that they do. Write five things that you want them to stop doing so that they do not have any problem.

(i) ______________________________
(ii) ______________________________
(iii) ______________________________
(iv) ______________________________
(v) ______________________________

SECTION D

12. List five things which made preadolescents have problems with the school, and what the teachers did to each case.

_________________________________
_________________________________
_________________________________

What the student did? How teachers treat the student?
APPENDIX II

TEACHERS QUESTIONNAIRE

You have been identified through the school head as able to supply information connected with some problems of behaviour your school may have had with preadolescent pupils. Kindly respond to the following items which aim at finding out the behaviour problems which preadolescent primary school pupils show. You may have heard about these behavioural problems but, in your answers, you are being asked to indicate the problems you have actually witnessed in your school. Remember that preadolescence and its behaviour problems are part of human growth, and 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. Does your school have pupils who are preadolescents?
   Tick appropriately
   Yes ______
   No ______
3. If your school has preadolescents, do such pupils show certain behaviour problems which are thought to be caused by being in preadolescence?

Yes ______
No ______

4. What proportion of your school preadolescents show such problems?

a few of them _________________________________
most of them _________________________________
all of them _________________________________

5. Your school has made arrangements to handle preadolescent pupils behaviour problems.

Yes ______
No ______

6. If the arrangements in No. 5 are there, briefly state them _________________________________

______________________________
______________________________
______________________________
______________________________
______________________________
______________________________
______________________________
______________________________
______________________________

7. Following are some of the activities which may have been behavioural problems observed among preadolescent pupils in your school. The list may not have some of the problems which your school has dealt with. Therefore some spaces are left at the end of the list for any extra additions you may know.

<table>
<thead>
<tr>
<th>Activity</th>
<th>( )</th>
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</thead>
<tbody>
<tr>
<td>(a) Fighting protect</td>
<td></td>
</tr>
<tr>
<td>(b) Fighting other pupils</td>
<td></td>
</tr>
<tr>
<td>(c) Abusing other pupils</td>
<td></td>
</tr>
<tr>
<td>(d) Competing for girls</td>
<td></td>
</tr>
<tr>
<td>(e) Competing for boys</td>
<td></td>
</tr>
<tr>
<td>(f) Rudeness to teacher</td>
<td></td>
</tr>
<tr>
<td>(g) Cheating the teachers</td>
<td></td>
</tr>
<tr>
<td>(h) Note writing and passing in class</td>
<td></td>
</tr>
<tr>
<td>(i) Doing sex between pupils</td>
<td></td>
</tr>
<tr>
<td>(j) Restlessness and day dreaming in class</td>
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<tr>
<td>(k) Being unable to control temper</td>
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<td>(l) Not wanting to be corrected</td>
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<td>(m) Doing wrong things with friends</td>
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<tr>
<td>(n) Smoking cigarettes</td>
<td></td>
</tr>
<tr>
<td>(o) Drinking alcohol</td>
<td></td>
</tr>
<tr>
<td>(p) Smoking Bhang</td>
<td></td>
</tr>
<tr>
<td>(q) Being anxious</td>
<td></td>
</tr>
</tbody>
</table>
(r) Untidy body or clothes ( )
(s) Not doing work at home ( )
(t) Bullying or disturbing other pupils ( )
(u) Shyness ( )

(v) ........................................
(w) ........................................
(x) ........................................
(y) ........................................

8. Can you remember that any of the above behavioural problems have been shown by preadolescent pupils in your school in the past two or so years?

Yes ______
No ______

9. Would like to say that

None of the behavioural problems has been serious?

____________________________________

Some of the problems have been serious? ______

All of the problems have been serious? ______

10. Carefully look at the problems listed under No. 7 above, and any others which you might have added in the list, then do the following:
(i) put x in the bracket opposite the behaviour problems which have not been shown by your school preadolescents. Be very sure.

(ii) Put B in the brackets opposite the behaviour problems shown by boys only.

(iii) Put G in the brackets opposite the behaviour problems shown by girls only.

(iv) Remember to leave the brackets of problems shown by both boys and girls empty.

11. List five situations where preadolescents most often show behavioural problems. Examples are (i) in the class, (ii) during sports, etc. You can include these examples if they so apply.

(i) 
(ii) 
(iii) 
(iv) 
(v) 

12. List up five problems which have been most serious with male pupils in your school.
(i) ________________________________
(ii) ________________________________
(iii) ________________________________
(iv) ________________________________
(v) ________________________________

13. List up to five problems which have been most serious with female pupils in your school.

(i) ________________________________
(ii) ________________________________
(iii) ________________________________
(iv) ________________________________
(v) ________________________________

14. Briefly state how problems No. (i), (ii), (iii), (iv) in 12 above have been handled by the school.

(i) ________________________________
(ii) ________________________________
(iii) ________________________________
(iv) ________________________________
(v) ________________________________
15. Briefly state how problems No. (i), (ii), (iii), (iv) and (v) in 13 above have been handled by the school.

(i) ____________________________________________

(ii) __________________________________________ 

(iii) __________________________________________ 

(iv) __________________________________________ 

(v) __________________________________________ 

16. If any of the boys problems were not handled successfully by the school, list them and the consequence of each. Give a maximum of five.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Consequence</th>
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<tbody>
<tr>
<td>(i)</td>
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</table>
17. If any of the girls' problems were not handled successfully by the school, list them and the consequences of each. Give a maximum of five.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Consequence</th>
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<tbody>
<tr>
<td>(i)</td>
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</table>

18. If some preadolescent pupils' behavioural problems have been hard to solve, summarise the reasons for this ________________________________

19. If some problems seem impossible to solve summarise the reasons for this ________________________________
20. If preadolescent boys and girls are handled differently by teachers when they show behaviour problems, summarise the difference.


21. Which are more difficult to handle

Preadolescent girls 

Preadolescent boys 

22. Suggest reason for your answer in No. 21.


23. Summarise the effect of the addition of Std. 5 in connection with behavioural problems which your school has to handle with pupils.
25. Give brief comments, in the provided space, on:

(i) the type of behavioural problems which primary school preadolescents show, and what you think cause the problems.

(ii) how the problems are handled in your school,

(iii) Your further recommendations.

(i)

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

(ii)

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
26. Finally, thank you very much for the contribution you have made in this research undertaking.