

**THE SUICIDAL TENDENCIES AND ITS PSYCHOLOGICAL IMPLICATIONS ON
SECONDARY STUDENTS OF GATUNDU DISTRICT, KIAMBU COUNTY.**

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ABSTRACT

In the previous two decades Kenya had watched helplessly as a lot of students suffered from suicidal tendencies and psychological implications. As a result of the increasing number of suicidal tendencies and its psychological implications on secondary school students of Gatundu District the study seeks to identify causes of suicidal tendencies, the prevalence rate of suicide, the intervention measures on suicidal tendencies, factors and opinions towards suicidal tendencies and make recommendations from the findings on suicidal tendencies. The study used descriptive survey Design where questionnaires were used for the data collection. The collected data was analyzed both qualitatively and quantitatively. The target population was 1000 students plus 500 teachers. The sample size for students was 100 representing 10 percent of the total population and 50 teachers representing 10 percent of the target population. Both the stratified and the purposive sampling was used to select the participants. The study was carried out in five secondary schools in Gatundu District. Data collected was analyzed using descriptive statistics. Analyzed data was then presented in tables, bar-charts, pie-charts and frequency tables. The study showed that the suicidal tendencies had profounding psychological effects on students. The study revealed intervention measures that if fully implemented would help improve the students performance. Some of the measures included; helping the student realize that life is sacred, offer the student positive advice on suicide take the student to an expert counseling, make the student see that the problems going through are not unique and can make life good through counseling and self-acceptance. Study further recommended that the Government and other stake holders involved in counseling, speed up the process through opening guidance and counseling departments in all secondary schools. The theories applied were Cognitive Behavior by B.F Skinner and Rationale Emotive Behavior by Albert Ellis.