

THE ABSTRACT

This study sought to examine those factors in the classrooms in the Public and Private Primary Schools that are related to pupils' feelings about themselves as well as the stress they experienced. A sample of 255 students in 3 public and 3 primary schools was used.

The ethnographic methods of participant observation, unstructured interview, informal conversation and examination of field documents were used to collect and analyse the data.

The study reveals that:

1. The physical environment and the availability of instructional materials and other resources are likely to effect how students feel about themselves and the stress they experience.
2. Practices in the classroom such as teacher teaching models, his/her evaluative comments, use of rewards and punishment can also be related to how students feel about themselves and the stress experienced.
3. The quality of the interpersonal relationships between teacher and student and student and student tend to be related to pupils' self esteem and self concept of ability.

4. The curriculum content is also likely to be related to pupils' self concept of ability and the stress they experience.

In light of the above findings it is being recommended that the school should provide opportunities that will boost students' feelings about themselves while at the same time reducing stress. This could be done by creating an environment of emotional and physical supportiveness during the school years.