

**A STUDY OF THE PERCEPTION OF SELF-ESTEEM AMONG
SECONDARY SCHOOL STUDENTS: A CASE OF OTHAYA
DIVISION, NYERI DISTRICT, KENYA.**

EGERTON UNIVERSITY LIBRARY

BY

GACHERU FRANCIS MUCHIRI
Bed Arts (Hons)

**A Research Project Report submitted to Graduate School in
Partial Fulfillment of the Requirements for the Degree of Master
of Education in Guidance and Counselling of Egerton University.**

MARCH 2007

EULIB



020 935

2007/03/07
2007/03/07

DECLARATION

This research project report is my original work and has not been presented for a degree in any other university.

Sign.....

Date.....14/03/2007

Gacheru Francis Muchiri

RECOMMENDATION

This research project report has been submitted for examination with my approval as University supervisor.

Sign.....

Date.....14/3/07

Prof. A.M Sindabi

2007 72678-X

DEDICATION

This piece of work is dedicated to my loving family; my wife Jane Wambui, my sons Victor Gacheru and Michael Githinji and all lovers of knowledge, wisdom and understanding.

ACKNOWLEDGMENT

I would like to take this opportunity to register my heart-felt appreciation to various people whose tireless efforts; sacrifice, encouragement and support ensured that this piece of work is a success. First and foremost my gratitude goes to my wife Jane whose immeasurable moral and material support enabled me to complete this material work in good time. I owe special gratitude to my supervisor Professor A.M Sindabi who selflessly spared no effort to ensure that the work was completed with success and thoroughness. His professional support and guidance was very helpful when specific conceptual issues were raised for clarification, elucidation and advice. I cannot forget to thank C.C. Cheruiyot who assisted me in formulating the topic and looked at my first draft. My sincere thanks go to my other lecturers in the Department of Educational Psychology and Counselling, particularly Dr. Father Stephen Mbugua, Dr. Mrs Kariuki, Dr Levi, Dr B.E. E Omulema, Prof. Nassiuma and Dr. Chepchieng who assisted me greatly in accessing resource materials and interpretation of measurement and instruments. Further this work would not have been a success without systematic encouragement, good will and supportive network of my friends and classmates; Barassa Ann, Gachohi Jane, Mwangi Jane, Maina Charity, Kingori Joseph, Sunguti Thomas and Kagunda Paul, among others.

ABSTRACT

This study intended to analyse the perceptions of self-esteem among secondary school students of Othaya Division, Nyeri District and its relationship to their academic performance. Self-esteem developed in a secondary school impact greatly on the academic performance whether higher or low. In case of underperformance the student fails to pursue a career fit for him/her. This would render him/her unproductive even when he has the capacity because of landing into inappropriate career. The study was a survey, in which 240 respondents were sampled out of 7259 students of public secondary schools in Othaya Division. Sampling was done after stratifying students into three categories; Boys schools, Mixed schools and Girls schools. However, it was only 219 students out of 240 students sampled out that responded to all questions asked in the questionnaire representing 91.25 % of sampled population, while 8.15% failed to respond to all questions asked and some did not hand in questionnaire to the researcher when asked to do so. A total of 136 girls and 103 boys were all given questionnaires. The data obtained through questionnaires were analysed by use of descriptive analyses using Statistical Package for Social Science computer package. The study established that all boys from public secondary schools of Othaya Division had a high self-esteem. Boys recorded high self-esteem than girls and no much difference between self-esteem of students in boarding and day schools. It was also revealed that there was a direct relationship between self-esteem and academic performance of secondary school students. Consequently it was concluded that social interaction of students with other attributes of self-esteem should be strengthened. More boarding schools should be established. The Ministry of Education should come up with a better method of discipline maintenance in schools. There is need to establish and strengthen Guidance and Counselling department in secondary schools where students can be offered emotional and psychological support through professional counselling so as to raise and maintain high self-esteem for better academic performance.

TABLE OF CONTENTS

DECLARATION.....	i
RECOMMENDATION.....	i
DEDICATION.....	ii
ACKNOWLEDGMENT.....	iii
ABSTRACT.....	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES.....	vii
LIST OF FIGURES.....	viii
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	2
1.3 Purpose of the Study.....	3
1.4 Objectives of the Study.....	3
1.5 Research Questions.....	3
1.6 Significance of the Study.....	4
1.7 Scope of the study.....	4
1.8 Definitions of Terms.....	5
CHAPTER TWO: LITERATURE REVIEW.....	6
2.0 Introduction.....	6
2.1. The Concept of Self -Esteem.....	6
2.2 What is Self-esteem?.....	6
2.3 Characteristics of People with High Self -esteem.....	7
2.4 Characteristics of Low Self -esteemed People.....	8
2.5 How to Build Self -esteem.....	9
2.6 The Determinants of Self -esteem.....	11
2.7 Self – esteem: a Look at My Self.....	14
2.8 Measurement of Self -esteem and Self-concept.....	14
2.9 Behavioral Indicators of Self-esteem.....	14
2.9.1 Theoretical frame Work.....	15
CHAPTER THREE: RESEARCH METHODOLOGY.....	19
3.0 Introduction.....	19
3.1 Research Design.....	19
3.2. Population of Study.....	19
3.3. Sample and Sampling procedure.....	19

3.4 Data collection procedure	20
3.5 Instrumentation.....	20
3.6 Validity and Reliability of the Instrument	20
3.7Data Analysis	21
CHAPTER FOUR: RESULTS AND DISCUSSSIONS	22
4.1 Introduction	22
4.2 Objective (i): Perception of Self-esteem among Secondary School Students.	22
4.3 Objective (ii): The attributes of self -esteem.....	27
4.4 Objective (iii): The Difference in Self-esteem Between Students in Boarding and Day Secondary School.	28
4.5 Objective (iv): The Difference Between Self-Esteem of Boys and Girls in Secondary School.	29
4.6 Objective (iv): The Relationship Between Self-Esteem and Academic Achievement of Secondary School Students.....	30
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.	35
5.0 Introduction	35
5.1 Summary	35
5.2 Conclusions	35
5.3 Recommendations	36
5.4 Suggestions for Further Research.....	37
REFERENCES.....	38
APPENDIX A: Questionnaire for Students.....	40

LIST OF TABLES

Table 1: Population Distribution	19
Table2: Sample Distribution	20
Table 3. Factors Influencing Self-esteem.	23
Table 4: Effects of Positive Attitude on Self-esteem of a Secondary School Student.	24
Table 5: The Effect of Negative Attitude on Self- esteem.	24
Table 6: Student’s Comfortability with Current Level of Self-esteem	25
Table 7: The Self-esteem As a Determinant of Students Future Success.....	25
Table 8: The Trend of Self–esteem of a Secondary School Student.....	26
Table 9. The Student Value of Self When Self-esteem Was High.	27
Table 10: The Student’s Value of Self When Self-esteem Was low.....	27
Table 11: The Attributes of Self–esteem of Secondary School Students.....	28
Table 12. Difference in Self-esteem Between Students in Boarding and Day Secondary Schools.	29
Table 13. Difference Between Self-esteem of Boys and Girls in Secondary Schools	29
Table 14. Relationship Between Self-Esteem and Academic Achievements of Boys from Boys Schools	30
Table 15. Relationship Between Self–esteem and the Academic Achievement of Mixed School Students.....	31
Table 16.. Relationship Between Self-esteem and Academic Achievements of Girls from Girls Schools.....	33

LIST OF FIGURES

Figure 1	Self Fulfilling Prophecy	12
Figure 2	Conceptual Framework	17

CHAPTER ONE

INTRODUCTION

1.1. Background to the Study

A recent study has shown that self esteem influences real life achievement (Forgas and William, 2002). The students with high self-esteem tend to slightly exaggerate their ability, competence or adequacy where as low self worth students judge themselves harshly than even their teachers do. For this reason, high self-esteemed students unlike low self-esteemed students take more responsibility for their academic success than for their failures (Wittrock, 1991).

Only when children are convinced that their parents love them, can they develop high self-esteem that leads to strong self-confidence. When children are confident they develop positive attitude towards life and the world around them, and are likely to succeed in life and school (Dharani, 2002).

High academic ability and performance are both predictors of self-esteem during high school. High esteem during school has two important effects among young adults (i) High esteem in high school directly predict high esteem in adulthood. (ii) Self esteem in high school has direct effect on further educational accomplishment and occupational status (Adams & Gollalta, 1983). Therefore, the youth should be helped to do well in school by establishing positive peer relationship and maintaining a supportive aspect to assure high self-esteem.

Most psychologists such as Albert Bandura and Rogers and great educationists like John Dewey associate academic success to self-esteem. (Engler, 1985). The research on perception of self-esteem is of interest and value not only to students of human behaviors but also to the parents and therapists who are concerned with development and growth of student's attitude and worth.

Intelligence is significantly related to academic performance, which in turns appears to be an important criterion in judging effectiveness of school age children. Intelligence is inherited from parents and sometimes acquired through interaction with others. However, self-esteem is acquired and not inherited hence fluctuates depending of prevailing circumstances of life. The parents are for long known as a determinant of self-esteem of their children, which varies with different methods of parenting. Those children closes to their parents are said to have high self esteem and do better in school compared to those

who are not closer to their parents who tends to under perform. Most of peak performers in school have had good relationship with parents and teachers.

The parent child relationship for instance; acceptance and affection contribute significantly to higher self-esteem and positive self-concept. Permissiveness and punishment both at school and home affect negatively the self-esteem of children. Children experiencing that tend to underscore both at home and school. They feel hated, undermined and despised. This makes them hopeless, helpless and resentful. In this situation the academic achievement as well as social interaction tends to be low. The child is ever moody and concentration span is so short even a simple task seems hard to him (Coopersmith, 1967). Educators and parents for long have been plagued by problem of under achievement in children. Many have lead a frustrating experience of watching a child undermining his or her chance of a good performance simply by withdrawing as a result of low self esteem and negative self concept. Sometimes bright students poorly perform as a consequence of working down himself and lacking enthusiasm for learning. Such student has decided to adopt under achieving "strategies" which needs alleviation (Rigg, 1982). Low self-esteem lead to accomplishment of adoption of self-handicapping strategies. These strategies find or create impediments that make good performance less likely, the strategist nicely project his or her sense of self-competence. This self-handicapping strategies ensures that individual will not achieve to his or her fullest capacity (Boggiano, 1992). Self-esteem may be subject to environmental thus different stability of self-esteem may simply reflect differences in environmental variability of a person rather than individual differences. Self-esteem fluctuates due to behaviour feedback (Tesser, 2003).

1.2. Statement of the Problem

The level of self-esteem of secondary schools students may be attributed to many variables in the learning situation. A student interacts with others and the environment. This interaction with other students and teachers in learning situation gives him/her a picture of who he/she is and makes him/her form an opinion about self. The formed opinions gradually control his/her attention to issues and affect his values and attitudes. The feedback from other students, teachers and parents make him develop a particular self-concept and self-esteem. He may have a good concept of self that would boost his confidence at school and at home. This positive regard of self is bound to heighten his self-esteem. When a student has high self-esteem and positive self-concept the academic

performance obviously impress. However, if the feed back from these components happen to be negative the student develop negative self-concept that leads to low self-esteem and performs dimly in school. Therefore, depending on the conceptualized self-esteem the student performs highly as expected or under performs. The peak performance makes the student pursue a career that is appropriate to him/her while under performances make him/her fail to land in appropriate career forcing him to go for a less option.

1.3 Purpose of the Study

The purpose of this study was to investigate the perception of self-esteem of students in secondary school. The study has provided sufficient information that is used to recommend ways to improve self-esteem.

1.4 Objectives of the Study.

The objectives of the study were to determine the: -

- (a) Perception of self-esteem among students in secondary schools from Othaya Division, Nyeri District.
- (b) Attributes of self-esteem among secondary school students from Othaya Division, Nyeri District.
- (c) Difference in self-esteem between students in boarding and day secondary schools from Othaya Division, Nyeri District.
- (d) Difference in Self-esteem between Boys and Girls in secondary school from Othaya Division, Nyeri District.
- (e) Relationship between self-esteem and academic performance of secondary school students.

1.5 Research Questions

The study aimed at answering the following questions.

- a) What are the perceptions of self-esteem among secondary school students from Othaya Division, Nyeri District?
- b) What difference is there between self-esteem of boys and girls?
- c) What are the attributes of Self-esteem?
- d) What difference exists between self-esteem of students in boarding and day schools?

- e) What relationship exists between self-esteem and academic achievement of secondary school students?

1.6 Significance of the Study

There is a dire need to assist secondary school students to acquire high self esteem in order to excel well in their academics. High self-esteem would enable secondary school students join appropriate occupations and careers after school. The suitable careers would in turn produce highly motivated human resources.

It was expected that the findings of this study would benefit the secondary school students, teachers, parents and the Ministry of Education by showing the indicators of high self esteem and low self esteem of students. This would enhance better academic achievement of students. The findings of the study would be used to recommend the ways of improving self esteemed of students in order to enhance better academic performance and instill a feeling of self worth and confidence in students. It also contributes to the pool of knowledge on self-esteem among secondary school students.

1.7 Scope of the study

The study was carried out in public secondary schools of Othaya divisions, Nyeri District. The study investigated the perceptions of self esteem of students of secondary schools, the difference in self esteemed between boys and girls the attribute of self esteems and existing difference between self esteemed of students in boarding and day schools.

1.8 Definitions of Terms

Academic achievement: The educational performance of students.

Counselling: It is a professional service that attempt to help a counsellee with maladaptive behavior and acquire adaptive behavior so as to make rational decision in order to individuate or actualize.

High self-esteem: It is having high value of self, high regard of self and seeing self as very worth.

Low self-esteem: Having less value of yourself, self-disregard and seeing self as unworthy.

Negative self-concept: It is feeling bad about self. Hating self, devaluing yourself, or despising self.

Perception: The manner by which students see things (self esteem)

Positive self-concept: It is feeling good about self. Being proud of self.

Self-talk: This is the silent message that one give self through out the day.

Self worth: Is the value tag that we place on ourselves i.e. how comfortable do I feel about my self or how accepting am I to my self.

Self: The me. It is the totality of who one is. It is the whole being of a person, taking into account their nature, characters, ability among others.

Self-actualization: This is making the most of one own ability. It means to be fully, vividly and selflessly occupied with full concentration and total absorption to self. It means letting the self to emerge. It is the process of exploiting self-potentialities.

Self-concept: The picture one has about self and the way he believe he is seen/ regarded by others.

Self-confidence: Becoming sure of self. The faith in self-abilities and skills.

Self-esteem: It involves the value one place on self, as person and expectation he/she has of self. It is how comfortable one is with who he is .

Self-image: The picture one has of who he/she is and what he/she is

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter covers the following: the concept of self-esteem, characteristics of high and low self-esteemed people, how to build self-esteem, the determinants of self-esteem, self-esteem inventory, measurements of self-esteem and behavioral indicators of self-esteem.

2.1. The Concept of Self -Esteem

Suinn (1970) saw self-esteem as a positive regard of one self, the capacity for self-acceptance, which is an important aspect of adjustment. Associated with self esteem is self-reliance, feeling of confidence, a sense of competency, no defensive behavior, an *openness to experience, self-respect and the capacity to live with one self-tranquility.*

According to Glencoe (1990) self-concept is interchangeably valued as self-esteem. It is the picture one has of self and the way he/she believe others see him/her. Self-concept always plays an important role in ones behavior and how well he/she get along with others.

Congour & Peterson (1984) observed that over achievers are always inclined to work freely, have greater interest in schoolwork generally and more persistent in carrying out assignments and are ever out to better their academic grade. They continued to note that over achievers in comparison to under achievers are more likely to be characterized by the following; positive self value such as optimum, self confidence, self acceptance, high self esteem and positive inter-personal relations.

Wittrock & Baker (1991) noted that self-perception of competency is said to be adominant manifestation of self worth and motivation in classroom achievement context. Gherman (1981) observed that a person with low self-esteem would tend to be overwhelmed by stressful conditions and experience a sense of frustration with probable decline in performance.

2.2 What is Self-esteem?

Weiner (1972) defines self-esteem as the value or importance attributed to self in comparison with others. It is perception of self as superior, equal or inferior to other persons. Cole (1993) defines self-esteem as the value one place on self as person and expectation he/she has on self. It is how comfortable one is with who he is. According to Santrock, et al (1966) self-esteem is the global evaluative domain of self.

2.3 Characteristics of People with High Self-esteem

Individuals with high self-esteem have positive evaluation of themselves. Tessum and Capbell (1982) as quoted by Wittrock (1992) found that people with high self-esteem maintain positive evaluation of themselves primarily through cognitive perceptual behaviour such as perceiving the world in self-surviving ways. The people with high self-esteem take credit of success positively. According to a study by Forgas (2002) persons with high self-esteem make more lenient attribution, crediting success to themselves and not blaming failure to external causes therefore shouldering the blame to self or taking responsibilities of their performance.

High esteemed people have peace and tranquility. Adam (1990) has stated that the person with high self-esteem has ultimately peace with himself. He had the following characteristics of highly self-esteemed person.

- More efficient perception of reality.
- Accept self, others and nature.
- Quality detachment: the need for privacy.
- Autonomy: Independence of culture and environment i.e. depend on his own development on his / her own resources.
- Have continued freshness of appreciation.
- Interpersonal relationship i.e. tend to be kind and at least patient to almost everybody.

Source: Adam, P: 16

A person with high self esteem maintain fairly constant image of his capabilities and of his distinctiveness as a person. Studies of creative persons shows that they rank quite high in self-esteem. Presumably belief in one's perceptions and conviction that one can force or improve order upon a segment of the universe is basic preliquisite for major activity. These people with high self-esteem are also more likely to assume an active role in social groups and express their views frequently and effectively. Less troubled by fears and ambivalence, less burdened by self-doubt and minor personality disturbances, the person with high self-esteem apparently moves more directly and realistically toward his personal goals. (Coopersmith 1967).

2.4 Characteristics of Low Self -esteemed People

Individuals with low self-esteem rely on negative feedback from people. Tesse (1982) as quoted by Wittrock (1991) states that people with low self-esteem rely more on behavioral strategy such as negative feedback on self-evaluation, with the effect that their evaluations are more accurate. They do not take credit on success but on the failure. Forgas (2002) states that people with low self-esteem use a negative self-blaming attribution strategy emphasizing their own responsibility for negative outcome but fails to take credit for positive results.

Conguor & Peterson (1984) saw that people with low self-esteem are shy, timid or quiet. These qualities make them hold back from doing everything one could or being all that he / she could be. They are also seen as helpless and hopeless always commenting “ I wish I could but.....” (Congour 1984)

Gherman (1981) saw the following as manifestations of low self-esteem; feeling of depression, anxiety, helplessness, underrating self and focusing on negative aspect of ones life which is the source of devaluing self worth. The person with low self-esteem will tend to be overwhelmed by stressful conditions and experiences a sense of frustration and with probable decline in performance. Low self-esteem may also manifest itself in aggressively hostile behaviours and lack of consideration for others.

Dharani (2002) has suggested the following as traits of somebody with poor self-image and poor self-esteem:

- Negative talk about oneself.
- Criticism of others.
- Feeling of jealousy.
- Unable to offer others complements, or accept complements from others.
- Unable to offer, receive or enjoy affection.
- Comparing self with others.

Source: Dharani, P: 29

People with low self esteem suffers from feelings of inadequacy and unworthiness. These people see themselves as helpless and inferior- incapable of improving their situations and lacking inner resources to tolerate or reduce the anxiety readily aroused by every day events. Clinicians observes that persons who are plagued by doubt of their worthiness can neither give or receive love, apparently fearing that exposure that comes with intimacy will reveal their inadequacies and cause them to be rejected. They thus avoid closeness in

their relationships and feel isolated as a consequence. Still other studies reveals that persons whose performance does not match their personal aspirations evaluate themselves as inferior, no matter how high their attainments. These persons are likely to reports feelings of guilt, shame, or depression and to conclude that their actual achievement are of little importance.

Failures and other conditions that threaten to expose inadequacies are probably major causes of anxiety. Anxiety and self-esteem are closely related. If it is threat that releases anxiety the person self esteem is also threatened. The person with low self-esteem is less capable of resisting pressure to conform and less able to perceive threatening stimuli.

2.5 How to Build Self-esteem

Glencoe (1990) gave three ways of building self-concept as:

- a. Focus on your success congratulating yourself when you succeed at something. Work out how to increase your chances for future success.
- b. Pay attention to the message you give your self. When you find that you are giving yourself a negative message find a more positive way of putting it e.g. do not tell yourself that you are slow because you take long time to finish home work instead tell yourself you are careful and thorough.
- c. Turn to people you are close to for help when you are in need. People who care about you are more likely to support you rather than break down your self-concept and self esteem.

Cole (1993) stated that to build self-esteem make yourself build you up and not tear you down. Dharani (2002) gave parents the following points on how to build children's self esteem.

- Make your child aware of special talent and strength so that they develop in their individuality.
- Help them believe in themselves
- Avoid using discouraging words and actions.
- Respect your children.
- Always be there for them and support them in schoolwork and extra curricular activities.
- Teach them how to calmly find the best solution to their problems and help them make wise decisions.

- Teach them how to calmly find the best solution to their problems and help them make wise decisions.
- Love them and show them that they are worth the love.
- Recognize child improvement and effort not just accomplishment.
- Encourage them and do not praise them.
- Do not expect performance beyond child ability.
- Spend time with children, listen, share, play and talk to them.

Source: Dharani, P: 100

Santrock (1996) came up with four ways of improving self-esteem; (a) Identifying the cause of low self-esteem and which domains of competence are important to self. (b) Giving emotional support and social approvals. (c) Recognizing and majoring most on the achievement and not failures. (d) Developing the capacity to cope with a style of behaviour in whatever happens.

According to Howse, et al (1997) a person's self esteem is dependant on many external factors; facial beauty, body beauty, quality of hair and skin. One can improve his self esteem by improving the make up and grooming. Other factors include; rejection, self doubt and dissatisfaction. These can be corrected by accepting self the way one, believes in self and getting contented with whatever one has.

Cole (1993) said that self-talk that is positive builds one's self esteem. Positive talk energizes and strengthens one's esteem. Ignoffo (1999) observed that for you to build up self-esteem you need to know self clearly. That is the need to belong, the need to achieve the need for fun and need for freedom. The person is supposed to change 'cannot' to 'can', setting goals, mistakes to be taken as stepping stone, expecting success and not failure and trusting self. Schwartz (1997) pointed out the following as the way forward for improving or building self-esteem:

- Believe you can succeed (thinking victory)
- Believe that you are better than you think.
- Cure yourself exquisites failure disease.
- Having positive attitude and make it your allies.
- Deposit only positive thought in your memory bank.
- Do not over estimate yourself or underestimate.
- Emphasize on knowing your positive self.

Source: Schewarts , P: 29

- Do you like who you are?
- Do you believe in yourself?
- Do you think you can do the things you want to do?
- Do you like the things that happen in your life?
- Do you feel you have control over your life and how other sees you?
- Do you think you are talented and valued as other people?

Source: Ignoffo, P: 43

If your answers are no make them yes and you will build up your self esteem.

Carol (2004) says that people improves self-esteem and self-image by having love affairs with themselves. It is a quite an appreciation of who and what you are, gratitude for your potential and respect for yourself that gives you the confidence to perform to the best of your ability.

2.6 The Determinants of Self -esteem

According to Howse, et al (1997) a person's self-esteem is dependent on many externals as well as internal factors such as facial beauty, body beauty the quality of hair and skin as some of external factors. Rejection, self-doubt and dissatisfaction are some of internal factors that cause low self-esteem.

Self-talk determines self-esteem. What are you telling your self with your talk? Are you sending yourself limiting, rejecting, negative messages? Are you sending yourself energizing, strengthening messages? Whether you are right or wrong always believe in your self. Cole (1993). The figure below clearly shows how self-talk so called self-fulfilling prophesy affects self esteem and hence the academic performance.

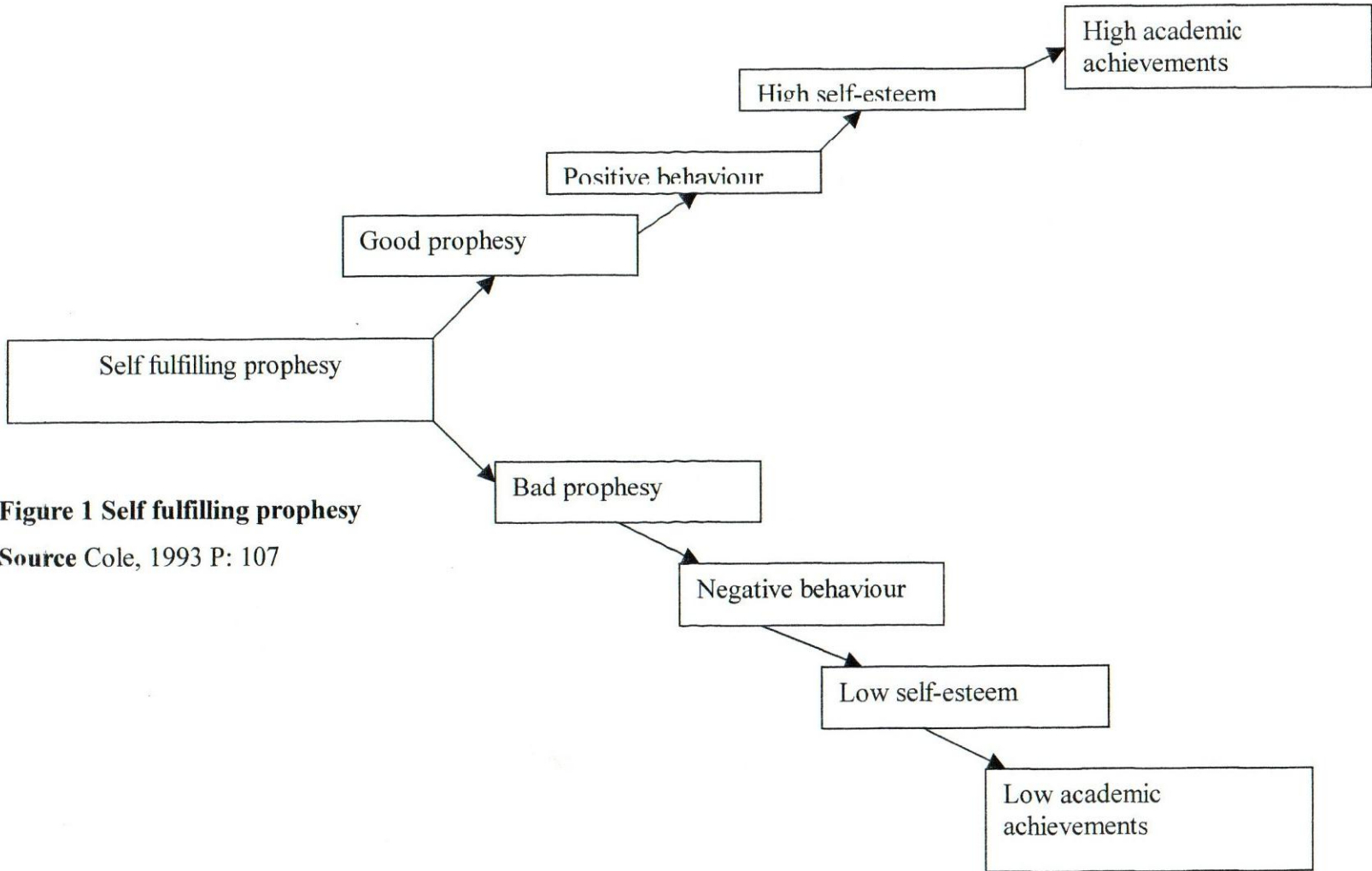


Figure 1 Self fulfilling prophecy

Source Cole, 1993 P: 107

The way we tune our mind determines the acquired self-concept and self-esteem. For instance if one believes that he is worthless and incapable of doing well in school so he thus performs poorly. (Dainnu 1992). The social interaction particularly that of peers determine the self-esteem one is likely to have. If one interacts with peers who happen to motivate him, he gets high self-esteem and vice versa. (Adam & Gullota 1983).

Self-esteem reflects a state of inner security (or lack of security). It reflects confidence in ones capability. According to Haword (1977) as quoted by Adams, (1983) suggests that boys have healthy self-esteem and self-perception than girls. In adolescence the self-esteem is likely do decline for both boys and girls. Kulka (1980) saw the determinants of self-esteem in adolescence as being (a) Parental positive perception e.g. lack of parental interest is measured by interest in child e.g. lack of dinner conversation was predictive of very low self esteem. (b) Environment, (social and physical) e.g. school setting, changes of environment affect self-esteem. Congour, (1984) saw social relationship as a great determinant of self-esteem. He said that under achievers had more difficulties in interpersonal relationship with peers, appeared less co-operative, more selfish – less dependable and less social. Santrock (1996) noted the following as determinants of self-esteem: scholastic competence, social acceptance, physical appearance, behavior conduct, close friendship, romantic appeal, job competence and global self worth.

2.7 Self – esteem: a Look at My Self

According to Glencoe (1997) it is worth to look at self in order to make right self-esteem. This can be achieved by looking at a number of things, which includes: - The interest one has in others: - One is supposed to avoid being a lone by interacting with others that interest him and becoming a part of them. This would make others count on him. He is expected to be a keen listener, well behaved and able to set realistic goal for self. Above all he should love who he is and take full control of his life without wasting time.

2.8 Measurement of Self -esteem and Self-concept

The two can be measured using self-report, personal checklist and feed back information's acquired from teachers, parents and peers. There are also behavioral tests that measure self-esteem of a particular group of subjects. For instance in this study we have 40 items of self-esteem inventory (Presented with it's administration and scoring in Appendix). The self-esteem inventory has three groups showed below. Those with high esteem are noted with (High) that falls in the upper quartile of self-esteem class. These are the average so called medium represented by capital M and the lower quartile of self-esteem.

2.9. Behavioral Indicators of Self-esteem

Positive indicators (High self esteem)

a. Give others directives or command

b. Uses voice quality appropriate for situation

c. Expresses opinions.

d. Sit with others during
Social activities.

e. Work co-operatively in a group

f. Faces others when speaking
spoken to.

Negative indicators (low self esteem)

(a) Put down others by Teasing, name-calling or gossiping.

(b) Uses gestures that are dramatic or
out of context

(c) Engage in inappropriate touching or avoid
physical contact.

(d) Give excuses for failures.

(e) Glances around to monitor others

(f) Brag excessively about achievement, being
Skills and appearance.

- g. Initiate friendly contact with others (g) Speak too loudly, abruptly and in dogmatic tone.
- h. Maintain comfortable space (h) Does not maintain comfortable space
- i. Maintain eye contact (i) Verbally put self down; Self-deprecation.
during conversation.
- j. Little hesitation in speech, (j) Hesitate in speech.
(Speak fluently). (Stammer)

Source: Santrock (1996) pg. 327

Cole (1993) had the below as indicators of self-esteem.

Positive indicators (high esteem)

Negative indicators (low esteem)

- | | |
|-------------------------------------|---------------------------------------|
| a. Act with confidence. | (a) Act with little confidence. |
| B. Make your own decision | (b) Let others make decision for you. |
| c. Look for answer to your problems | (c) Let problems defeat you |
| d. Take risks | (d) Play safe |
| e. Take actions | (e) Gives up. |

Source: Cole 1996 pg. 103.

2.9.1 Theoretical Framework

i) Erik Erikson's Development Theory

According to Erikson development theory, the fifth stage is that of adolescence which include identity versus identity diffusion. Erikson saw major development conflict of the adolescent years as related to development of identity. Adolescent struggle to define who they are, where they going and how to get there. If they fail to achieve a sense of identity, the identity diffusion is the result. Because they experience diverse pressures from parents, peers and society. They often find it difficult to gain a clear sense of identity.

Adolescents have the task of integrating system of values that will give their lives direction. In the formation of a personal philosophy of life, they must make key decision relating to religious beliefs, sexual ethics, values, education, career and so forth. In search of identity models are especially important for adolescents.

ii) Behavioral Theory.

Behaviorists take it that any human being adolescent included is a product of social/cultural conditioning. The views here is that a person is the producer and product of his environment. Where a student is conditioned by environment through learning by having high self-esteem he/she would of course not only acquire but also maintain it high.

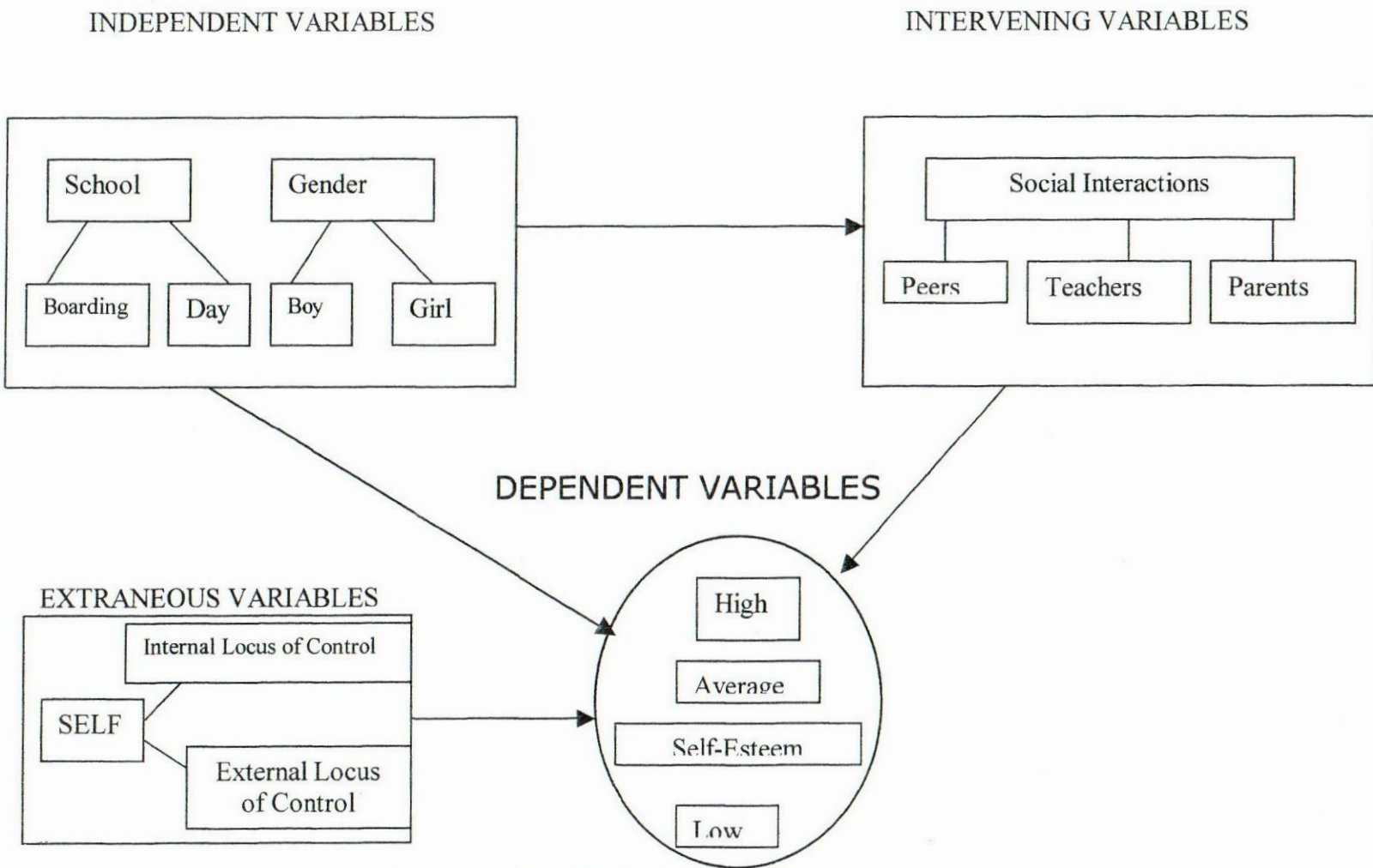


Figure 2 . Factors that influence the perception of Self- Esteem of a secondary school student

The self-esteem of secondary school students is determined by several variables as indicated above. The gender, the type of school and the social interaction of students with peers, teachers and parents do affect the level of self-esteem of students. Depending on the nature of relationship the student has with the teacher's, parents and peers, his or her value about self is low, average or high. The internal and external locus of control also affects the self-esteem of student negatively or positively.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter covers the research design, population of study, sample and sampling procedure, instrumentation and data analysis.

3.1. Research Design

The study design adopted was descriptive survey. Descriptive survey attempts to collect information from a group of people to describe aspects of characteristics such as abilities, opinions, attitudes, beliefs and knowledge of the population of which that group is a part. (Peil, 1995). This study analyzed the perception of secondary school students on self-esteem.

3.2. Population of Study

The target population of this study was all students in Public Secondary Schools in Othaya Division, Nyeri District. The Division had 3 categories of secondary schools. These are Boys secondary schools, Girls secondary schools, and Mixed secondary schools. All Mixed secondary schools were day, while all Boys and Girls Schools were boarding. There were 28 Public secondary schools as shown below with a population of 7259 students.

Table 1: Population Distribution

Type of school	Number of schools	Population
Mixed School	18	2309
Girls	6	3030
Boys	4	1920
Total	28	7259

Source: Ministry of Education Nyeri District (2005).

3.3. Sample and Sampling Procedure

A total of 7 schools were sampled out from 28 schools using stratified random sampling method. There were three categories of schools and from each a sample was picked at random. Out of six Girls Schools three were picked and two Boys Schools

were taken out of four schools while two Mixed Schools were randomly picked out of 18 schools. The population of each category determined the number of schools sampled out as shown in Table 3.2. From the seven sampled out schools a sample size of 240 students was used for the study. The study used form three students because they were better placed with information on self-esteem trend.

Table 2: Sample Distribution

Type of school	Number of schools	Sampled schools	population	Sampled size
Mixed School	18	2	2309	76
Girls	6	3	3030	100
Boys	4	2	1920	64
Total	28	7	7259	240

3.4 Data collection procedure

The researcher gave out the instrument to students of the sampled schools after obtaining permission. The instrument was given out to students with assistance of teachers from sampled out schools. The respondents were briefed on how to respond and were given an hour to carry out the task and after that the researcher collected the responses for analysis.

3.5 Instrumentation

Data was collected by use of a questionnaire. The questionnaire was administered to students. The questionnaire had two sections i.e. A and B. Section A had items seeking demographic information of the respondents, which includes: Self-esteem trend, Self-esteem attributes and attitudes associated with Self-esteem, and gender. Section B deals with self-esteem inventory. There were forty items that sought to evaluate the self-esteem of the respondents. The inventory was an adoption of Rogers's scale of self-esteem.

3.5 Validity and Reliability of the Instrument

Cronbach's coefficient alpha was used to determine the internal consistency of the questionnaire items. This is a method of testing reliability of test scores by administering the test once (Mugenda & Mugenda, 1999). Reliability of 0.7 and above

was considered appropriate for the study. The questionnaire had a reliability of 0.82 upon piloting and was therefore considered reliable. The questionnaire was validated through adequate consultation with the supervisor and research expert in the university. The researcher also carefully considered the objectives of the study to validate the questionnaire items.

3.7 Data Analysis

The responses to the questionnaire were analyzed using descriptive statistics. The reason for using descriptive statistics instead of inferential statistics was because the scale used in this study was ordinal. Observations were ranked in order of academic achievement e.g. low, average and high. The inferential statistics would prefer interval scale, which was missing in the instrument. The data analysis therefore used means and percentages.

EGERTON UNIVERSITY LIBRARY

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter covers the research results and discussion. The survey had two hundred and forty (240) respondents. Approximately 91.25% of the respondents responded to all questions asked. The seven schools sampled were named as school A, B, C, D, E, F and G. School A and B were Boys Secondary Schools with a Sample size of 38 and 25 students respectively. School C and D were Mixed Day Secondary schools with a sample size of 30 and 36 students respectively while school E, F, and G were Girls Secondary Schools in the sample size of 30, 31, and 29 students respectively. The data collected was analyzed using descriptive statistics i.e. means and percentages.

The results on the perceptions of self-esteem among secondary school students were obtained through the analysis of the responses to the following objectives:

- i). Perception of self-esteem among students in secondary schools from Othaya Division, Nyeri District.
- ii). Attributes of self-esteem among secondary school students from Othaya Division, Nyeri District.
- iii). Difference in self-esteem between students in boarding and day secondary schools from Othaya Division, Nyeri District.
- iv). Difference in Self-esteem between Boys and Girls in secondary school from Othaya Division, Nyeri District.
- v). Relationship between self-esteem and academic performance of secondary school students.

4.2 Objective (i): Perception of Self-esteem among Secondary School Students.

The perceptions of Self-esteem among secondary school students were realized through eight Items namely: -

- i). Factors that influence self-esteem most.
- ii). Effect of positive attitude on self-esteem
- iii). Effect of negative attitude on self-esteem
- iv). Student's conformability with current level of self-esteem.
- v). The self-esteem as a determinant of student's future success.

- vi). The trend of self-esteem of secondary school student.
- vii). The student value of self when self-esteem was high.
- viii). The student value of self when self-esteem was low.

Item (i) looked at the factor that contributed most to the development of self-esteem of a secondary school student and the results are depicted in Table 3

Table 3: Factors Influencing Self-esteem.

What contribute most esteem	Schools								Total	%
	A	B	C	D	E	F	G			
1 Self	24	37	19	21	21	21	37	82	179	
2 Environment	0	2	2	5	4	3	3	8	19	
3. Others	5	0	8	1	0	7	0	10	21	
Total	29	38	29	27	25	31	40	100	219	

Results shown in Table 3 reveal that 82% of students believed that they themselves contributed most to the development and maintenance of self-esteem. Eight percent (8%) believed that the major contributor of their self-esteem was the environment they inhabited while 10% of students considered other factors. This implies that a student was responsible for his or her self-esteem whether high or low. The findings concur with that of Wittrock & Baker 1991 when they stated that Self-esteem is contributed significantly by an individual.

The second item of this study considered the impact of positive attitude a secondary school student had and on self i.e. whether positive attitude influenced his or her self-esteem positively or negatively. The results are shown in Table 4

Table 4: Effects of Positive Attitude on Self-esteem of a Secondary School Student.

Effects of positive attitude on self-esteem	School								Total	%
	A	B	C	D	E	F	G			
1. Positively	26	38	26	27	24	31	36	208	95	
2. Negatively	0	0	3	0	1	0	2	6	3	
3. Both negatively and positively	3	0	0	0	0	0	2	5	20	
Total	29	38	29	27	25	31	40	219	100	

The results revealed that 95% of the respondents held the view that their positive attitude towards learning programme, life or any tasks had a positive impact on self-esteem. Three percent (3%) believed that sometimes it affected them negatively while other times they were affected positively. This was an indication that positive attitude raises self-esteem. The findings are in agreement with Dharani 2000 when she stated that positive attitude impact positively on self-esteem.

Item three of the study looked at the impact of negative attitude on self-esteem of a secondary school student i.e. whether it impacted negatively or positively on self-esteem. The results are shown in Table 5.

Table 5: The Effects of Negative Attitude on Self-esteem.

Effect of negative attitude of self-esteem	School							Total	%
	A	B	C	D	E	F	G		
Negatively	26	38	26	27	25	31	37	210	96
Positively	1	0	3	0	0	0	1	5	2
Negatively and positively	2	0	0	0	0	0	2	4	2
Total	29	38	29	27	25	31	40	219	100

Approximately 96% of the respondents indicated that negative attitude of secondary school students concerning learning programmes, life or any other task, impacted negatively on his/her self-esteem and only 2% indicated otherwise as shown in Table

5. This revealed that negative attitude of a secondary school student lowers his/her self-esteem. This is in support of the finding by Dharani 2000 when she stated that negative attitude a person has on anything impact negatively on his/ her self-esteem.

Fourth item looked at how comfortable a secondary school student was with his or her current level self-esteem. The results are shown in Table 6.

Table 6: Student's Comfortability with Current Level of Self-esteem

How comfortable the students was with current self esteem	School							Total	%
	A	B	C	D	E	F	G		
Comfortable	5	12	1	6	0	9	3	26	12
Not comfortable	24	26	28	21	25	22	37	193	88
Total	29	38	29	27	25	31	40	219	100

Table 6 indicates that 88% of secondary school students were not comfortable with their current level of self-esteem, 12% of respondents were comfortable. The assumption here was that the self-esteem of the particular student was bound to rise or fall. It further shows that there was a room for improvement of self-esteem and only few students had attained highest level of self-esteem. Coopersmith 1967 noted that self-esteem of a person is never static.

The fifth item looked at whether students of secondary school believed that self-esteem they had played a role in determining their future success. Results are revealed in Table 7.

Table 7: The Self-esteem As a Determinant of Students Future Success.

Was self-esteem a determinant to future success?	School							Total	%
	A	B	C	D	E	F	G		
Determined	23	35	28	21	22	26	38	193	88
Did not determine	6	3	1	6	3	5	2	26	12
Total	29	38	29	27	25	31	40	219	100

As shown in Table 7, 88% of secondary school students pegged their future success on self-esteem they developed or acquired in secondary school. Approximately 12% believed that their future had no relation with self-esteem they acquires in secondary school. This may mean that if the self-esteem of a student was low her future was likely to be unsuccessful but successful if self-esteem was high. Rigg, 1992 found that low self-esteem was an impediment to later success while high self-esteem contributed greatly to later success.

The sixth item looked at the trend of self-esteem of a secondary school student i.e. whether it was static, ever improving, ever declining or sometimes improving and other times declining. Table 8 shows the results

Table 8: The Trend of Self-esteem of a Secondary School Student.

Self-esteem trend	School							Total	%
	A	B	C	D	E	F	G		
Ever improving	2	1	0	04	2	0	0	9	4
Ever declining	1	7	0	02	-	1	0	11	5
Sometimes decline and improve	26	30	29	21	23	30	40	199	91
Total	29	38	29	27	25	31	40	219	100

Approximately 91% of respondents indicated that their self-esteem was not static, as it kept on changing such that it was sometimes high and other times low. About 5% believed that their self-esteem kept improving and 4% had a declining self-esteem. This shows that self-esteem could either rise or fall depending on the prevailing situation of an individual. The findings here support the Coopersmith, 1967 work when he stated that self-esteem is never static, Harter, 1990 stated that self is fluctuating. Damon, 1991 said that low self-esteem in adolescent is temporary emotional discomfort.

The seventh item tackled the student value of self when the self-esteem was high i.e. whether the student took himself or herself as a worthy or unworthy person. Table 9 depicts the results.

Table 9: The Student Value of Self When Self-esteem Was High.

View of self when esteem is high	School							Total	%
	A	B	C	D	E	F	G		
Worthy	27	38	28	24	25	31	40	213	97
Unworthy	02	0	1	03	0	0	0	6	3
Total	29	38	29	27	31	31	40	219	100

As shown in Table 9, approximately 97 % of Secondary School students regarded one self as a worthy person when self-esteem was high and only 3% considered themselves as unworthy. This implies that there was a direct relationship between high self-esteem and view of self as a worthy person. Santrock, 1990 found self-esteem as an attribute of value one place on self.

The eighth item looked at the value a student had on self when his/her self-esteem was low i.e. whether he /she valued herself as a worthy or unworthy person. The responses are as shown in 10.

Table 10: The Student's Value of Self When Self-esteem Was low.

View of self when self- esteem is low	School							Total	%
	A	B	C	D	E	F	G		
Un worthy	27	38	28	24	25	31	40	213	97
Worthy	2	0	1	3	0	0	0	6	3
Total	29	38	29	27	25	31	40	219	100

Approximately 97% of Secondary school students regarded themselves as unworthy when their self-esteem was low and only 3% considered themselves as worthy as depicted in Table 10. This means that there was a direct relationship between low self-esteem and regard of self as unworthy.

4.3 Objective (ii): The attributes of self -esteem

The ninth objective analyzed the attributes of self-esteem of secondary school students. The responses are as shown in Table 11

Table 11: The Attributes of Self-esteem of Secondary School Students

Self-esteem attributes	%
Teachers	86
Parents	84
Peers	78
Type of school	73
Method of maintaining discipline	66
Gender	56
Age	46
Form/class	8

There were eight attributes of self-esteem to a secondary school student. Responses revealed that 86% of secondary school students believed that teachers contributed to the self-esteem they acquired in secondary school, 84% believed that parents influenced their self-esteem; seventy eight percent (78%) believed that peers had a significant role on their esteem. Seventy three percent (73%) of students believed that the type of the school they were in dictated their esteem while 66% believed that the method used in maintaining discipline had a hand on self-esteem they were having. Fifty six percent (56%) of the respondents believed that gender was an attribute of self-esteem. However, only 48% believed that age of secondary school students played a role in contributing to their esteem. Eight percent (8%) believed that a form or a class that one was contributed to esteem they had. The implication here was that self-esteem of secondary school students were contributed by many variables as shown in Table 11. Santrock, 1990 noted that parents peer, parenting methods, age and environment as the attributes of self-esteem of children.

4.4 Objective (iii): The Difference in Self-esteem Between Students in Boarding and Day Secondary School.

The third objective of this study looked at the difference in self-esteem – between boarding and day schools students. The study had five boarding schools with a sample size of 143 students and two-mixed day Secondary schools with a sample size of 66 students. The findings are as shown in table 12.

Table 12: Difference in self-esteem between students in boarding and Day school.

Boarding school			Day school		
School	Sample size	Average	School	Sample size	Average
School A	38	30.2	School C	30	30.53
School B	25	34.0	School D	36	25.67
School E	30	29.18			
School F	31	28.55			
School G	29	26.0			
TOTAL	143	147	TOTAL	66	56.2
Average Mean		29.4			28.1

The findings shown in table 12 shows that students from Boarding schools had an average mean score of self-esteem as 29.4 while students from Day secondary school attained self-esteem mean score of 28.1. The difference is 1.3, which is negligible. This was an indication that there is no major difference between self-esteem of students from Boarding and Day schools.

4.5 Objective (iv): The Difference Between Self-Esteem of Boys and Girls in Secondary School.

The study had 93 boys and 126 girls. Table 13 shows the findings.

Table 13: The Difference Between Self-Esteem of Boys and Girls in Secondary Schools.

Boarding school			Day school		
School	Sample size	Average	School	Sample size	Average
School A	38		School C	20	20.2
School B	25		School D	16	23.31
School C	10		School E	30	29.18
School D	20		School F	31	28.55
			School G	29	26.03
TOTAL		122.85	TOTAL		26.18
Average Mean		30.7			26.18

The findings in table 13 indicated that boys had higher self-esteem mean score of 30.7 than that of girls who scored self-esteem a mean score of 26.65. This depicts that boys have higher self-esteem than girls in secondary schools.

4.6 Objective (iv): The Relationship Between Self-Esteem and Academic Achievement of Secondary School Students

In attempt to study the relationship between self-esteem and academic achievement of secondary schools students 3 schools were sampled out from each category i.e. A boys school, a girls and a mixed day school. The findings are as shown in table 14, 15, and 16 respectively.

The study covers the relationship between self-esteem of boys from boys school and their academic achievements. A mean of last three examinations and positions were recorded along with self-esteem of each student. The following were the findings: -

Table 14: Relationship Between Self-Esteem and Academic Achievements of students from Boys Schools

Students name	Average position in as class of 60 Students	Average marks in 3 examinations out of 700 marks	Level of self-esteem
1.	6	658	38
2.	7	653	38
3.	8	648	38
4.	10	644	38
5.	11	641	38
6.	12	630	37
7.	12	630	37
8.	13	624	37
9.	18	592	36
10.	20	586	36
11.	22	561	36
12.	24	540	36
13.	28	518	35

14.	30	502	35
15.	31	487	34
16.	31	487	34
17.	36	394	32
18.	38	381	32
19.	42	360	32
20.	44	325	30
21.	45	320	30
22.	50	315	29
23.	52	311	29
24.	57	298	27
25.	59	270	26

The results of boys from Boys Schools revealed that those boys that scored high marks and attained better positions happened to have high self-esteem. Boys who scored low marks and attained low positions in their class happened to have low self-esteem. This implies that there is a direct relationship between self-esteem of boys from Boys Schools and their academic achievements.

The relationship between self-esteem of students from Mixed Schools and their academic achievements is as shown in Table 15.

Table 15: The Relationship Between Self-esteem and the Academic Achievement of Mixed School Students.

Students name	Average position in a class of 120 students	Average marks in 3 examinations out of 700 marks	Level of self-esteem
1.	6	660	
2.	8	559	36
3.	9	557	35
4.	11	556	35
5.	20	503	34
6.	22	497	34
7.	23	487	34

8.	26	479	34
9.	29	477	33
10.	30	476	33
11.	33	460	32
12.	33	460	32
13.	36	440	30
14.	38	422	29
15.	39	420	29
16.	40	398	28
17.	42	394	27
18.	43	382	26
19.	45	370	25
20.	48	360	24
21.	50	326	23
22.	51	320	20
23.	52	318	20
24.	63	291	19
25.	68	269	16
26.	80	240	14
27.	94	226	10
28.	106	204	8
29.	114	198	8
30.	120	196	7

The results in Table 15 show that Mixed Schools students who scored high marks had high self-esteem while those who scored low marks had low self-esteem and took last positions. The conclusion is that there was a direct relationship between self-esteem and academic achievements of students of Mixed Day Schools.

The study considered the relationship between self-esteem of girls from Girls Schools and their academic achievements. A mean of the last three examinations and positions were recorded along with self-esteem of every student. The findings are shown in Table 16.

Table 16: Relationship Between Self-esteem and Academic Achievements of Girls from Girls Schools

Students name	Average position in examinations out of 60 students	Average marks in 3 examinations out of 700	Level of self-esteem
1.	3	562	36
2.	4	560	36
3.	6	486	35
4.	7	485	35
5.	7	485	35
6.	10	484	34
7.	17	481	34
8.	17	481	34
9.	18	480	34
10.	20	476	34
11.	20	476	34
12.	21	475	33
13.	21	475	33
14.	21	475	33
15.	21	475	32
16.	26	473	32
17.	26	473	30
18.	27	470	30
19.	28	465	29
20.	30	460	28
21.	32	448	28
22.	32	448	27
23.	33	440	26
24.	34	432	26
25.	35	420	26
26.	35	420	26
27.	35	420	25

28.	37	406	25
29.	39	391	24
30.	48	359	23
31.	50	320	22
32.	62	287	20
33.	69	286	19
34.	70	240	18
35.	76	232	16

The result shows that there was a direct relationship between self-esteem of girls from Girls Secondary Schools and academic performance. Results indicate that those Students who had better positions in their class and had scored high marks had higher self-esteem. Likewise those Students who scored low positions in their class and had low marks happened to have low self-esteem. The better the performance in academics the higher the level of esteem of those particular Students and the poor the performance in academic the lower the level of esteem of those particular Students. This implies that self-esteem determine the performance of students in secondary school.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter covers the summary conclusion and the recommendations of the survey. The study aimed at analyzing the perception self-esteem of Secondary School students. It also endeavored to find out;

- (i) The perception of self-esteem of secondary school students.
- (ii) The difference between self-esteem of Boys and Girls.
- (iii) The attribute of self-esteem of secondary school students.
- (iv) The difference between self-esteem of Days and Boarding Schools.
- (v) The relationship there was between self-esteem and academic achievements of Secondary School Students.

5.1 Summary

The study of the perception of self among secondary school students had a sample of 240 students. From the analysis it was found that the following are the determinants as well as attributes of self-esteem:- environment, Parents, Peers and the individual student. The esteem of a secondary school student is not static and do affect the academic performance of every student. It also dictates how worth a student feel about self.

5.2 Conclusions

The following conclusions have been drawn from the results of the study outlined in previous chapter: -

- (i) A student had the greatest role of developing and maintaining his/her self-esteem high.
- (ii) The positive attitude a student had on a learning programme or any task impacted positively on his/her self-esteem. There is a direct relationship between positive attitude and high self-esteem.
- (iii) The negative attitude a Student had on a learning programme or any task impacted negatively on his/her self-esteem. There is a direct relationship between negative attitude and low self-esteem.

- (iv) The self-esteem of Secondary School Students was not static and therefore it was bound to rise or fall depending on an individual Student. There is a room for improving self-esteem of a secondary school student.
- (v) When self-esteem of students was high, he/she valued him/her self as a worthy person. There is a direct relationship between high self-esteem and value of self as worthy person.
- (vi) When the self-esteem was low he/she valued him/herself as unworthy person. There is a direct relationship between low self-esteem and value of self as unworthy person.
- (vii) The relationship or interaction of students with teachers, parents, peers and school, attributed significantly to self-esteem of that very student.
- (viii) Method of maintaining discipline, the gender, age and the class one was in were attributes self-esteem.
- (ix) There was no much difference between self-esteem of students from Boarding Schools and Day schools.
- (x) Boys had higher self-esteem than Girls.
- (xi) There was a direct relationship between self-esteem and academics achievements of Secondary School Students.

5.3 Recommendations

In view of the research findings stipulated in the previous chapter, the following recommendations have been suggested:

- (i) The teachers, parents and school administration to guide students on the ways of developing and maintaining high self-esteem.
- (ii) The parents and teachers to guide students on how to develop a positive attitude toward learning programme for better academic performance.
- (iii) Students be cautioned by parents and teachers that negative attitude impede learning.
- (iv) The Ministry of Education, parents and teachers to enhance a conducive atmosphere of learning for students in order to enable them develop high self-esteem.
- (v) The schools through department of Guidance and Counselling to work out plans and strategies of developing and sustaining high self-esteem of students.

- (vi) The schools to create avenues of health interactions of students with each other, parents and teachers that boost self-esteem.
- (vii) The Ministry of Education to devise a health ways of maintaining discipline of secondary school students.
- (viii) The schools to remind parents on vital roles they play as an attribute of self-esteem of their children and how to influence them positively.
- (ix) The Ministry of Education parents and teachers to give more attention to girl child in order to raise her self-esteem.
- (x) Schools to empower students with relationship skills that would boost their self-esteem.
- (xi) Secondary school students be guided by teachers and parents to think positively and have positive self-talk for higher self-esteem and better academic achievements.
- (xii) The Ministry of Education to encourage the establishment of many boarding schools for girls and boys schools.

5.4 Suggestions for Further Research

The following were suggestions for further research:

- (i) The relationship between self-esteem and academic achievements of secondary school students.
- (ii) The relationship between self-esteem of children and parenting methods.
- (iii) The impact of attitude on self-esteem of secondary school students.
- (iv) The relationship between self-esteem and career development.

REFERENCES

- Adain, J. (1990) Understanding Motivation. Pewley Hill, Talbot Press.
- Adam, G. & Gullota, T(1983) Adolescence and Life Experience. Monteny, California. Brook Publishing Company.
- Bausell, M. (1986) A practical Guide to Conducting Empirical Research. New York. Herpers and Row Publisher.
- Boggiano, N. (1992) Achievements and motivation: A social Development Perspective. New York. Cambridge University Press.
- Carnegie, D. (1998) How to Develop Self Confidence London. Random House Group Ltd,
- Carol, M. (2004) Child Self-esteem, Nairobi. Sunday Nation.
- Cole, K. (1993) Crystal Clean Communication . New York. Prentice Hall Publisher.
- Congour, J. & Peterson, A (1984) Adolescence and the Youth. New York. Harpers and Row Publishers.
- Coopersmith, S. (1967) The Antecedents of Self-esteem. San Francisco. Freeman and Company Publisher.
- Dainow, S. (1992) Developing Skills with People. New York. Winey Publisher.
- Damon, S. (1991) Self-esteem in adolescent, Newyork. R.M. Learner.
- Dharani, N. (2002) Life Little Secret. Nairobi. Focus Books Publisher.
- Engler, M. (1985) Personality theory. Houghton Milflenn company, Borton. Dallas
- Fedork, L. (1986) Psychology, Fourth Edition. New York. Random House.
- Feldman, R. (1996) Understanding Psychology. Mexico City. Wadsworth Publishing Co,
- Frogas, J. & William, K. (2002) The Social Self. New York. Psychology press.
- Foster, A. et al. (1999) Creative living. Illinois.MC Graw-Hill publishing.
- Getchill, R. et al. (1992) Perspective on Health Massachusetts. D. C. Health and Company.
- Gherman, E. (1981) Stress and the Bottomline. New York. Amacom Publishing,.
- Glencoe, F. (1990) Teen Health. Illinois. MC Graw Hill.
- Hahna, D. & Payne, W. .(1997) Focus on Health., Boston. MC Graw Hill.
- Harmuth, E. (1994) The Ecology of Self Relocation and Self Concept Change. New York Port Chester. Cambridge University Press.
- Harter, L. (1990) Self and identity. Cambridge University press. Harvard.

- Hekin, K. et al. (1978) Dynamics of Personal Adjustment. New York. Holbrock Press.
- Ignoffo, N. (1999) Everything you need to know About Self Confidence. New York. The Rosen Publisher Group incl.
- Jax, T. (1989) Teens in Action. Minesota. E.M.C Publishing.
- Kelat, J. (1999) Introduction to Psychology. Mexico City. Wadsworth Publishing Company.
- Maxwell, J. (2001) Be a People Person. Nairobi. Cana Publishing.
- Margaret, P. (1995) Research Methods in Social Sciences. Bervery Hill, Carifonia; Sage.
- Parker, H. (1999) Child psychology. New York. MC Graw Hill Publisher.
- Rust, J. (1947) Today Home Living. New York. L.P.Pincott Company.
- Republic of Kenya (2005). Ministry of Education. Report of district boards and committee on education standard in Secondary School. Nyeri March.
- Santrock, J. (1996) Adolescence. London. Brown and Benchmark Publisher.
- Santrock, J. (1990) Children. London. Brown and Benchmark Publishers.
- Sprinthale, N. et al. (1994) Educational psychology, New York. MC Graw- Hill Incl.
- Suinn, R. (1970) Fundamental of Behavior Pathology. New York. John Wiley and Sons Incl.
- Walsh, W. and Betz, W. (1995) Test and Assessment, New Jersey. Englewood Cliff Prentice Hall.
- Wattenberg, W. (1990) The Adolescence Years. New York. Harcourt Brace Company.
- Weiner, I. (1972) Reading in Child Development. Pewley Hill. Talbot Press.
- Wittrock, M. and Baker, E. L.(1991) Testing and cognition. Englewood, New Jersey. Prentice Hall.

APPENDIX A

QUESTIONNAIRE FOR STUDENTS

SECTION A. Tick (✓) the appropriate option (bracket) GENDER...

Self-esteem is the value one has when compared to other by self or others.

1. What is your level of self-esteem?
 - a. Above average []
 - b. Below average []
 - c. Average []

2. What contributes most to the above level of self-esteem?
 - a. Environment []
 - b. Self []
 - c. Others []

2. How does your positive attitude affect your self-esteem?
 - a. Positively []
 - b. Negatively []
 - d. Both positively and negatively []

3. How does your negative attitude affect your self-esteem?
 - a. Negatively []

- b. Positively []
- c. Both negatively and positively []
5. How is your self-esteem trend?
- a. Ever improving []
- b. Ever declining []
- c. Sometime declining, sometime improving []
6. Are you comfortable with your current level of self-esteem?
- a. Yes []
- b. No []
- c. I don't know []
7. Do you regard self-esteem as a determinant for your future success?
- a. Yes []
- b. No []
- c. Partly []
8. How do you regard yourself when your self-esteem is high?
- a. A worth person []
- b. Unworthy person []
9. How do you regard yourself when your self-esteem is low?
- a. Un worth []
- b. Worth []

10. Which of the following contributes to your level of self-esteem in school?

- a. Type of school []
- b. Teachers []
- c. Parents []
- d. Peers []
- e. Discipline maintenance method []
- f. Gender []
- g. Form/class []
- h. Age []

SECTION B: Tick [] the appropriate answer

1. Are you proud of yourself? [] Yes No []
2. Do you allow others influence your decision? [] Yes No []
3. Do you belief you hold your destiny? [] Yes No []
4. When you succeed do you take credit? [] Yes No []
5. Do you act with confidence? [] Yes No []
6. Do you take risks? [] Yes No []
7. When in problem do you look for answers? [] Yes No []
8. Do you trust yourself? [] Yes No []
9. Are you talented and valued like others [] Yes No []
10. Do you have control of your life? [] Yes No []
11. Are you comfortable with who you are [] Yes No []
12. Do you like what happens in your life? [] Yes No []
13. Are you shy? [] Yes No []
14. Are you timid? [] Yes No []
15. Are you ready to meet life challenges? [] Yes No []
16. Do you talk well of your self? [] Yes No []
17. Do you work co-operatively in a group? [] Yes No []
18. In group do you express your opinion? [] Yes No []
19. Do you face others when speaking or being spoken to? [] Yes No []
20. Do you regret your actions? [] Yes No []
21. Do you maintain eye contact during conversation? [] Yes No []
22. Do you initiate friendly contact with others? [] Yes No []
23. Do you maintain comfortable space between self and others? [] Yes No []
24. Do you fear speaking in public? [] Yes No []
25. Do you tease others? [] Yes No []
26. When you fail do you give excuse? [] Yes No []
27. Do you brag about skill, achievement or appearance? [] Yes No []
28. Do you assume a submissive stance? [] Yes No []
29. Do you glance around to monitor others? [] Yes No []
30. Do you like working alone? [] Yes No []
31. Do you have inner security? [] Yes No []
32. Can people highly depend on you? [] Yes No []

- | | | | |
|-----|---|------------------------------|-----------------------------|
| 33. | Do mistakes discourage you? | <input type="checkbox"/> Yes | No <input type="checkbox"/> |
| 34. | Do you have patient with most people? | <input type="checkbox"/> Yes | No <input type="checkbox"/> |
| 35. | Do you appreciate everybody? | <input type="checkbox"/> Yes | No <input type="checkbox"/> |
| 36. | Are you easily embarrassed by people? | <input type="checkbox"/> Yes | No <input type="checkbox"/> |
| 37. | Are you self-sufficient? | <input type="checkbox"/> Yes | No <input type="checkbox"/> |
| 38. | Are you at ease with strangers? | <input type="checkbox"/> Yes | No <input type="checkbox"/> |
| 39. | Do you prefer to be unnoticed at social events? | <input type="checkbox"/> Yes | No <input type="checkbox"/> |
| 40. | Are you possessed by yourself? | <input type="checkbox"/> Yes | No <input type="checkbox"/> |

Scores

Yes: 1,3,4,5,6,7,8,9,10,11,12,15,16,17,18,19,21,22,23,24,30,31,32,34,35,37, and 38

No: 13,14,20,25,26,27,28,29,33,36,39, and 40

1/40 – 15/40 Low Self-esteem.

16/40 –25/40 Average self-esteem.

26/40 –40/40 High self-esteem.

GERTON UNIVERSITY LIBRARY