

**A STUDY OF THE EFFECTS OF SELECTED SCHOOL FACTORS ON STUDENTS'
SELF ESTEEM: A CASE OF PUBLIC SECONDARY SCHOOLS IN OL-JORO-
OROK DIVISION, NYANDARUA DISTRICT, KENYA.**

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BY

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

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DECLARATION

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

SIGNATURE 

DATE 5-6-2007

NDUNG'U PETER MUCHEMI

RECOMMENDATION

This report has been submitted for examination with my approval as a university supervisor.

SIGNATURE 

DATE 6/6/2007

PROF. A. M. SINDABI

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DEDICATION

I dedicate this work to my wife Carol, daughter Esther and mum Esther.

ABSTRACT

The major purpose of the study was to investigate whether students' self-esteem can be influenced by the conditions prevailing in Kenyan secondary schools. To achieve this objective the conditions in the school environment and students' self-esteem were measured and the data obtained was analyzed. The four school environment factors considered in the study were teachers' classroom management style, principals' school management style, learning facilities and co-curricular facilities available in a school. The aim was to find out whether the selected factors had any influence on students' self esteem. The research was conducted using *ex post facto* research design. The school environment was seen as a naturally occurring independent variable, which could have an effect on students' self esteem. The population of the study comprised of students in public secondary schools in Ol-Joro-Orok Division, Nyandarua District. The Division has 8 public secondary schools; with a student population of 3067. Data relevant to the study was collected using questionnaires prepared by the researcher. The questionnaires were administered to a sample of 240 students selected randomly from the 1320 form two students in the Division. The data was analysed using mean calculations and one-way ANOVA tests. It was found out that a school environment has a significant influence on students' self esteem, either raising or lowering it. Students in schools with teachers and principals who were more democratic in handling students' affairs were found to have a higher self-esteem compared to those in schools with teachers and principals rated as less democratic. Similarly, students in schools with more and better quality learning and co- curricular facilities had a higher self esteem as compared to their counterparts in schools with lesser and low quality facilities. It was therefore recommended that the school environment should be improved in all school categories. Teachers and principals should be sensitized on the role of self-esteem on behaviour and academic performance. Learning and co-curricular facilities should be supplied to all public secondary schools in Kenya. Finally, this study suggests that further studies should be conducted to find out whether similar results would be obtained in other Districts in Kenya, and to find out whether peers, parents and school catering facilities have any significant effect on students' self esteem.

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LIST OF ABBREVIATIONS

D.E.O. – District Education Officer

MOEST – Ministry of Education Science and Technology

NACADA – National Agency for the Campaign Against Drug Abuse

B.O.G. – Board of Governors

T.S.C. – Teachers Service Commission

K.C.S.E. – Kenya Certificate of Secondary Education

CHAPTER ONE

INTRODUCTION

1.1 Background Information

The environment, in which a person lives in, has a great influence on his/her psychological well being. The school environment plays an important role on development of positive attitudes. According to Munyori and Mutinda (2004) conditions in the school environment can either be degrading or upgrading to students and may have a positive or negative impact on their level of self-esteem. Level of self-esteem is constantly known to be positively related to academic achievement and social behaviour. For children to succeed in education they need to develop a positive self-concept. Poor academic performance and indiscipline have mainly been associated with lack of hardwork, hopelessness of school leavers or poor teaching methods (Onyasmi, 2004). However Bernstein and Nash (1999) argue that declining grades and indiscipline are especially likely among students who are not comfortable with the conditions at school and who have a low underlying self esteem. Therefore, in order to counsel and guide the adolescents through their social and academic life we must know how the school environment affects his/her behavioral patterns such as self esteem. The school environment includes the management style adopted by the teachers and principals in handling students' affairs and the facilities available in a school, mainly learning, co curricular and catering facilities.

The school principal as a significant person to students can have a great influence on students self esteem depending on the leadership style he adopts. For example, according to Republic of Kenya (2001) most secondary school principals have been blamed for neglecting students and engaging in personal affairs. They have failed to establish channels of communication between themselves, teachers and students. These have been found to breed a situation where students have no way of expressing their grievances leading to frustration, which impacts negatively on their self image and esteem. As a result they engage in disruptive behaviour. According to Melgosa (2000) young people tend to engage in antisocial behaviour when they have a poor self-concept. Subconsciously they think that perhaps that way they will be important and regain their destroyed self-concept. She observes that children under democratic leadership style develop positive feelings towards themselves. In addition, she states that democratic leadership style is the most desirable and positive according to most of

the sociological studies carried out on the subject of self-esteem and self-concept. However Kenyan secondary schools showed lack of clear established channels of communication and freedom to express opinions by teachers, students and parents is curtailed (Republic of Kenya, 2001). In such an environment adolescents have a tendency to feel devalued and loose self worth.

An investigation into the causes of indiscipline in schools by the government of Kenya indicated that most students felt dissatisfied in the way teachers treated them. They indicated that teachers do not listen to them and dismiss their grievances as trivial and petty and that they are rarely seen in schools to attend to their needs (Republic of Kenya, 2001). Such acts as mentioned above coming from significant persons as teachers, creates an environment which is very degrading to students and may impact negatively on their self esteem and hence on behaviour and academic performance. In school with a better teaching environment however students are treated with respect and their problems identified and attended to before they deteriorate into violence (Sadker and Sadker, 2000). He indicates that teachers can influence the way pupils feel about themselves and others and play an important role in the shaping of each students self concept. Another aspect of the school environment is the availability of co curricular and learning facilities. According to Holland and Andre (1987) extra curricular activities enhance students self esteem and encourage civic participation. They also improve students' relations. Therefore an environment, which does not provide enough age appropriate extra curricular activities or that bar students from extracurricular participation, denies them an opportunity to personal development and growth in self worth. The Kenyan curriculum has been found to be deficient in that it is more examination oriented (Republic of Kenya, 2001). Such a curriculum cannot cater for the holistic development of the child. Extracurricular activities should therefore be given equal emphasis.

The foregoing discussion seem to suggest that certain aspects of the school environment may lead to students growth in self esteem or lack of it. The youth therefore need to be provided with an environment conducive for the development of a positive self worth. Melgosa (2000) observe that in high quality schools, the most acute levels of antisocial behaviour are not experienced and that students in such schools have a positive self-concept. Self esteem and self-actualization needs therefore can only be unfolded in a benign environment. It is

therefore, vital that right from the beginning of the school career and throughout it, as the youth go through successive crises of growth, identity and adjustment, the school gives children a conducive environment through support, comfort and security (Mike, 1990). The principals', teachers' and schools' responsibility of producing a caring supportive environment is part of their moral duty to their charges. The fostering of students self esteem is a crucial element in their moral and academic performance. The one basic cause of people difficulties seems to stem from their lack of self-esteem (Johnson, 1986). It is for this reason that this study sort to investigate how the school environment affects students' self esteem.

1.2 Statement of the problem

It has been found out from the background of the study that students' self-esteem can be affected either positively or negatively by the prevailing social and physical conditions in the school environment. This study was therefore set to find out whether the school environment has any influence on students self esteem.

1.3 Purpose of the study

The purpose of the study was to find out whether teachers and principals classroom and school management style respectively, co-curricular and learning facilities available in a school, have any influence on students self esteem, and to come up with possible measures that can be undertaken in order to foster students self esteem in secondary schools.

1.4 Objectives of the Study

The study aimed at achieving the following objectives:

- i) To determine whether the teachers' classroom management style had any influence on the students' self esteem.
- ii) To determine whether management style adopted by the principal had any influence on students' self esteem.
- iii) To find out whether learning facilities provided in a school had any influence on students self esteem.
- iv) To find out whether co-curricular facilities provided in a school had any significant influence on students' self esteem.

- v) To find out whether there was any significant difference in students' self-esteem in different categories of schools.

1.5 Research Questions

The study attempted to answer the following research questions.

- (i) Does teachers' classroom management style influence students self esteem?
- (ii) Does principals' school management style influence students self esteem?
- (iii) Do learning facilities available in a school have any influence on students, self-esteem?
- (iv) Do co-curricular facilities available in a school have any significant influence on students' self-esteem?
- (v) Is there any significant difference in the level of students' self esteem in different categories of schools?

1.6 Significance of the Study

The research is of interest since the information generated can help serve the following purposes.

- i) Provide information to the government, private investors and other interested groups on the role played by the school social environment in shaping students' self esteem.
- ii) Since self-esteem is a useful way of predicting human behaviour according to Burns (1987), this study will act as a guide to secondary school principals on how to address the incessant antisocial behaviour observed in secondary schools today.
- iii) The study will also provide information to educators on the role of co-curricular activities on students self esteem and hence sensitize them to give co-curricular activities equal emphasis in schools, unlike the current situation where school systems give more emphasis on a rigorous academic curriculum which are examination oriented.
- iv) The results of this study and the recommendations there in can serve as a good foundation on which educationists and other collaborators can establish appropriate support programme for students in order to enhance their self esteem and thenceforth their academic and social behaviour.

- v) All players in the education field cognizant of the effects that the school environment has on students psychological well being can formulate and launch appropriate in-service courses for teachers and principals to train them on setting up school environment situations which can enhance students self esteem.

1.7 Scope and Limitations of the Study

This study was covering students in public secondary schools in Ol-Joro-Orok Division, Nyandarua District. The expected limitations were as follows:-

- i) The study was conducted in Ol-Joro-Orok Division only and therefore generalizing the findings to other parts of the country should be done with caution.
- ii) Lack of control over extraneous variables such as sex differences, peers and home environment which could also have an influence on students self esteem and hence on the outcome of this research.
- iii) The inability of students in disclosing their esteem status.

1.8 Assumptions of the Study

- i) The school environment plays a major role in shaping students' self-esteem compared to hereditary and home environment factors.
- ii) The students provided genuine information in the questionnaires in regard to their self esteem and the school environment.

1.9 Operational Definition of Terms

Authoritarian Management Style – Refers to a style of management whereby a school head controls decision-making process on student matters thereby ignoring input from teachers, students and parents.

BARAZA – This is a Swahili word usually used to mean a meeting between the principal, teachers and students where teachers and students are encouraged to express their views and grievances and where the school administration can get an opportunity to expound on policies.

Democratic Management Style – Refers to a style of management whereby a principal involves teachers, students and parents in decision making in most of the school matters.

District School - A school that admits students entirely from within a District.

Form – Refers to a secondary school grade level. This would either be Form 1, Form 2, Form 3 or Form 4 indicating secondary school grade 1 – 4.

High Self Esteem - A feeling of self worth or self-respect.

Laissez faire management style – Leadership style where students are given freedom and where teachers and the principal do not care what the students do with this freedom.

Low Self Esteem – A feeling of self condemnation or negative evaluations towards the self. It is self degradation.

Management Style – Refers to the approach used by a school principal in the formulation and implementation of rules of behaviour. For example a school principal may use either authoritarian, democratic or *Laissez faire* management style.

Principal – The head teacher in charge of secondary school administration.

Provincial School - A school that admits 85% of the students from within the province and 15% from the district in which it is build.

Public School – A school that receives financial support from the government (maintained or assisted out of public funds). Tuition fee is paid for education but is relatively lower compared to other type of schools

School Environment – The physical conditions, facilities and social climate existing in a school.

Self Esteem – Personal approval or disapproval. Therefore self-esteem refers to the positive or negative value the student places on himself / herself.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature on issues being focused on in this study. The chapter is divided into nine subsections. Subsection two describes the concept of the school environment in relation to self-esteem. Subsection three gives an overview of the concept of self-esteem and other related terms. Subsection four and five discusses the school as a social environment, where teachers' and peers' role on the students' self esteem are highlighted respectively. Subsection six gives an overview of leadership styles and how each affects student's self esteem. The seventh subsection discusses the role of co-curricular activities on self-esteem. Subsection eight highlights Maslow's hierarchy of needs and its contributions to self-esteem and the last subsection presents the theoretical framework of the study.

2.2 The School Environment

2.2.1 The Concept of School Environment

In Kenya a school is taken as an institution where learning and teaching takes place. It is therefore common to find school inspectors focusing mainly on teaching-learning documents as they inspect schools. Such is a good example of how people perceive school and schooling. However the school is more than that. Undoubtedly the role of home cannot be undermined or shifted to any other agency. All psychologists, teachers and mental hygienists agree that primarily family living and experiences play most crucial role in the development of harmonious personality in children but in recent years due to rapid industrialization the family is disintegrating and is not in a position to play its role effectively. Moreover in the present circumstances, in our country most of the parents are illiterate and ill informed who cannot be charged with the responsibility of proper guidance for mental health. The other problem is that parents do not have access to the scientific knowledge of human behaviour which can be used effectively to prevent mal-adjustment and cure simple mental disturbances like lack of self esteem. Parents today look at the school as the second line of fostering child development. According to Chauhan (1992) the school assumes great responsibility in the process of harmonious development of personality. Learners spend six to eight hours in day schools, while in boarding schools the learners spend most of their time in school. Therefore many schools today take on an increasing number of roles traditionally filled up by parents,

from sex education to drug and pregnancy counselling, peer pressure, family and emotional problems, and lack of self esteem. Reports warn of the fragile conditions of troubled adolescents, exhorting schools to do more to help the nation's youth. Chauhan (1992) further notes that biological heredity alone is not enough to enable the child develop harmoniously in a social culture. To equip the child with necessary skills and information, concepts and attitudes, and to enable him adjust properly in his environment, the society has therefore created a separate agency – the school – where he can develop all qualities and abilities required for successful social adjustment. The school must therefore provide a conducive environment if this goal is to be achieved.

According to BBC World Service Education and the International Planned Parenthood Federation (2000) external influences can have a strong effect on how one feels, and this in turn can affect one's self-esteem. Equally Muola (2000) seems to agree with this; he states that the school environment and the people in the school (teachers and peers) affect the child's self concept. He argues that whether the child develops a positive or negative self-concept depends largely on how he/she is treated and how he/she perceives such treatment. If the reaction of others is positive, the child is likely to accept himself /herself as a person of worth and develop a positive concept. On the other hand, if the reaction of others is negative, he/she is likely to consider himself/herself as worthless and develop a negative self-concept.

It is important to note that as much as the school environment is important in the development of the child's "self", researchers have different stands on what comprises a school environment. According to Sadker and Sadker (2000) some people have always advocated for the creation of more sensitive and humane school environments. Other studies have offered suggestions for creating a more academically demanding school. Research on school environment and what makes a school effective is of great importance. However it has limitations. First there is a disagreement over the definition of an effective school. Sadker and Sadker (2000) states that researchers use varying description, ranging from "school with high academic achievement" to schools that foster "personal growth, creativity, and positive self concept". However the question that educators should seek to answer is, how can we improve schools so that they enhance both psychological well being and academic success? At this point it is important to focus on different stands of people regarding the school environment.

These will also help perceive to some extent what school managers and teachers should emphasize on in a school in order to make it conducive, for meeting the child's needs.

According to Mutie and Ndambuki (2003) the key issue to be considered in a school is relevancy. He argues that interesting school programmes and flexible curricula should be developed to cater for varying talents, interests, abilities and goals in life, that is, the school programmes should help the youth know their rights and responsibilities. He further indicates that, in relevant schools, students who might otherwise become delinquent for want of school relevance to their peculiar interest and needs should find a vent for their special talents. This seems to suggest that when the school environment is relevant, the students varying needs are met, and this helps them develop a sense of self worth. Sadker and Sadker (2000) seems to agree with this; he observes that safe schools implement a variety of programs and social services. Though implementation of a safe school climate can be a challenge for educators, it provides a needed refuge for students. This is an indicator that good schools have safe environments. Sadker and Sadker (2000) continues to argue that in safe and orderly schools there is a focus on academic achievement, families and communities are involved in meaningful way in school activities, students and staff treat each other with respect, and student problems are identified and attended to before they deteriorate into violence.

According to Chauhan (1992), the school environment plays an important role in the development of positive attitudes. He notes that the school environment should be free from fear, tension and frustration so as to be a conducive environment for learning, growth, and development. He gives suggestions on what should be happening in schools. First the school should be a conducive environment for proper development of the students' abilities. Secondly adolescents should be provided with a balanced diet for proper physical development. The future success in life depends on a sound mind in a sound body. These suggestions would help cater for the many physical and physiological changes that occur during the adolescence period. Schools should therefore understand the development tasks of Kenyan youth and seek to provide for them, lest they (youths) loose value of themselves, with its behavioural consequences.

It is important to note at this point that lack of self-esteem can lead to misbehaviour. According to Mutie and Ndambuki (2003) youths use drugs due to lack of self esteem and emotional problems among others. Were (2003) states that the school environment is a major cause of misbehaviour. He argues that the way the school is organized, its laws and regulations, the routine work, the curriculum and poor teaching methodologies make many students run from school. They find the environment monotonous and uninteresting and as a result they become lazy, disobedient, inattentive especially the mentally dull. They eventually loose value with themselves and engage in anti-social activities. Were (2003) adds that even lack of democratization in schools, misuse of punishment and lack of management skills by teachers and headteacher among others, may lead to misbehaviour. Such school factors will be considered in this study to try and establish the kind of relationship that exists between them and students' self worth. It is important to note that a child who is psychologically abused will disrupt learning activities, use defense mechanisms, such as aggression, destruction on the negative and compensation on the positive, take no heed to punishment and even suffer from depression and pessimism. Pessimism is a major trait with adolescents who have low self-esteem.

According to Melgosa (2000), in high quality schools the most acute levels of antisocial behaviour are usually not observed. She argues that, specifically, good conditions of the installations, cleanliness, tidiness, availability of teachers and approval of good behaviour have been identified as a safeguard against criminal behaviour. Equally according to Mussen (1984) a classroom that is very crowded or inadequately equipped may produce increased aggression and other kinds of stress in children. He notes further that, space, equipment, lighting and decoration in classroom can make a difference in the feelings adult and children have about their environment.

2.2.2 Environmentalist's Contribution to School Environment

Human beings engage themselves in a number of activities from morning till evening. They are conscious of their external environment. On the other hand human beings are by nature social. They live in social situations from birth to death. Their personality including their self-concept is shaped by the interaction of external social environment. It is beyond imagination to think that a human being can develop harmoniously without social interaction.

The child at birth is born with certain biological inheritance. Biological heredity alone is not enough to enable him develop harmoniously in a social culture. To equip him with the necessary skills and information, concepts and attitudes and to enable him adjust properly in his environment the society has therefore created a separate agency – the school – where he can develop all the qualities and abilities required for successful social adjustment. Therefore the school must provide a conducive environment if the goal of developing positive concept and attitude is to be achieved. According to Chauhan (1992) education in a narrow sense is the modification of behaviour of children in a controlled environment.

2.2.3 Functionalists Contribution to the School Environment

According to Angell (1949) functionalism is the psychology of the total relationship of organism to the environment including all mid-body functions. He emphasized the biological process of change and adjustment in the environment. Functionalists have a great contribution on child development, and the school environment.

- (i) They emphasize that behaviour is adaptive to new situations of life. School should teach proper adjustment of children in society. It gives importance to the environment in the process of self development. Therefore the principal and the teachers should try their best to provide a conducive environment to the learners so that their motivation in learning may be sustained. However it is notable that motivation cannot be achieved without improved self-esteem.
- (ii) This system of psychology emphasizes learning by doing. It replaces theory by practical work, and hence confirming the need for well equipped laboratories, workshops and art and craft rooms.
- (iii) Functionalists also give more importance to the needs children at different age levels. A school should therefore provide a variety of facilities aimed at providing for the various specific needs of different age groups.

2.2.4 Behaviourism and its Contribution to the School Environment

Watson (1958) made a revolution in psychology. He was extremely environmentalist. According to him the environment is much more important than heredity in the determination of personality and behaviour. He argued that conditioning is the key to the understanding of

human behaviour. His famous passage which emphasizes the importance of environment was, 'Give me a dozen healthy infants, well-formed and my own specified world to bring them up in, and I will guarantee to take any one at random and train him to become any type of specialist. I might select-doctor, lawyer, artist etc and yes, beggar man and thief regardless of his talents, tendencies, abilities, vocations and the race of his ancestors'. He also stated that the chief method of learning is conditioning. He rejected introspection as the method of studying behaviour. There is an immediate response of some sort to every effective stimulus; every response has some kind of stimulus. There is thus a strict cause and effect determinism in behaviour. The theory of this research is that the conditions in school environment can be a stimulus, which can either lead to loss or growth of students self esteem.

Behaviourists have a major contribution into the functions of the school environment in shaping behaviour.

- (i) It emphasizes on the importance of environment and its impact on human growth.
- (ii) It believes that all behaviour is learned in the constant process of interaction with environment.

Behaviourism has given the following implications for teaching and learning. It shows that the most potent reward for classroom learning is the teachers' acceptance of what the pupil does and the way he does it because this acceptance becomes a guide in his future activities. This acceptance on the part of the teacher can take the form of the tangible tokens such as gold stars, honours rolls and the like. But there is a tendency to short-circuit rewards so that a 'correct or right' will do equally well.

2.2.5 Psychoanalysts and their Contributions to School Environment

Freud (1946) was the first psychologist who systematically attempted to explore the unconscious part of human personality. He proposed a theory that greater part of our personality lies buried in the unconscious. He developed a unique structure of psyche consisting of Id, ego and super ego. He argued that the ego is the largely conscious part. It deals with reality of the environmental conditions. It differentiates between subjective experiences and the nature of things in the external environment. It obeys the reality principle.

According to psychoanalytic theory man is an energy center. The energy develops in the process of excitation within the body, which seeks expression and tension reduction. When energy becomes attached to the external objects of the environment this process is called cathexis. According to Freud (1946) there are only two instincts; life and death. The energy of life instinct is called libido. The aim of instinct is to reduce tension and seek satisfaction and pleasure.

At genital period the youth has an awakening of sexual urges due to physico-chemical changes associated with sexual maturity. If this energy is not well directed in a controlled environment it is easily misused. Freud had a great contribution towards teaching and learning. Psychoanalysis has laid down great importance to the process of cathexis. Children should get opportunities to express their emotions and motives freely in the class and outside the class. The greatest contribution of psychoanalysis is that it has thrown light on the causes of maladjustment in children. Importances of emotions have been emphasized in the process of education. It has laid emphasis on freedom in education and advocated the importance of the development of whole personality. Psychoanalysts argue that curricular activities should be given due importance in schools so that pent up feelings may be released. They also argue that the teacher plays a significant role in the life of students. He can influence the behaviour of his students in interpersonal relationship and can form positive attitudes towards life and towards self. The teacher should be positive and concentrate on what students can do. This implies that teachers and principals should help learners deal with their weaknesses in a positive way, otherwise their weaknesses may overwhelm them and cause them loose their self worth.

2.2.6 Gestalt Psychology and its Contribution to School Environment

Gestalt psychology argues that it is the whole, which determines the behaviour of parts. They argue that the present environment play an important role in the development of personality. School environment should be conducive for learning and personal development. The goals and purposes have an important place in life. The teacher must set individual goals. Goals create tension, which is reduced by action on the part of the students. Goals activate the learners. If the school provides the goals and doesn't provide a suitable environment for reaching the goals the tension may lead to frustrations which may eventually lead to loss of

self esteem and hence delinquency. Gestalt psychology also contributes to improvement of school environment in that teachers, principals and students should work as an organized whole to improve the teaching-learning process in school. The teacher should try to know the students from their own point of views. He should start where the students perception are and not where his own happen to be. This shows that when the set goals are not achievable the students fail and loose value with themselves. The set goals must therefore be achievable.

2.2.7 The School Environment and Growth & Development

Growth is a function of the organism rather than of the environment as such. The environment furnishes the foil and the milieu for the manifestation of development but these manifestations come from inner compulsion and are primarily organized by inherent inner mechanics and by an intrinsic physiology of development.

Development refers to interactions of persons and his environmental surroundings whose after products alter existing response tendencies in such a way as to increase their strength, the degree of differentiation, and the organization of personality. The existing environment can influence the quality of development. Development is a process resultant from a constant flux or interchange of energy within an organism and his environment. Hereditary forces influence the genetic constitution of the individual and environmental forces influence the development of the organism. Individual is the by-product of the constant interaction of the individual with his environment. Conducive social environment is very essentially required for the development of personality. This shows that the environment is also very crucial in the development of a positive self-esteem in students.

As the number of environmental reinforcers increases the child identifies himself with models who satisfy his needs. If adults fail to present desirable models then child acquires social, religious, political and economic values from his environment. The child continues to strive for his parents' acceptance of him in order to maintain the gratification of such acceptance and maintain his/her self worth. If this objective is not met the child sinks into despair and frustration, which may cause the child to try other means of achieving this goal mostly by delinquent means. The child may engage in delinquent acts either because of low self-esteem or in effort to maintain its worth.

From the above discussion, it can be realized that events in a given environment should be reinforcing to an individual, and that there should be enough reinforcing events in that environment, which should be supplied in consideration to the probable potentials of the individuals living in that environment. The discussion also seems to suggest that a negativistic attitude towards the individual and his/her behaviours will contribute negatively to the individual's self esteem. Therefore the positive aspects should be appropriately reinforced. This shows that teachers and principals should offer appropriate and timely reinforcements to the students. On the other hand schools should be well supplied with facilities, so as to offer enough reinforcing events to students. According to Thomas and Grimes (1987) better student achievement, attendance, behaviour, discipline and self-esteem can result from efforts to improve the environment of the school.

2.3 The Concept of Self Esteem

2.3.1 Meaning of Self-Esteem

According to Muola (2000) some authors use both the terms self concept and the term self esteem to refer to the same entity. This is consistent with the views from Burns (1987) in which he uses the terms self-concept, self-attitude and self esteem synonymously. He argues that a positive self concept can be equated with positive self evaluation, self respect, self esteem and self acceptance, and that a negative self concept becomes synonymous with negative self evaluation, self hatred, inferiority and a lack of feelings of personal worthiness and self acceptance. Each of these terms carries connotations of the others and have been used interchangeably by various writers. These writers refer to the same thing, and even the measures they use in measuring self esteem and self concept are indistinguishable. This research assumed that self esteem and self concept are much related, and have therefore been used synonymously. The study therefore leans much on the definition given by Burns (1987) for the aim is not to find out the real difference between self concept and self esteem, but more so to find out whether there is any relationship between the school environment and the way a person values himself or herself.

According to Rosenberg (1965) self-esteem is defined in similar vein as a positive or negative attitude towards a particular object, namely the self. Self esteem simply implies that the

individual feels he is a person of worth, respecting himself for what he is, not condemning himself for what he is not, and the extent to which he feels positively about himself. Low self esteem suggests self rejection, self derogation and negative self evaluation. Self esteem according to Brisset (1972) encompasses two basic psychological processes (a) the process of self evaluation and (b) the process of self worth. Each is complementary to the other. He argues that self worth is more fundamental to the human being than self evaluation; though both elements of self esteem necessarily involve putting what one is or what one is doing into context or providing oneself and one's activities with a reference. Self esteem in terms of self evaluation seem to refer to the making of a conscious judgement regarding the significance and importance of oneself. Anything related to the person, as has been argued, is liable for such evaluations on the basis of criteria and standards involving any one or combination of consensual goals (e.g. wealth, prestige, excelling in certain life aspect etc), levels of achievement, moral precepts and norms of behaviour. According to this definition, those who are fortunate to be able to live up to their standards and realize their aspirations develop on this model a strong sense of self esteem. Those who find that they do not measure up to their own ideals are likely to possess low self-esteem.

A second reference point involves the internalization of society's judgement. This assumes that self evaluation is determined by the individuals' beliefs as to how others evaluate him. This conceptualization of self esteem was promoted by Cooley (1912) initially. Mussen (1984) argues that the school is a social institution that reflects the culture of which it is part, and transmitting to the young an ethos and a world view as well as specific skills and knowledge; therefore the judgment from its members to an individual has an impact on the individual's self esteem. This justifies some of the reasons why this study seeks to investigate the impact teachers and other members in the school institution has on students' self esteem.

A third reference point involves the individual evaluating himself as a relative success or relative failure in doing what his identity entails. It involves not the judgment that what one does is good in itself but that one is good at what one does. Therefore as stated earlier in this study, social support alone cannot compensate for poor self evaluation. If a student thinks

sports are important but feels he/she is not athletic he/she will lose self-esteem no matter how much praise he/she gets from the family, friends and teachers.

The pattern that emerges is of individuals fitting into an ongoing social structure as best as they can. If roles are played properly then collective purposes are served and individual esteem satisfied. Society provides the opportunities for developing self-esteem but to ensure this at an individual level it can only be achieved by adjustment to what is provided.

According to Bernstein and Nash (1999) self esteem is the evaluations people make about their worth as human beings. People spend a lot of time thinking about themselves, trying to evaluate their own perceptions, opinions, values, abilities and so on. He argues that you can determine your height or weight by measuring it, but for other types of questions – about your creativity or attractiveness, for example – there are no objective criteria. In these cases according to Festinger's theory of social comparison, people evaluate themselves in relation to others. When you wonder how creative, interesting or attractive you are, you use social rather than objective criteria. Burns (1987) borrowing from Carl Rogers phenomenological approach describes self-esteem as synonymous to positive self-regard. He argues that self esteem is enhanced through internalization or introjection of experience of positive regard by others. It is from such a definition that this study seeks to investigate to what extent do teachers and principals offer unconditional positive regard to students and in this way enhance their self esteem.

According to Mutie and Ndambuki (2003) adolescence is an important time for the development of self-esteem, a positive self-image or self-evaluation. The adolescents compare their real and ideal selves and judge themselves by how well they measure up to social standards and expectations and how well they perform. He notes that the standards usually considered are:-

Significance – the extent to which they feel loved by those who are important to them.

In a school set up these would be teachers, principal and peers.

Competence – the ability to perform a task they consider important. In a school set up these would include clubs, music, art, debating, journalism, games academics etc.

Virtue – attainment of moral and ethical standards. This study considers the principal as the custodian of ethics and one entrusted with the responsibility of inculcating moral standards in students, through the way he/she exercise power and leadership matters.

Mutie and Ndambuki (2003) seem to suggest that the teacher, principal and peers are significant in the development of self-esteem. Their comments and non-verbal responses have an impact on student's self. In the area of competence, the student must be provided with age appropriate opportunities to try out their talents and achieve. The school being a major agent of socialization must provide the student with enough chances of excelling. The institution must therefore provide various resources enough to give learners opportunities to achieve.

According to Stangvik (1979) self-esteem has been associated with analytical thinking which permit the individual to separate a problem into competent part. With creative ability, with the ability to participate in discussion and express a point of view, with persistence in performing tasks and with ability to maintain a constant perceptual framework in the face of confounding conditions. Persons with high self esteem are likely to be leaders in their social groups, more concerned about public affairs than personal problems and less sensitive and anxious. They are generally more effective and in general achieve more at a given level of intelligence than do persons who take a more negative view of themselves. In terms of affect, persons with high self esteem are generally more expressive and are less likely to be rated as unhappy, destructive, shy, embarrassed or retiring. They are less upset by the criticism of others and more inclined to accept their own views of what is correct and appropriate. Self expectations and the expectations of others exert a powerful influence upon the level of performance achieved. High estimate of our own powers leads to higher expectations of success which appear to evoke greater efforts and focus eventually in higher levels of performance. Relating self-attitudes to academic performance leads to the view that a positive attitude represents a self-fulfilling prophecy of success, negative attitudes eventuation and anticipation of failure and perceived lack of ability, which eventuate in lower performance.

2.3.2 Importance of Self Esteem

Many people of all ages, ethnic backgrounds, religions and sexual preference, seem to have one basic cause of their difficulties mainly steaming from lack of self esteem (Johnson, 1986). Once the problem of low self-concept was addressed and the skills to achieve a feeling of strength and confidence learned and practiced, their lives quickly begin to be more productive and life becomes easier. Once students acquire the necessary self-esteem they become outstanding in academics and other life areas.

Most of the times people suffering from stress, self-defeating behaviour and non-assertiveness, usually have a low self-concept. They don't feel worthy and are always agonizing over their weakness and their supposed inadequacies. They always worry about what others were thinking about them and whether they would gain others approval. However when such people are guided through a process of gaining self-esteem their problems wade away.

In order to succeed in anything, a person has to believe that he or she can succeed. If you see yourself as a failure you will become one (Johnson, 1986), the person who has self-esteem is rich – in the best sense of the word. Self-esteem allows and motivates you to be the best you can be.

According to Johnson (1986) people full of self-esteem chooses to act out his or her self worth. Depending on each unique individual some may chose to be creators, teachers, helpers' listeners, support, builders' planners etc. The behaviour is as varied and as different as the individuals who possesses a positive self-image. Perhaps the best way to explain the importance of self-esteem is from quotes gathered from people who revealed how lack of self-esteem affected their lives. Johnson (1986) gives seven examples of these quotes.

- (i) In school lack of self esteem makes me nervous and anxious, and causes physical problems, i.e. stomachaches, headaches, e.t.c I feel I don't measure up to the teachers expectations. I tend to sit in the back in some classes where I feel inadequate and do not participate. I feel what I have to say is unimportant and

everyone will think I'm stupid. Therefore, if I don't understand the lesson or homework I'll let it pass, which causes a problem later.

- (ii) The results of lack of self-esteem leaves me with an inferiority complex. I allow others to make my decisions. Fear dominates my living – creating excessive nervousness. I am extremely sensitive, and have difficulty in expressing my feelings. Living with these shortcomings is very stressful and really hard to understand or explain.
- (iii) Having a lack of self-esteem perpetuates the myth that I am no good. It discounts all my goodness and rivets my attention on the mistakes of the past; not seeing them as mistakes, or individual incidents, or as lessons but internalizing them and looking at them as proof of my badness.
- (iv) Having a lack of self esteem shouts to the world that here's a person who isn't worth very much – I don't think so-why should anyone else? In my case, as a parent, it sets a bad example for my childrens' behaviour patterns.
- (v) Lack of self esteem makes me cry. I seem to loose all emotions and everything falls apart. I feel helpless and useless I feel as if I am a failure to me and also people around me. I am not accomplishing anything only making things worse. Lack of self-esteem is the worst feeling I can have. It not only affects the inside but the people around who love you and care; and that is sad.
- (vi) A person with a lack of self-esteem usually struggles with a fear of failure. I feel that fear of failure has prevented me from trying things that I would really like to do.
- (vii) Really having a lack of self-esteem is like having a dark cloud hanging over me most of the time and it prevents the sunshine from reaching me.

2.3.3 Positive and Negative Self Esteem Cycles

High self-esteem is an overall feeling made up of many positive thoughts and feelings about yourself. According to Johnson (1986) an assured, contented, confident, relaxed feeling of self esteem is knowing that you are capable, worthy, loveable, significant, respected competent effective and all such adjectives which convince you that you measure up! As a result of that glowing feeling, you view yourself as conquerable and enjoyable. He argues that the opposite of feeling full of self-esteem is dreadful. Lack of self-esteem means viewing

oneself as inept, useless, unlovable and insignificant. Lack of self-esteem is unproductive; one feels inferior, unwanted, insecure and unloved and can never become self actualized with such negative feelings. Perhaps the best way to diversify what self esteem is, is to examine the positive and the negative self esteem cycles developed by Johnson (1986). The cycles demonstrate what life can be with self-esteem, and what it's like without it.

The positive self esteem cycle is made up of feelings of self esteem; feelings such as useful, loveable, competent, capable, worthy, significant, confident etc. As a result of these and other positive feelings people think good thoughts about themselves – ‘I can do it’ ‘my contributions counts’. These encouraging thoughts lead to appropriate behaviours. They therefore become assertive, outgoing, energetic, enterprising, interested, empathetic, productive, open, happy, loving, and self-actualization people. The response to these behaviours from others is gratifying. We loud our actions, and often those around us give us strokes and seek our company. This in turn, produces more thoughts of affirmation concerning our worth – which leads back to having more feelings of self-esteem. This positive cycle is illustrated in figure 1 below

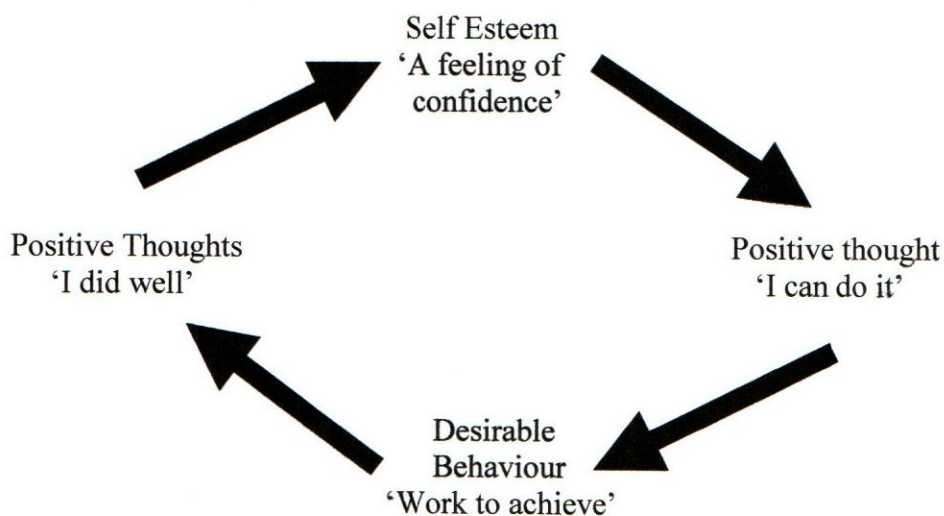


Figure 1: Positive Self Esteem Cycle

Source: Johnson M.H (1986) *How Do I Love Me?*

Feelings of worthiness make somebody to have positive thoughts about himself/herself. The thoughts lead to appropriate behaviour and hence more positive thoughts.

The negative cycle of self-esteem has the opposite effect on a person's life. It is destructive, debilitating, and demonic cycle. A person entrapped in this cycle of low self-esteem feel inept, unlovable, and insignificant. The thoughts are negative and self-defeating. In turn the behaviours are hostile, suspicious, selfish, non assertive, aggressive, withdrawn procrastinating, unconvincing and unattractive, reactions and the reactions of those around to these unappealing behaviours are often harsh and humiliating. These reactions produce more negative thoughts about the person suffering from low self-esteem, which in turn reinforces the way to live. In reference to this study if a student is caught in this unhealthy cycle, he/she may easily turn to delinquent behaviour. However such students could be helped out of such cycle by their teachers parents and peers.

The negative self-esteem cycle is illustrated in figure 2, below.

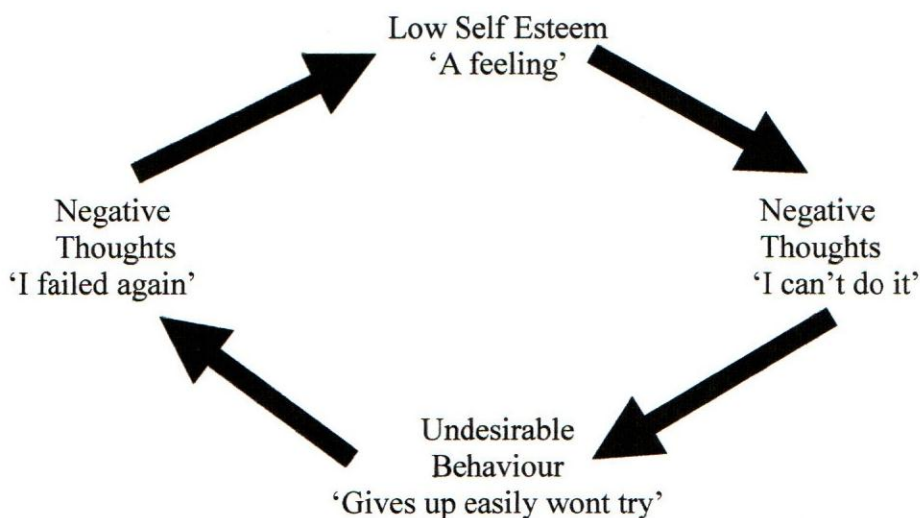


Figure 2: Negative Self Esteem Cycle.

Source: Johnson M. H. (1986) How Do I Love Me?

2.3.4 Origins of Self Esteem

Johnson (1986) indicates clearly that no one was born with self-esteem or lack of it. Feelings about how you fit into the world are awakened by the experiences around you from the time of birth. She further states that each person has an inner computer, which monitored your feeling about yourself before you could either walk or talk. The computer gathered data from the time of the voices, which spoke to you, from the gentleness or harshness of the touches

you received, from the amount of attention paid to you, from the reactions to your cries for food – all symbols of love or rejection. The sensitive computer did the gathering from your exterior world and you interpreted the collected data as either positive or negative input. From the above argument it can be deduced that the a preponderance of positive input resulted in your saying to yourself, ‘ I must be O.K – for that is the message I’m receiving from the world around me’ However if the input was interpreted as negative, the result was that you felt you didn’t quite measure-up and were an inferior individual.

According to Murphy and Newcomb (1937) the infinite still struggles with knowing what is body and what is not even at the age of 6 months. Piaget (1954) indicates that the infant initially floats about in an undifferentiated absolute in which there are no boundaries between body and other objects, between reality and phantasm; but gradually he makes distinctions between what is himself and what is not and so comes to separate himself from the external world. It therefore shows that self-awareness and self-esteem emerges slowly as the infant uses and acts on his environment.

Burn (1987) argues that the process of self-concept development never really ends; it is actively proceeding from birth to death as the individual continually discovers new potentials in the process of growth and development. He further indicates that there are various sources of self-conception, which are closely interwoven in the fabric of social living. These sources includes

- (i) Body Image – this is the evaluation of the physical self as a distinct object: it is a diagram or map of the body and its constituents parts; body build, appearance and size is of vital importance in developing understanding of the evolution of a persons self esteem. in adolescent stage greater body size offers avenues of prestige and power for the adolescent, some socially sanctioned e.g. sport, and some completely antisocial e.g. gang fights. It is therefore crucial that co-curricular activities are given emphasis in schools in a bid to bring a harmonious body image and hence promote their self-esteem.
- (ii) Language – The ability to conceptualize and verbalize about self and others. Language development aids the development of the self-concept in that it conveys information to others about self and reflects what others think of one. Feedback

from others is often verbal in nature. In other words the self-concept is conceived in terms of language and its development is facilitated by language.

- (iii) Feedback from significant others is another major source of self-esteem, besides image and linguistic skills, is feedback from significant others. The term 'significant others' means those persons who are important or who have significance to the child by reason of his sensing their ability to reduce insecurity or to intensify it, to increase or to decrease his helplessness to promote or to diminish his sense of worth. Significant others play a confirming role in self-definition. They are an influential source of information about oneself. They include parents, teachers and peers. The child always has an increased sensitivity to the approval/disapproval of significant others especially peers and teachers, hence, raising their self-esteem or lowering it.
- (iv) Child rearing practices. Child-rearing practices are seen as crucial in self-concept development because, self-concept is learned. Much of this learning comes from feedback from significant others particularly parents. Parents are present most consistently in the important early years; and the child has a physical/emotional and social dependence on them so that they are in a unique position to influence the child's learning about himself. Parents who offer warm acceptance to their children and who establish and enforce clearly defined limits of behaviour for their children, greatly improve their self-esteem. Equally respect by parents for individual initiative taken by children within laid down limits promotes children's self-esteem. According to a research conducted by Coopersmith (1967) parents of high self-esteem boys manifested warm interest in the child's welfare, and gave other signs that they regarded him as a significant person. Such parents also tended to be less permissive, demanding high standards of behaviour and enforcing rules consistently. They used reward rather than punishment and the child felt he was dealt with firmly and fairly. Thus, definite and consistently imposed limits on behaviour were associated with high self-esteem. On the other hand parents of low self-esteem boys tended to be extremely permissive, but inflicted harsh punishment when they felt it was required. The boys considered their parents unfair and regarded the relative lack of rules and limits as a criterion of the parental lack of interest. The boys therefore had low aspiration. The

authoritarian parents permit their own need to take precedence over those of the child. They often assume a stance of infallibility. On no account can they be wrong or thwarted. But, in contrast, permissive parents seem to avoid confrontation with children, leaving the latter without guidance. Hence, both authoritarian and permissive parents tend to inhibit a growing child's opportunities to engage in vigorous interaction with others. Unrealistically high standards that cannot be met plus severe punishment, or, on the other hand, expecting little or anything prevents a healthy self-concept emerging. Parental restrictiveness, rigidity or lack of interest makes the child feel he isn't loved or accepted. Punishment from a cold, disinterested or even punitive parent can be interpreted as lack of love for the child. However, the child punished by a warm, caring parent interprets it as positive correction.

Another person who has contributed in highlighting on the sources of self-esteem is Johnson (1986). According to her, self-esteem is a learned feeling that originated from the experiences that you were part of from your first day on earth. She explores different types of environments, which may have an influence on a person's self-esteem. These environments include:

- (i) **Positive environment:** In this type of environment the child is fully accepted and respected as a person. His or her needs and wishes are taken into serious consideration. The parents significant others establish and enforce clearly defined perimeters within which the child performs – definite standards of performance are set up and excellence is rewarded. The parents themselves are persons with high levels of self-esteem. Chances are that a child who grows in such an atmosphere, will have their self-esteem flourishing at an early age.
- (ii) **Next, is the negative environment.** This is an environment in which the child picks data that is primarily negative. This comes from actions, words, and attitudes directed to the child, which indicate that the child is stupid unattractive, hopeless, less-than, unwanted, an encumbrance and generally a pain. The child receives statements defining inferiority, which make them feel most unworthy and hence lose self-esteem.
- (iii) **The third environment is the perfect environment** in which the child is daily convinced that everything he/she does is perfect. All significant persons adore the

child indicating that he or she is better than anyone else. The child is touted as the priest, brightest, the most courageous and talented. The child therefore perceives himself or herself as perfect. This leads to an overblown unrealistic feeling of self-esteem, which can lead to trouble later on. It's difficult for the persons who receive this 'perfect' message to enter the real world – outside of this exaggerated environment. Such people soon find, to their bewilderment, that they are truly not perfect. This is deflating to their inflated self-image and leaves them questioning whether they can do anything right. Or, otherwise they become perfectionists.

- (iv) The fourth environment is the contradictory environment. It is an environment in which parents compliments, overprotects, smothers the child with love and affection every minute. The second parent (perhaps trying to offset the others overindulgence) is very critical and demanding of the child. Such a parent's attitude makes the child feel he or she never quite succeeds. It is a confusing experience day after day. One time the child is told that he she is superlative while the next time the child is berated for being stupid. The child is left with fluctuating self-esteem and is never quite sure how he or she feels about himself or herself. This stops the child from being productive or from taking many risks.

2.4 The Teachers Influence on Students' Self Esteem

According to Were (2003) the school factor is important in children's behaviour. Children behaviour is affected by what they experience in school. These include their academic performance and attainment, the social and emotional experiences and their competence in other areas of co-curricular activities. However, Were (2003) argues that of great influence are the characteristics of the teachers who interact with them, for example their teaching style, attitude to teaching and learning, their morale and level of self esteem. Turtle (1987) states that teachers can influence the way pupils feel about themselves and others and play an important role in the shaping of each students self concept. Gordon (1972) conceptualized of the development of self concept is mainly centered on to developmental nature and the significance of the child's experiences. The child enters school at the age of around six when his/her self concept is still in the formative stage; he observes that the type of school the child joins is likely to affect it in one way or the other. The social setting provided by the school

where the significant others include peers and teachers, will presumably determine to a large extent the way the child perceives herself/himself.

According to Mutie and Ndambuki (2003) teenagers desperately need respect and dignity. He therefore advises that adults should show some understanding of what teenagers are going through. They should cooperate, compromise, love and reason with them and grant them appropriate independence. From the Republic of Kenya (2001), we learn that some of the qualities of a good teacher would include:-

- (i) Ability to show interest in academic progress, moral growth and the welfare of his/her students.
- (ii) Ability to appreciate his/her student's individual difference and at all times listen to them and motivate them to do their best.
- (iii) Ability to create a conducive learning environment.

These qualities seem to suggest that much of the teacher-learner relationship should be student centered. It should be a relationship that translates into a better self worth of the learner. According to Were (2003) treating every child with respect is an important aspect in teaching. He states that students hate teachers who speak to them contemptuously, sarcastically or unfairly. A teacher therefore should not speak to students in a way that demeans them because this affects their relationship with their peers because they lose face or respect with them. He argues that no matter what the student has done, the teacher should not loudly and publicly abuse him or her because this will stir up resentment and hostility in the individual. He observed that such a student resorts to application of the principle of equilibrium and reciprocity, where in the former when teenagers are unfairly treated they react in a similar fashion to the teacher in order to restore their status. In the latter (reciprocity) they become insulting, nasty, disrespectful and legitimize their behaviour because of the teacher's negative attitude to them. In school such acts from students are labelled as misconduct, but from the above discussion it can be seen as the learner's effort to restore his destroyed self-image and maintain self-esteem

According to Sadker and Sadker (2000) in effective schools teachers hold high expectations that students can learn and they translate these expectations into teaching behaviour. They set objectives, work towards mastery of those objectives, spend more time on instruction, and

actively monitor student progress. They are convinced that students can succeed. Such a positive regard towards students makes the students develop positive self worth. It therefore shows that a classroom environment should be secure and democratic, for the learners to maintain a positive attitude towards themselves and their teacher. On the other hand according to Sadker and Sadker (2000) in effective schools, teachers hold high expectations for themselves, and believe that they can deliver high quality instruction. The MOEST should therefore provide conducive working conditions for the teachers. According to the Republic of Kenya (2001), many teachers have remained ungraded and unrewarded and they therefore develop a negative attitude towards themselves and their work, and very often vent their frustration by agitating students and parents. The report recommends that basic infrastructure such as shelter, adequate security and water be provided within the school and its environs in order to enhance the teachers' morale. Such an argument is in line with Maslow's hierarchy of needs, where basic needs must be provided for, first before esteem needs are fulfilled.

According to Bor (2002) young people are especially sensitive to adverse labeling and criticism. Pupils in schools frequently come to the counselor burdened with negative descriptions of themselves. "I'm no good", "I m not able", or "I'm bad". These negative descriptions are from professionals, peers, family members or even themselves. Bor (2002) indicates that addressing adolescents positively and directly may come as a complete surprise to the young person. It may even take his breath away. A positive and direct complement can go a long way to encourage a new way of thinking in the child. Questions or statements about skills, competence and positive qualities and resourcefulness may count for much more than might be thought. Such conversations can create space and give definition to such skills and resources that may be all that the pupil has to draw on to carry him through in the taxing circumstance in which he finds himself.

According to the above discussion, the teacher must try to maintain order in class and create a democratic environment. Any form of discrimination should be avoided. According to Sadker and Sadker (2000) being tracked into slower classes has a negative impact on a student's self esteem and achievement. Also, tracking discriminates against poor children and students of color, who are more likely to be labeled as slow learners. This is a strong stand against schools where learners are segregated according to performance. This segregation has an

impact on their self esteem. This seems to inform teachers of the disadvantages of segregating learners when managing classrooms.

2.5 The Peers Influence on Students' Self Esteem

According to Melgosa (2000), peer relationships are important for adolescents' self esteem development. She begins by posing a question to adults, "do you adults understand the importance of your children's social relationships for the development of their self esteem?" Melgosa (2000) seems to suggest that teachers should perceive peer relations positively. Unfortunately in most Kenyan schools peer groups are always viewed as negative. Intentions of peer groups are mainly interpreted as negative or evil in a narrow sense. This can be well seen in the names given to peer groups by teachers, for example, some label them as gangs, *Wakora* etc. Melgosa (2000) argues that young persons tend to choose a negative group when they have a poor self concept and that subconsciously they think that perhaps they will be important and will stand out in some way. A study could be carried out to establish the better part of peer groups and emphasize on the reasons teachers need to focus on the positive qualities of the adolescents. According to some researchers, the group is where self concept is adjusted. Members of a healthy balanced group learn to be satisfied with themselves in the present although they also consider other goals to be achieved in the future. From this discussion we can deduce that teachers should appreciate the advantages of peer group, and take up the responsibility of guiding them and working with them instead of fruitlessly attempting to break up the groups; Mussen (1984) indicates that peers or age-mates contribute in unique and major ways to shaping a child's personally, social behaviour, values and attitudes. Children influence each other by modeling actions that can be imitated, by reinforcing or punishing certain responses, and by evaluating one another's activities and providing feedback to each other. He adds that peer relationships have some impact on development. For example, children's status in their peer group and the friendships they establish undoubtedly affect their self concept. This argument seems to suggest that peer groups should be properly guided and not broken. Teachers should therefore appreciate the positive contributions of peer groups. This study aims at establishing the teacher's contributions in maintaining students' peer groups as a way of enhancing their self-esteem.

2.6 School Management Style and its Influence on Students Self Esteem

According to Were (2003), there are about five leadership styles in administration; autocratic, democratic, *laissez-faire*, bureaucratic, contingency and consultative. Melgosa (2000) seems to suggest that leadership styles which are predominantly indifferent or excessively authoritarian tend to produce adolescents with low self esteem. This study will mainly consider three styles of leadership; these are authoritarian, democratic and *laissez-faire*. According to Sadker and Sadker (2000) students make significant achievement gains in schools where principals:-

- i) Articulate a clear school mission
- ii) Are a visible presence in classroom and hallways
- iii) Hold high expectations for teachers and students.
- iv) Spend a major portion of the day working with teachers and students to improve instruction.
- v) Are actively involved in diagnosing instructional problems.
- vi) And create a positive school climate.

They argue that successful principals provide instructional leadership; and they spend more of their time working with students and less time in the office. They hold high expectations for teachers' performance and student achievement, and provide necessary resources, including their own skills and knowledge. They are active and involved. Sadker and Sadker (2000) notes that such principals create schools that make a positive difference in the lives of students. This is much in line with the recommendations given in the Republic of Kenya (2001). According to the report, among other qualities of a headteacher, he/she should be accessible to the teaching staff, students, non-teaching staff, parents and members of the community. Equally he/she should have interest in knowing his students and teachers by name, background and by their ability. However the report observes that the current situation in Kenyan secondary schools is one where students and teachers have no avenue of appraising their headteachers as a way of providing a feedback on his/her performance. Principals are reported to be aloof and distanced from the students, they assume the "I'm a senior and you are the junior" attitude. This makes teachers and students feel inferior of themselves, which equally affects their self image. Such an attitude seems to contradict the better part of the principal as a significant person to both the students and teachers. When the

learners suffer inferiority it shows that they have low esteem of themselves. Sadker and Sadker (2000) argues that less effective principals are vague about their goals and focus on maintaining the status quo. They make such comments as, “We have a good school and I want to keep it that way”. He advises that the principal should share his or her vision so that teachers and students understand the school goal and all work together for achievement. In less effective school teachers and students lack a common understanding of the schools mission, and they function as individuals charting their own separate courses.

Borrowing from a research conducted by Melgosa’s (2000) on child rearing styles, it can be confirmed that leadership styles have an impact on children’s self esteem. According to her, rearing styles have a significant impact on adolescents’ self esteem. She discusses four categories of children based on rearing children reared under permissive environment.

- i) Children of permissive parents – These she argues are usually creative and original but tend to feel insecure. This could be explained by saying that many of these adolescents interpret their care takers permissive attitude as a sign of lack of pride and love for them. Melgosa argues that although it may seem strange, many adolescents wish that their parents and teachers had banned certain things. Due to their insecurity, such children tend to suffer from low self esteem.
- ii) Children of negligent parents - These do not possess the best emotional inheritance. They are given their freedom too soon and their care takers do not care what they do with this freedom. The result is a lack of ability to establish good interpersonal relationship and the tendency to suffer from poor self esteem. Melgosa (2000) indicates that there are no apparent positive effects of this style. This so much compares with laissez faire leadership style in schools with an expectation of similar results.
- iii) Children of authoritarian parents - These do not seem to benefit from autocracy of their caretakers infact most of the studies identify this style as not at all desirable. In young people from authoritarian environment, there are higher rates of delinquency and aggressiveness than in any of the others. They also tend to suffer from poor self concept and develop a negative attitude towards their parent’s ideas and belief.
- iv) Children of democratic styles - These experience satisfactory feelings with respect for themselves and a positive attitude towards their care takers values. In general this

style is the most desirable and positive according to most of the sociological studies which have been carried out on the subject of self-esteem or self-concept.

This shows that leadership styles which are predominately indifferent or excessively authoritarian tend to produce adolescents with low esteem. The ideal style, therefore, to deal with adolescents is the democratic style in which there is constant dialogue and strong emotional support accompanied by control.

According to the Republic of Kenya (2001), Kenyan secondary schools showed lack of clear established channel of communication, and freedom to express opinions by teachers, students and parents is curtailed. The report observed that this creates mistrust between students and the administration. Such a situation is not conducive for the students' personal development. In such environment according to the report, adolescents have a tendency to feel devalued and loose self-worth. This eventually breeds a situation where students have no way of expressing their grievances leading to frustrations and resulting in disruptive behavior. The report therefore recommends that headteachers should cultivate a democratic and participatory environment in schools and encourage regular "*Barazas*" where teachers and students are encouraged to express views and grievances and where the school administration can get an opportunity to expound on policies.

From much of the foregoing discussion it can be deduced that, democratic leadership style if adopted by headteachers would help learners feel much more secure in a given school and this may help in building their self esteem. However it is important to point out that democratic leadership may not always lead to a better self-esteem.

Kiumi (2004) warns that although democracy may promote discipline and by extension teaching – learning process, it can undermine efforts to enhance discipline if taken beyond a certain threshold. He indicates that uncontrolled democracy may for example create a situation whereby institutional members demand to be involved in all facets of management policies. Consequently the headteacher may abdicate his/her cardinal responsibility of providing the general direction of conduct. Students may thus loose sense of direction and

consequently become undisciplined. In such a condition this study does not suggest that student self esteem would still be enhanced, at such extremes of democracy.

2.7 Co curricular Activities and how they Influence Self Esteem

Extracurricular or co curricular activities according to this study may include music, drama, academic clubs, all forms of athletic activities, all forms of ball games, all forms of indoor games etc. According to Sadker and Sadker (2000) extra curriculum activities are so important that many advocates refer to them not as the extracurricular but as the co-curriculum. They argue that the effects of extracurricular participation in secondary school students' personal development and academic achievement are probably positive, but very modest, and are definitely different among students with different social or intellectual background. Therefore high-profile students have a complex network of reasons for participating. Sadker observes that for some, there is genuine interest and enjoyment while others see the extracurricular as path to social success. In their study they found that only 16 percent of students surveyed said getting good grades increases status among peers. However 56 percent of students said extracurricular can lead to popularity. Other calculating students base their choice of activities not on their interests, rather, with an eye to the interests of admission to certain colleges and careers that select the chosen few who do well in certain activities. This discussion seems to suggest that extracurricular activities can promote the student's esteem in school and out of school when they join careers of their choice for being competent in certain co curricular activities. Therefore this works as both a provision for basic needs and esteem needs. Social success, status among peers, popularity and even a career in future all translate to an improved self esteem. Researchers such as Holland and Andre (1987) found that: -

- i) Extracurricular activities enhance students' self esteem and encourage civic participation.
- ii) Extracurricular activities, especially athletics, improve student's relations, and
- iii) Involvement in the extra curriculum is related to high career aspirations, especially for boys from poor background.

These findings have a big contribution towards enhancing students; self-concept.

According to Chauhan (1992) there is a close relationship between motor performance and other traits. He argues that popularity in adolescence is closely related to physical strength

and skills in athletic activities than to intelligence and school achievement. These findings emphasize the importance of physical education and recreational activities for adolescents. Needs of adolescents should be given a proper place in the school curriculum and that they should be provided with opportunities for the development of their creative abilities through music, dance, arts and crafts etc. According to Mutie and Ndambuki (2003), achieving success in developing skills and participating in physical activity are excellent means of developing confidence and reaping the satisfaction that comes from successful accomplishment. Sadker and Sadker (2000) underscores the school systems where there is emphasis on a rigorous academic curriculum which have policies that bar students from extracurricular participation. There is a culture in Kenya today that emphasizes mainly on academic performance. According to the Republic of Kenya (1999) the current Kenyan curriculum is deficient; teachers tend to be more examination oriented. The report observes that such a curriculum cannot cater for the holistic development of the child. The taskforce therefore recommended that the curriculum should address individual needs, human values and life skills. This shows that schools do not give extracurricular activities equal emphasis. Many schools are therefore lacking in terms of extracurricular resources and facilities denying students an important opportunity for personal development.

2.8 Maslow's Hierarchy of Needs

Maslow (1908-1970) consistently argued that needs are arranged in a hierarchy. As one general type of need is satisfied another higher order need will emerge and become operative in life. He has developed a hierarchical order of needs, which starts from physiological needs to self-actualization needs. The order of needs start from basic survival or low order needs to higher order needs. The hierarchy is shown in Figure

(Lower-level needs must be satisfied in order for Higher-level needs to be reached).

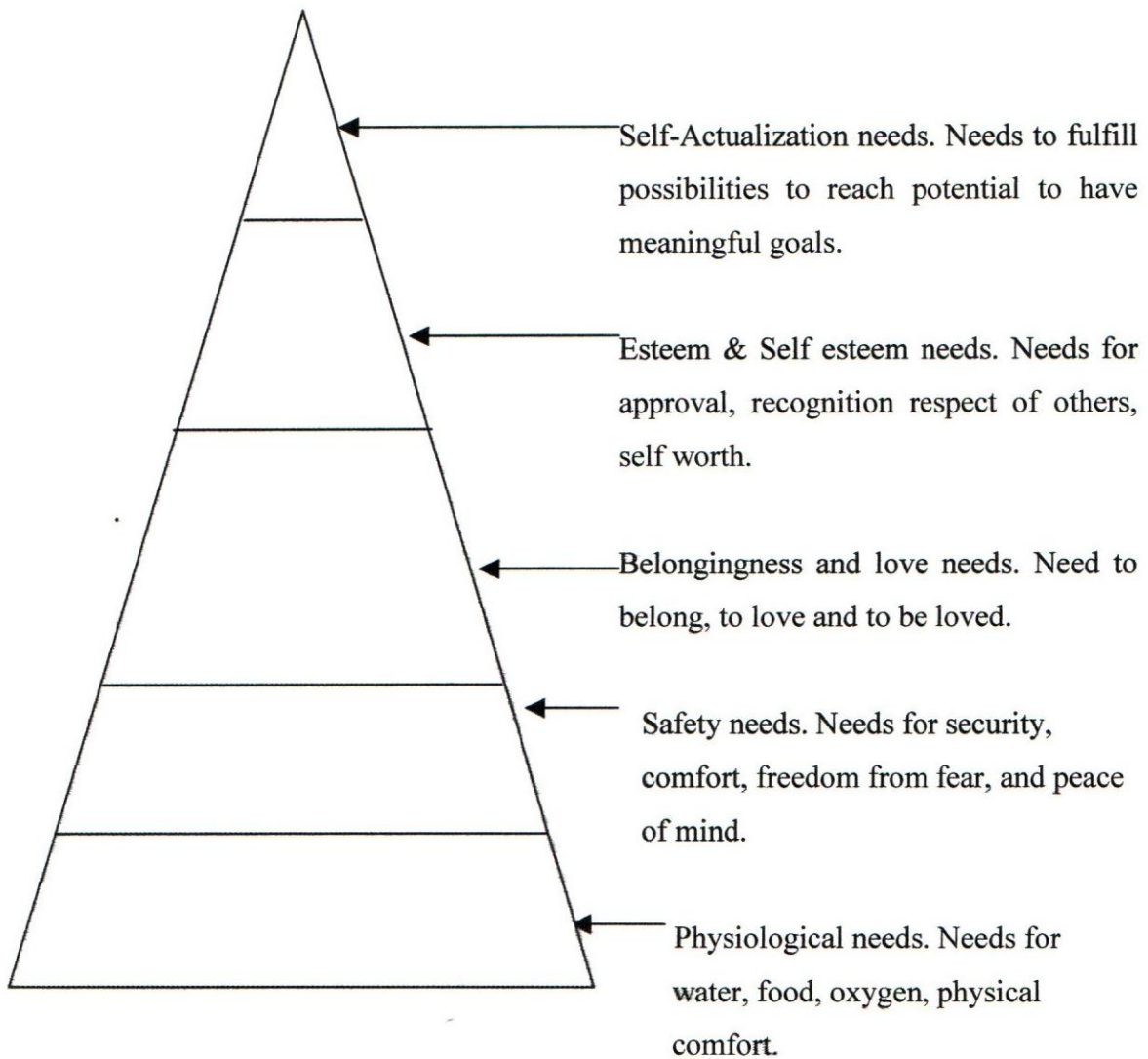


Figure 3: Maslow's Hierarchy of Needs

(Source Hamachek, D. (1995) *Psychology in Teaching, Learning & Growth: Allyn & Bacon: London Pg. 47*)

- i) Physiological needs – The most potent needs of all needs yet the least significant for a self actualizing person are the physiological needs. According to Maslow, when these physiological needs are deprived for a long period, all other needs fail to appear or recede in the background. These physiological needs include food, water, oxygen, activity and sleep. Basing on Maslow's theory a school should at its best try to meet the students' physiological needs, if students have to achieve the esteem needs.
- ii) Safety needs – When the physiological needs are successfully fulfilled then safety needs become the dominant force in the personality of the individual. Safety needs are

many and are mainly concerned with maintaining order and security. People feel the need of structure, law and order and to be under someone's direction. According to Bernstein (1999) safety needs for children include being cared for. Chauhan (1992) indicates clearly that the question of need for safety is particularly of great importance for children who are physically incapable of controlling their environment. Children should be brought up in an environment of safety. They should be protected from harmful experiences. Children should be reared in a structured environment free from physical harm and adults should develop courage in their children to meet the environmental events. Therefore schools should be safe environments. Classes, dormitories, toilets and all other structures should be well constructed. The compound should be neat and organized. In such schools children feel secure and cared for.

iii) **Belongingness and love needs-** The needs of this category emphasize the basic psychological nature of human beings to identify with the group life. These are needs of making intimate relationship with other members of the society. Being an accepted member of an organized group, needing a familiar environment as family. These needs are dependent on the fulfillment and satisfaction of previous categories of needs. According to Bernstein (1999) these needs include being part of various social groups and participating in affectional sexual and non-sexual relationship. In a school set up this would include student-student relationships, teacher-student relationship, and principal-student relationship.

iv) **The esteem needs.** Esteem needs are divided into two categories according to Chauhan (1992) (1) self esteem, self-respect, self-regard and self-evaluation. (2) Relating to respect from others: reputation, status social success and fame. The need of self-evaluation occurs in those who are quite secure in the satisfaction of lower needs. According to Gelford (1962) feelings of achievements, of competence, of meeting high standard of excellence in performance are not the concerns of the struggling beginner but the "extra touches" of comfortable artisan. Esteem is externally based before it is internally based. Prior to attaining a level of prideful involvement in one's activities, one seeks the respect and assurance of others that one is a worthwhile person. There are many status symbols in the society, which give the feelings of self-esteem as possessing a house, land or bank balance, titles of honour and automobile etc. However for adolescents this would be the number of friends,

abilities e.g. in extra curricular activities and academics and possession of general knowledge. Failure to gratify need for self respect, or reputation from others can produce personality disturbance in the individual. The individual may develop feelings of inferiority, of being different from others of being a misfit in the society, needs related to respect from others approval, acceptance and admiration vary in expression and intensity in life of an individual from childhood to old age.

- v) Self-actualization. The highest need in the hierarchical system proposed by Maslow, is self-actualization. It means to fulfill one's individual nature in all its aspects, being what one can be. Gordon (1972) seems to have some agreement with Maslow. According to him self concept develops not only by the role played by others, but also the individual's development process is important. Gordon views self concept as a developmental concept. According to him, self concept changes with the development process from infancy to childhood. The infant in its early month is self-centered and perceives his/her world through senses governed by his/her biological needs. If the infant is kept comfortable and his/her responses are attended to, he/she begins to develop the notion that the world is a good place and that he/she is a good person. Such a notion may consequently lead to the development of a feeling of self worth. On the other hand if little is done to meet his/her needs and if he/she is not kept comfortable he/she begins to think that he/she has little control over things and that the world is a hostile place. As a result of this he/she may develop a feeling of unworthiness.

2.9 Conceptual Framework

The conceptual framework of this study is adopted from client-centred therapy of Carl Rogers (1969) and Maslow (1954,1962,1971) hierarchy of needs. The key concept in client centered therapy is that growth occurs in an acceptant, warm, emphatic, non judgmental environment that allows students the freedom to explore their thoughts and feelings and solve their own problems. Schools which lack these characteristics foster little or no growth in self esteem and are breeding grounds for discipline problems and poor performance. In school, whatever generates hate must be avoided. Whatever creates self esteem is to be fostered. On the other hand Abraham Maslow constructed a hierarchy of human needs. This is a developmental model suggesting that growth occurs by having sufficient environmental

support. The support gradually shifts in emphasis to an individual's ability to nourish and support himself or herself within his or her environment. Maslow (1954) constructed a pyramid that illustrates this shift. At the base of the pyramid are the basic human needs for food, clothing and shelter. Survival comes first. In other words this hierarchy proposes that some needs must be met before others. Therefore in a school, the social and physical environment must be conducive for the child's psychological growth. This relationship is shown in Figure 4.

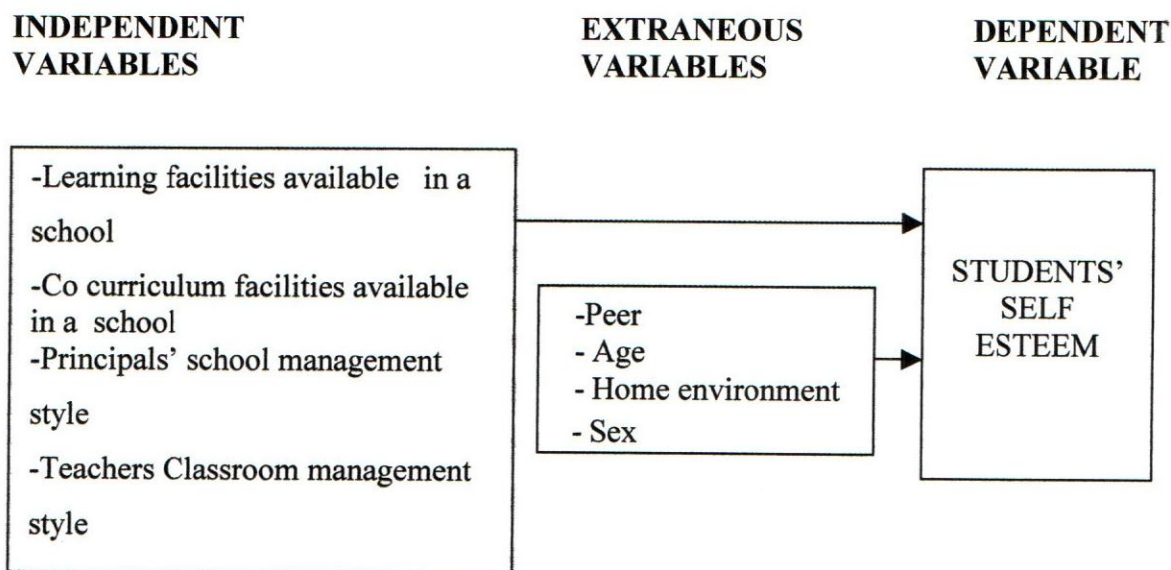


Figure 4: The Relationship Between Selected School Factors and Students' Self Esteem.

An improvement in the school environment is expected to positively influence students' self-esteem hence raising it. A poor school environment in terms of the four factors shown above, will therefore lead to low students self-esteem. Self esteem is also likely to be influenced by other factors within or outside the school environment. These extraneous variables included, peers, sex, home environment and age. These factors were a limitation of this study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the methods, which were applied during data collection and analysis. The chapter is divided into six subsections. These are; research design, population, sample and sampling procedures, instrumentation, data collection procedure and data analysis.

3.2 Research Design

This research was a survey using *ex post-facto* design. In this type of design the researcher establishes any existing relationship between independent and dependent variables retrospectively (Kathuri and Pals, 1993). The study focused on finding out whether the independent variables (school and classroom management styles, learning and co curricular facilities) had any influence on the dependent variable, that is students' self esteem. The school environment was seen as a naturally occurring independent variable, which could affect the students' self esteem. The different school categories therefore were seen as different treatments given to students which would affect their self esteem.

3.3 Population of Study

The target population in this study was all students in public secondary schools in Ol-Joro-Orok Division. According to MOEST records, the Division had 10 public schools, of these 2 were provincial boys boarding schools, one was a District mixed day & boarding school, while 7 were District day schools. The students' population was 3,067 while teachers' population was 160.

3.4 Sample and Sampling Procedures

Since it was not possible to collect data from all secondary schools in the Division due to time factor, schools were stratified into boarding, day-boarding and day schools and a sample of schools selected. The researcher therefore used two probability-sampling techniques in order to come up with an unbiased sample of schools and students. These were stratified random sampling and purposeful sampling. The stratified random sampling method was used for proportional allocation of each strata in the population (Kathuri and Pals, 1993). Proportionate allocation was based on 8 schools and 2,267 students in the Division. Based on Krejcie and Morgan (1970) formula for estimating the sample size, the number of schools

whose subjects participated in the study was 8. Therefore all schools in the Division were included in the study.

Krejcie and Morgan (1970) formula for estimating sample size

$$S = \frac{X^2 NP(1-P)}{d^2 (N-1) + X^2 P(1-P)}$$

Where S = Required sample size

N = Given population size

P = Population proportion that for table construction has been assumed to be 0.50 as this magnitude yields maximum possible sample size required.

d = Degree of accuracy

X² = Table value of Chi square for one degree of freedom.

In obtaining a sample of students, purposeful sampling was first applied where students in Forms 2 only were included in the study. In Ol-Joro-Orok Division Form 2 class had 1,329 students. Based on Kiejecie and Morgan (1970) formular of estimating sample size the number of students included in the study was 240. The proportionate number of students selected from each category of school is as indicated in Table 1.

Table 1
Sample Size of Students Selected from Each Category of School

Category of school	No of schools selected in each category of school	Sample Size
Boarding	1	40
Day & Boarding	1	40
Day	4	160
Total	6	240

The exact number of students from each category of school was obtained from the class registers.

3.5 Instrumentation

The researcher used a questionnaire to collect data for this study. There was one set of questionnaire for the students only. The questionnaire was divided into subsections A-F. Section A of the questionnaire elicited data concerning gender, age, type and category of school. Section B-E contained statements concerning the four selected school factors that were of importance to this research. These were teacher classroom management style, principal school management style, learning facilities available in a school and co-curricular facilities available in a school respectively. Section F of the questionnaire was a self-esteem test. The test was developed by the researcher with the help of other standardized self esteem and self concept tests, for example the Piers and Harris (1964) self concept rating scale for ages 8 – 16 years, and Rosenberg (1965) self esteem test for adolescents and students. The section had 40 items covering school behaviour, academic status and personal ability in school based co-curricular activities. Items 1,5,9,13,17,21,25,29, 33 and 37 measured students' self esteem as enhanced by teacher-student interaction. Items 2,6,10,14,18,22,26, 30,34 and 38 measured students' self esteem as enhanced by principal-student interaction. Items 3,7,11,15,19,23,27,31,35 and 39 measured students academic self esteem and finally items 4,8,12,16, 20, 24, 28, 32, 36 and 39 measured students' self esteem as enhanced by co-curricular facilities available in a school. The statements were equally divided between positive and negative forms. The test was on a five point rating scale ranging from strongly agree to strongly disagree. A high score (negative statements reversed) indicated a more positive self concept.

Validity and Reliability of the Research Instrument

According to Kaplan (1990) validity refers to the agreement between a score or measure and the quality it is believed to measure. In order to test the validity of the research instrument a pilot study was carried out using two randomly selected schools. These schools were excluded during the main study. This was done so as to control extraneous influence on the findings due to the subjects' prior knowledge of the information being targeted by the instrument. Additionally, opinion was sought from three lecturers in the Department of Education Psychology, Counselling and Educational Foundations. Information obtained from the trial study and comments from the three lecturers assisted in validating the instrument.

Items found to be unclear or likely to be misinterpreted were rephrased. To test reliability of the instruments split half method was used. The items were then arranged according to odd and even numbers. The marks from both odd and even items were correlated using Pearson Product Moment Correlation Coefficient (γ). To obtain the reliability coefficient of the whole instrument, the researcher applied the Spearman-Brown prophesy formular which is denoted by $\gamma_{xx} = 2r_{oe} / 1 + r_{oe}$. Where γ_{xx} is the reliability of the original instrument, while r_{oe} is the reliability coefficient obtained by correlating the scores of the odd numbered items with the scores of the even numbered items in the instrument (Nachmias and Nachmias, 1976). The correlation coefficient obtained from these calculations for the self-esteem test in section F was 0.83, while the correlation coefficient for the test that measured the independent variables in sections B to E was found to be 0.89.

3.6 Data Collection Procedure

Data was collected using questionnaires developed by the researcher. There was one set of questionnaire for the students only. Before conducting the data collecting exercise, the researcher sought permission from the MOEST, which was granted through the DEO Nyandarua District as shown in appendix II. The researcher administered the questionnaires to the students in person. Students were given one day to respond to the questionnaire after which they were collected and packed in readiness for data analysis.

3.7 Data Analysis

The researcher went through the questionnaires to ensure that the students had rated them according to the instructions given. This helped eliminate research errors that would emanate from poor or wrong rating of the questionnaires.

After confirming that all questionnaires returned were rated according to instruction given, the data was coded, summarized, tabulated and analysed using descriptive and inferential statistics. Data analysis was accomplished through the use of a computer, which utilized the statistical package for the social sciences (SPSS) 2007 version. The data was mainly analysed using mean calculations and one-way ANOVA tests.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the results of data analysis, and discussion of the findings. The chapter is subdivided into three subsections. It begins with respondents demographic data followed by a section that highlights on questionnaire return rate from the respondents. The next subsection deals with the findings on teacher classroom management style; principal school management style; learning facilities and co-curricular facilities available in a school, and their effect on students' self esteem.

4.2 Demographic Data and General Information of the Respondents and Schools

Demographic information of the respondents in regard to sex and age is presented in tables 2 and 3 respectively.

Table 2

Distribution of Sample by Gender

SEX	N	PERCENTAGE
MALE	110	61.11
FEMALE	70	38.89
TOTAL	180	100.00

Table 2 shows that majority (61.11 percent) of the student respondents were males. This is consistent with the findings by the Republic of Kenya (2000) in which it was established that, the number of secondary school boys out weighed that of secondary school girls.

Table 3

Distribution of Sample by Age

AGE (Years)	N	PERCENTAGE
Below 16	17	9.44
16	134	74.44
Above 16	29	16.12
TOTAL	180	100.00

Table 3 indicates that approximately 83 percent of the student respondents were of the age 16 and below. This therefore proves the appropriateness of the self-esteem test items used. The test was prepared by the researcher borrowing a number of items from standardized tests, for example Piers and Harris (1964) self concept test, which was meant for ages 8-16 years, and Rosenberg (1965). The table further indicates that most of the respondents were within the adolescent age whose self-esteem is known to be susceptible to modification.

Table 4
Category of School Based on Day, Boarding or Day-Boarding

CATEGORY	N	PERCENTAGE
Day	5	62.50
Boarding	2	25.00
Day – Boarding	1	12.50
TOTAL	8	100.00

The information highlighted in table 4 indicates clearly that in the Division parents favoured taking their children to day schools than to either day boarding, or boarding schools. Sixty three percent (63%) of the schools in the Division are day schools. There could be several factors which may have contributed to such a preference. These factors may include low economic status of the population in the area. This may have made most of the parents in the Division unable to meet the fees requirements for a boarding school. Also due to high incidences of riots in boarding schools (Republic of Kenya, 2001), parents could have opted to seek educational services for their children in nearby day schools where they could be able to monitor their academic and social behaviour at a close range.

Table 5**Type of School Based on either Boys or Girls School**

SCHOOL	N	PERCENTAGE
BOYS	2	25.00
GIRLS	0	0.00
MIXED	6	75.00
TOTAL	8	100.00

Table 5 indicates clearly that 75 percent of the schools in the Division were mixed schools while 25 percent were boys schools. Further observation of the data given highlights that the Division did not have any public school for girls only. Such a situation may have denied girls in the Division the positive aspects that go with pure girls schools.

Questionnaire Return Rate

The researcher gave out 240 questionnaires to the sampled respondents. The questionnaires were distributed to the subjects through the teacher counsellors in each school. Out of the 240 questionnaire given out, a total of 180 were returned. This represents at least 75 percent return rate. The recorded return rate was attributed to a situation where some of the principals in the selected schools felt that previous data collection exercises disrupted the school programme and hence similar activities were discouraged by such heads in their respective schools.

4.3 Responses to Research Questions

The researcher formulated five research questions for the present study. The research questions revolved on the relationship between the four selected school factors and students self esteem. These factors were teacher classroom management style, principal school management style, learning and co-curricular facilities available in a school. The data collected was subjected to analysis through mean calculations and one-way ANOVA tests. ANOVA tests were conducted at 0.05 level of significance, to establish whether the means were significantly different or not. The first research question stated as follows: -

4.3.1 Research Question One

Does teacher classroom management style Influence students self esteem?

The assumption held by this research question was that teachers could influence students self esteem by the way they manage students affairs in class. Therefore teachers' classroom management style can be used to predict students self esteem. To answer the question, data emanating from the teacher's classroom management style and students self esteem from teacher-student interaction were analysed through means and one-way ANOVA tests. This analysis generated the information given in tables 6(a), 6(b), 7(a) and 7(b). The mean values from each variable were then compared with an aim of checking for the patterns that arose.

Table 6(a)

Mean Teacher Classroom Management Style in Different Categories of Schools

CATEGORY OF SCHOOL	N	MEAN	SD
DAY	100	3.1580	0.5612
BOARDING	39	4.1872	0.3621
DAY – BOARDING	41	3.4415	0.3106
TOTAL	180	3.4456	0.6342

It can be observed from table 6(a) that teachers in boarding schools were rated relatively high (mean = 4.2) by their students in terms of classroom management, than their counterparts in the other categories of schools. A closer look at the data in table 6(a) reveals that day school teachers were rated lowest in terms of classroom management, while those in day-boarding schools were average. After subjecting the means in table 6(a) to one-way ANOVA tests the information in table 6(b) was obtained

Table 6(b)**Summary of Analysis of Variance of Mean Teacher Classroom Management Style in Different Categories of Schools**

SOURCE OF VARIATION	DF	SUM OF SQUARES	MEAN SQUARE	F.
BETWEEN GROUPS	2	29.720	14.86	62.199
WITHIN GROUPS	177	42.287	0.239	
TOTAL	179	72.006		

F. Critical: 3.00

Level of significance: 0.05

The data presented in table 6(b) shows that the F-value of 62.199 with 2 and 177 degrees of freedom is significant at 0.05 level of significance. This implies that the mean ratings of teacher classroom management styles in different categories of schools differed significantly. Therefore it can be confirmed that teachers in boarding schools managed students' affairs in class in a more democratic manner than those in day schools. To be able to compare results on classroom management with results on students self esteem, data emanating from the ten items measuring students self esteem as enhanced by teacher-student interaction, was subjected to analysis through mean calculation and ANOVA as shown in tables 7(a) and 7(b)

Table 7(a)**Mean Student Self-Esteem as Enhanced by Teacher-Student Interaction**

CATEGORY OF SCHOOL	N	MEAN	SD
DAY	100	3.0770	0.5414
BOARDING	39	3.9615	0.5014
DAY- BOARDING	41	3.2390	0.3781
TOTAL	180	3.3056	0.6094

From table 7(a) it emerges that the mean level of students self esteem as enhanced by the teacher in boarding schools was higher as compared to mean level of students self esteem in either day-boarding or day schools. Students in day school scored least in the test. A further analysis of the three means through one-way ANOVA tests, generated the information shown in table 7(b).

Table 7(b)**Summary of Analysis of Variance of Mean Students Self Esteem as Enhanced by Teacher - Student Interaction in Different Categories of Schools**

SOURCE OF VARIATION	DF	SUM OF SQUARES	MEAN SQUARE	F
BETWEEN GROUPS	2	22.187	11.094	44.338
WITHIN GROUPS	177	44.287	0.25	
TOTAL	179	66.474		

F – Critical: 3.00 Level of Significance: 0.05

The information in table 7(b) indicated that mean level of students self esteem as influenced by the teachers in different categories of schools was significantly different. Therefore it is highly possible that students in day schools had low self-esteem while those in boarding schools had high self-esteem. It is also likely that students in day-boarding schools had an average level of self-esteem.

A closer look at the data on tables 6(a) and 7(a) reveals an identical descending order for each variable for different categories of schools. For example boarding schools rated their teachers highest in the way they managed students classroom affairs, similarly these students scored highest in self-esteem from teacher-student interaction. On the other hand day school students rated their teachers lowest in terms of classroom management, and they also scored lowest in the self-esteem. It was therefore concluded that there was a positive relationship between the two variables. This is summarized in table 7(c) in page 50.

Table 7 (c)

A Summary of Pattern Arising from Teacher Classroom Management Style and Mean Student Self Esteem as Enhanced by Teacher-Student Interaction

CATEGORY OF SCHOOL	MEAN TEACHER CLASSROOM MANAGEMENT STYLE	MEAN STUDENT SELF ESTEEM AS ENHANCED BY TEACHER-STUDENT INTERACTION
BOARDING	4.1872	3.9615
DAY-BOARDING	3.4415	3.2390
DAY	3.1580	3.0770
TOTAL	3.4456	3.3056

Improved classroom management in boarding schools could have made the students more free with their teachers. This improved relationship could have made the learners to feel valued in school. Most students therefore developed a positive attitude towards themselves and their life.

On the other hand it is known that in a number of day schools the entry mark of most of the learners is very low, an indication that a number of students in these schools are slow learners. Therefore the teachers may be inclined to continuously make negative comments due to the students' poor performance in class. Consequently the learners may have developed a negative attitude towards the teachers and themselves. Self esteem therefore may have been negatively affected.

The second research question stated as follows: -

4.3.2 Research Question Two

Does the principal's school management style influence students self esteem?

The research question suggested that based on the school management style adopted by a principal in a given school, one could be able to predict students level of self esteem. In this study leadership styles were categorized into two, that is, styles that are likely to enhance students' self esteem, i.e. democratic style of management and those that are likely to negatively affect the students' self esteem, i.e. authoritarian and *laissez-faire* styles of management. Scores ranged from a maximum of five to a minimum of one. Meaning that a

high mean score rating from the 10 items measuring the principal's management style in section C was interpreted as a principal who adopted a democratic style in managing students affairs. A low mean rating score (two and below) was interpreted as leadership style, which did not translate to an improvement in students self esteem. To answer the stated research question therefore, data from items measuring the principal's school management style and from items measuring students self esteem as enhanced by the principal was subjected to mean calculations and one-way ANOVA tests, after which the results were compared to find out whether there would be any apparent pattern observed in the different school categories.

The mean values for principal school management style in each category of school are computed in table 8(a).

Table 8(a)

Mean Principal School Management Style in Different Categories of Schools

CATEGORY OF SCHOOL	N	MEAN	SD
DAY	100	3.1300	0.6013
BOARDING	39	4.1308	0.3496
DAY – BOARDING	41	3.3000	0.3828
TOTAL	180	3.3856	0.6464

After subjecting the three means in table 8(a) to ANOVA tests, the summary of the results were as indicated in table 8(b).

Table 8(b)

Summary of Analysis of Variance of Mean Principals' School Management Style in Different Categories of Schools

SOURCE OF VARIATION	DF	SUM OF SQUARES	MEAN SQUARE	F
BETWEEN GROUPS	2	28.489	14.245	54.464
WITHIN GROUPS	177	46.293	0.262	
TOTAL	179	74.782		

F – Critical: 3.00 Level of significance: 0.05

From the data in table 8(a) it appears that the mean ratings on principal school management style by students in different categories of schools ranged from 4.13-3.13. Therefore it seems logical to conclude that students in boarding schools experienced a more democratic leadership style than those in either day-boarding or day schools. These findings agreed with findings by the Republic of Kenya (2001), which established that most principals were aloof from students, a factor which contributed to persistent riots in boarding schools.

The data further reveals that day-boarding and day schools were rated lower on the variable in question. This is an indication that the principals in such schools adopted less democratic styles in dealing with students' affairs.

After subjecting the data in table 8(a) to further analysis, the information presented in table 8(b) was obtained. This information demonstrates that the computed F-value of 54.464 with 2 and 177 degrees of freedom is highly significant. Therefore it can be confirmed that the mean ratings on principals' school management styles by students in different categories of school was significantly different. It can therefore be concluded that principals in boarding schools conducted students affairs in a more democratic manner compared to their counterparts in both day – boarding and day schools. Principals in day schools on the other hand were rated as the least democratic (mean = 3.13).

To relate school management style and students self-esteem, data from the 10 items in the students self-esteem test, that were measuring the principal's contribution on students self esteem was subjected to analysis as shown on tables 9(a) and 9(b). The decision was made by comparing the mean pattern of principal school management style in different categories of schools with the pattern of means from student self esteem as enhanced by the principal in different categories of school. This analysis is summarized in table 9(c).

Table 9(a)
Mean of Student Self Esteem from Principal-Student Interaction in Different Categories of Schools

CATEGORY OF SCHOOL	N	MEAN	SD
DAY	100	3.015	0.3569
BOARDING	39	3.941	0.2682
DAY – BOARDING	41	3.3659	0.4004
TOTAL	180	3.2956	0.5074

Table 9(b)
Summary of Analysis of Variance of Mean Students' Self Esteem from Principal-Student Interaction in Different Categories of Schools

SOURCE OF VARIATION	DF	SUM OF SQUARES	MEAN SQUARE	F
BETWEEN GROUPS	2	24.322	12.161	98.949
WITHIN GROUPS	177	21.754	0.123	
TOTAL	179	46.076		

F-Critical: 3.00

Level of significance:0. 05

The data presented in table 9(a) shows that the mean level of students self esteem from Principal- student interaction ranged from 3.94 in boarding school to 3.01 in day schools. It can therefore be observed that students in boarding schools had a higher level of self- esteem (mean = 3.94) than those in day-boarding (mean = 3.366) or day schools (mean = 3.015). Further a discernable pattern of the level of self esteem can be noticed, where students in boarding schools scored highest while those in day school had the lowest level. Table 9(b) gives the impression that students self esteem from principal-student interaction is significantly varied in different categories of school at 0.05 level of significance and with 2 and 177 degrees of freedom.

The pattern discerned in table 9(a) is much similar to the pattern observed earlier in table 8(a). This similarity in patterns is summarized in table 9(c).

Table 9(c)

A Summary of Patterns Arising from Principal School Management Style and from Mean Level of Students Self-Esteem from Principal-Student Interaction in Different Categories of Schools

CATEGORY OF SCHOOL	MEAN PRINCIPAL SCHOOL MANAGEMENT STYLE	MEAN LEVEL OF STUDENT SELF-ESTEEM
BOARDING	4.1308	3.941
DAY – BOARDING	3.300	3.3659
DAY	3.13	3.015
TOTAL	3.3856	3.2956

Table 9(c) highlights clearly that there is a comparable scoring pattern between the two variables, whereby better principal school management style seems to translate to an improved level of student self esteem and vice-versa. This therefore suggested that in schools where the principal applied democratic aspects of leadership in terms of listening to the students grievances, meeting students needs and fair application of reward and punishment, the students were likely to have a positive attitude towards themselves and have a positive self concept. These positive feelings may have contributed in raising the students level of self esteem. However in day schools, the lower level of students self esteem as enhanced by the principal could be attributed to lesser attempts by the principal to promote students self worth, through for example, allowing the learners to take part in decision making. Such principals may have lacked the knowledge of the impact the leadership style they adopted had on students self esteem. On the other hand, day schools, being low cost schools may place the principal in a tricky situation, where his/her administrative roles may contradict with his/her role in assisting students self growth. Such a principal therefore may find himself sending students home for fees so that he can be able to supply their needs at school. The students may perceive such a gesture as punishment to themselves and to their parents and hence find life less rewarding. This may have triggered negative personal feelings on the students' side. The third research question stated as follows –

4.3.3 Research Question Three

Do Learning facilities available in a school influence students' self-esteem?

This research question assumed that since academic success raises or maintains self esteem (Burn, 2000) thus by extension learning facilities available in a given school could influence students self esteem in that they can contribute to a students academic performance.

To confirm this, the researcher formulated 10 items in section D of the questionnaire to assess the learning facilities available in a school and 10 items measuring students' academic self esteem. The students mean ratings on learning facilities available in a school and students mean level of academic self esteem were then compared between different categories of schools with the aim of finding out whether the pattern of the means of the two variables in different categories of schools were identical. Data concerning the two variables was summarized in tables 10 (a), 10(b), 11(a), 11(b) and 11(c).

Table 10(a)

Mean Student Ratings of Quality and Quantity of Learning Facilities Available in Different Categories of Schools

CATEGORY OF SCHOOL	N	MEAN	SD
DAY	100	2.289	0.4517
BOARDING	39	3.6179	0.4310
DAY – BOARDING	41	3.0854	0.4310
TOTAL	180	2.7583	0.7088

Table 10(b)

Summary of Analysis of Variance of Mean Learning Facilities Available in Different Categories of Schools.

SOURCE OF VARIATION	DF	SUM OF SQUARES	MEAN SQUARE	F
BETWEEN GROUPS	2	55.231	27.615	40.917
WITHIN GROUPS	177	34.687	0.196	
TOTAL	179	89.918		

F – Critical: 3.00

Level of Significance 0.05

The data displayed in table 10(a) shows that the mean scores of students' ratings on learning facilities available in a school ranged from 3.6 in boarding schools to 2.3 in day schools. These mean values indicate that schools in the Division under study did not have satisfactory learning facilities. However the data indicates that boarding schools had more and better quality learning facilities than either day-boarding or day schools. By virtue of the fees charged in boarding and day-boarding schools, it is probable that such schools could manage to purchase more facilities than day schools. On the other hand most day schools were probably younger than the other categories of schools, therefore library and laboratory facilities may not have been well developed.

Further analysis of the data in table 10(a) by subjecting the three mean values to one-way ANOVA tests proved that the means were significantly different ($F=140.917$) at 0.05 level of significance. It was therefore concluded that learning facilities in boarding schools were more adequate and of better quality than those facilities in day-boarding and day schools. Equally the learning facilities in day-boarding schools were rated slightly higher (mean = 3.0854) than those in day schools (mean = 2.289). Better learning facilities in boarding and day-boarding schools could have contributed to better academic performance of students in these schools than those in day schools.

Table 11(a) shows students' academic/self-esteem in different categories of schools.

Table 11(a)
Students Academic/Self-Esteem in Different Categories of Schools

CATEGORY OF SCHOOL	N	MEAN	SD
DAY	100	3.3570	0.4725
BOARDING	39	3.9615	0.4528
DAY – BOARDING	41	3.5024	0.2583
TOTAL	180	3.5211	0.4892

On subjecting the data in table 11(a) to further analysis the one-way ANOVA summary on table 11(b) was generated.

Table 11(b)**Summary of Analysis of Variance of Mean Students Academic/Self-Esteem in Different Categories of Schools**

SOURCE OF VARIATION	DF	SUM OF SQUARES	MEAN SQUARES	F
BETWEEN GROUPS	2	10.273	5.136	27.915
WITHIN GROUP	177	32.567	0.184	
TOTAL	179	42.84		

F-Critical: 3.00

Level of significance:0. 05

The information provided in table 11(b) clearly highlights that students in boarding schools had the highest mean level of academic self-esteem (mean = 3.9615). Equally the mean level of students' academic self esteem in day-boarding schools was higher (mean = 3.5024) than that of students in day schools (mean = 3.3570). Therefore there is a likelihood that more adequate and better quality learning facilities in schools could positively influence students self esteem. Statistically, students in different categories of schools differ significantly with regard to their academic self-esteem as indicated in table 11(b). From the table it is clear that an F-value of 27.915 is much higher than the tabulated value (F = 3.00).

Therefore students in schools with more and better quality learning facilities were found to have a higher level of self-esteem than those in schools whose learning facilities were rated as unsatisfactory. On the basis of these findings it is reasonable to conclude that availability of learning facilities in a school seems to be closely linked with students self esteem. Table 11(c) clearly displays this relationship.

Table 11(c)**Comparison of Schools Based on Learning Facilities Available in a School and Students Academic Self Esteem in their Descending Order**

CATEGORY OF SCHOOL	MEAN LEARNING FACILITIES	MEAN STUDENT SELF-ESTEEM
BOARDING	3.6179	3.9615
DAY – BOARDING	3.0854	3.5024
DAY	2.2890	3.3570
TOTAL	2.7583	3.5211

Table 11(C) brings out the two variables in a descending order. Boarding schools have the highest mean in both variables followed by day-boarding and day schools respectively.

4.3.4 Research Question Four

Do co-curriculum facilities available in a school influence students self esteem?

The fourth research question suggested that availability of co-curricular facilities or lack of these facilities in schools could influence students self worth. To confirm this, the researcher calculated the mean rating of co-curricular facilities in different categories of schools and the mean level of students' self esteem as enhanced by co-curricular facilities available in each category of school.

The objective was to find out whether there would be any discernable pattern arising from the two variables from the highest to the lowest in different schools. The summary from the calculations of the above means are summarized in table 12(a), 12(b), 13(a), 13(b) and 13(c).

Table 12(a)
Mean Ratings of Co-Curricular Facilities Available in Different Categories of Schools

CATEGORY OF SCHOOL	N	MEAN	SD
DAY	100	2.167	0.4916
BOARDING	39	4.1462	0.3803
DAY – BOARDING	41	3.2585	0.3937
TOTAL	180	2.8444	0.9294

It can be observed from table 12(a) that students in boarding schools rated their schools highest (mean = 4.14) in terms of the co-curricular facilities available in school. Probably these students felt that their schools had enough facilities, which gave them a chance to participate in different co-curricular activities, and hence develop their skills and abilities in these activities. Students in day-boarding schools rated co-curricular facilities in their schools lower (mean = 3.2585), an indication that these facilities may not have been satisfactory and probably needed to be improved. However the mean rating of these facilities in day schools was extremely low (mean = 2.167). This could be an indication that most of these facilities were probably not available or they were poorly maintained to be of any meaningful use to

the students. Further analysis of data in table 12(a) generated the information given in table 12(b).

Table 12(b)

Summary of Analysis of Variance of Mean Students Ratings on Co-Curricular Facilities Available in Different Categories of Schools

SOURCE OF VARIATION	DF	SUM OF SQUARES	MEAN SQUARE	F
BETWEEN GROUPS	2	119.007	59.503	295.7
WITHIN GROUPS	177	35.618	0.201	
TOTAL	179	154.624		

F –Critical: 3.00

Level of significance: 0.05

Table 12(b) shows that the obtained F-value of 295.70 with 2 and 177 degrees of freedom is highly significant at 0.05 level of confidence. This shows that co-curricular facilities available in different schools were significantly different in terms of their quality and quantity. It can therefore be concluded that boarding schools had more co-curricular facilities, which were of better quality than either day-boarding or day schools. Of the three categories of schools however, facilities in day schools seem to be below standard.

Table 13(a)

Mean Student Self-Esteem as Enhanced by Co-curricular Facilities Available in Different Categories of Schools

CATEGORY OF SCHOOL	N	MEAN	SD
DAY	100	2.7221	0.6263
BOARDING	39	3.6667	0.6347
DAY – BOARDING	41	3.3805	0.4562
TOTAL	180	3.0767	0.7185

From table 12(a) and 13(a) it can be revealed that there seems to be a positive relationship between co-curricular facilities available in school and students self-esteem. In other words more and better quality facilities tend to translate to improved student self esteem. This is consistent with findings by James and Una (2000) in which they found that improvement and broadening of extra curricular facilities in both primary and secondary schools, tended to boost students morale and self confidence. This research shows that students in boarding schools may be having more chances to try out and improve their skills in activities that are socially accepted and self rewarding. Hence the more these students succeeded in these activities the more appraisal they received from significant persons. This brought about growth in self concept. This is contrary to the situation mainly in day schools. Students in these schools suggested that they had less co-curricular facilities in their schools, providing them with limited chances of excelling in such activities.

After subjecting mean student self-esteem as enhanced by co-curricular facilities to further analysis, the following summary was obtained:-

Table 13(b)

Summary of Analysis of Variance of Students Self Esteem as Enhanced by Co-curricular Facilities Available in Different Categories of Schools

SOURCE OF VARIATION	DF	SUM OF SQUARES	MEAN SQUARE	F
BETWEEN GROUPS	2	29.931	14.966	42.44
WITHIN GROUPS	177	62.469	0.353	
TOTAL	179	92.400		

F – critical: 3.00

level of significance: 0.05

Table 13(b) demonstrates that students self esteem as enhanced by co-curricular facilities in different categories of schools is significantly different. The calculated F value (42.44) with 2 and 177 degrees of freedom is quite significant at 0.05 confidence level.

To relate school co-curricular facilities with students self esteem, the computed means of the two variables in different categories of schools are displayed in table 13(c) in a descending order.

Table 13(c)

Summary of Mean Co - curricular Facilities and Mean Student Self Esteem As Enhanced by Co - curricular Facilities in Different Categories of Schools

CATEGORY OF SCHOOL	MEAN CO-CURRICULAR FACILITIES	MEAN STUDENT SELF-ESTEEM
BOARDING	4.1462	3.6667
DAY-BOARDING	3.2585	3.3805
DAY	2.1670	2.7221
TOTAL	2.8444	3.0767

The data displayed in table 13(c) portrays a pattern in which schools with more and better quality co-curricular facilities had students with a higher level of self-esteem. These schools seemed to offer diverse facilities and continuously focused on the pupils fulfilling their full potential. It can also be argued that co-curricular facilities in day schools were unsatisfactory. Students in these schools may have had less chances of self-improvement, a situation which may have contributed to the recorded low self-esteem.

4.3.5 Research Question Five:

Is there any significant difference in students' self-esteem in different categories of schools?

The fifth research question suggested that the mean level of total students self esteem from different categories of schools would not significantly differ. To answer the above question, data on students level of self esteem was analysed using one-way ANOVA test. Scores from the forty items in the self esteem test in section F of the questionnaire were pooled together and mean calculation made from each category of school. The three mean values were subjected to one-way ANOVA test. The results of this statistical test are presented in table 14(a) and 14(b).

Table 14(a)

Mean of the Total Students Self Esteem in Different Categories of Schools

CATEGORY OF SCHOOL	N	MEAN	SD
DAY	100	121.63	13.0048
BOARDING	39	155.3077	11.9520
DAY-BOARDING	41	134.878	8.3402
TOTAL	180	131.9444	17.8813

Table 14(b)**Summary of Analysis of Variance Computed from Mean values of Total Students Self Esteem in Different Categories of Schools**

SOURCE OF VARIATION	DF	SUM SQUARES	MEAN SQUARE	F
BETWEEN GROUP	2	32279.437	16139.718	114.48
WITHIN GROUP	177	24954.008	140.983	
TOTAL	179	57233.444		

F – critical: 3.00

Level of confidence: 0.05

A look at table 14(a) indicates that the means student self esteem in different categories of schools were different, with students in boarding schools scoring highly (mean = 155) while students in day-boarding and day school scored a mean of 134 and 122 respectively. Table 14(b) further confirms these differences in students level of self esteem. The obtained F-value of 114.48 with 2 and 177 degrees of freedom was much higher than the critical F-value (3.00) at 0.05 level of significance. This indicates that there was a significant difference in students' self esteem in the three categories of schools. It was further observed that students in schools with low ratings in regard to the four selected factors had the lowest level of self esteem while those in schools rated higher in terms of the selected school factors had the highest self esteem schools. The position of this research thus, is that there is a positive linkage between the four selected school factors and students self esteem.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter a summary of the study findings is presented. Further the conclusions drawn from the findings of the study are presented. In subsection four, recommendations on how the findings obtained can be applied to improve the schools in terms of management and facilities so as to enhance students' self esteem are given. Finally some suggestions for further research are made.

5.2 Summary of Findings

The following is the summary of the findings.

- (i) The study showed that teacher classroom management style had a significant effect on students self esteem. In boarding schools where teachers were rated as more democratic (mean = 4.1872) the students had a higher level of self-esteem as compared to those in day schools.
- (ii) The principals' school management style had an influence on students self esteem. In schools where the principal was rated as more democratic for example boarding schools (mean = 4.1308) the students had a higher level of self esteem (mean = 3.9410) as compared to their counterparts in both day-boarding (mean = 3.3659) and day (mean = 3.015) who rated their principals as less democratic (mean = 3.3000) and (mean = 3.1300) respectively.
- (iii) Learning facilities provided in a school had a significant influence on students' self esteem. Boarding schools had more and better quality learning facilities (mean = 3.6179) than day-boarding (mean = 3.0854) and day (mean = 2.2890) schools. Equally students in boarding schools had a higher academic self esteem (mean = 3.9615) as compared to those in day-boarding (mean = 3.5024) and day (mean = 3.357) schools.
- (iv) Co-curricular facilities available in a school had a significant influence on students' self esteem students in schools with more and better quality co-curricular facilities for example in boarding schools had a higher level of self esteem than their agemates in other categories of schools.

- (v) There was a significant difference in students total-mean self esteem in different categories of schools. Students in boarding schools had a higher level of self-esteem (mean = 155.3077) in general compared to students in day-boarding (mean = 134.8780) and day (mean =121.6300) schools; whose self-esteem levels were average.

5.3 Conclusions

Based on the findings of this study a number of conclusions were made. To start with, the study revealed that:

- (i) There is a positive relationship between teachers' classroom management style and students' self esteem. In boarding schools teachers were shown to have been more effective in handling students classroom affairs. This was probably because they sustained a satisfactory relationship in class through recognition and praise of pupil's achievement either individually or publicly. The students therefore received a diet of nourishing interest and affection from the teachers. The teachers also listened to students' ideas and implemented some of them in class. On the other hand evaluation was fairly conducted and students rewarded accordingly. Reward raises self confidence and worth especially when appropriately and genuinely applied.
- (ii) In day schools teachers were rated as less democratic and equally students in these schools scored lowest in the self-esteem test. It was therefore established that the methods applied by teachers in such schools might not be growth oriented. For example, corporal punishment could have been continued in these schools despite its ban by the government. Punishment lowers self worth especially when it comes from the teacher who should otherwise be supportive. It cripples the existing teacher-student relationship and smoothers psychological growth and development on the side of the students. On the other hand the student's self esteem may have been crippled by a steady down pour of psychic blows from teachers denting, weakening and distorting their self concepts. Grouping of students in classes based on either good or poor performance may still be rife in day schools. This may have made the poor performers feel segregated and feel inferior. It is therefore reasonable to conclude that teachers with their aura of

expertise, authority and evaluation, can feed the pupils self concepts with a menu of positive, neutral and/or negative reinforcement and create an ethos in the relationship which may enhance or debase self esteem.

- (iii) This study further highlighted that principals' school management style influenced student self esteem either positively or negatively. This was indicated by the fact that students who were in boarding schools had a higher level of self esteem. It was also found out that in these boarding schools the principal was rated as more democratic than in day-boarding and day schools. These findings therefore suggest that: -In boarding schools principals held high expectations for their students that the students will perform well. The student therefore held a high expectations about themselves in life and felt superior as compared to students in day schools where the principal may have been aloof and made little or no effort to raise students expectations. In addition students in boarding schools were more involved in making some of the school rules. The administrators also communicated school issues openly to the students. This made students feel part of the school fraternity which translates to an improved self esteem. This was unlikely in day schools where principals who seemed unacceptable to students and members of the school as a whole were unlikely to help students shed off the fear of rejection and hence demeaning their self worth. Therefore principals who apply democratic leadership style in handling students affairs influence students self worth positively. In contrast as observed in this study, application of leadership styles such as authoritarian or *laissez-faire*, as for example found in day schools negatively influences students self. Students in these schools must have felt mistreated and unwanted especially where there was excessive strictness and/or lack of proper supervision. Such students are likely to find themselves in multiple mistakes in life, which makes them suffer from low confidence due to failure.
- (iv) The data provided by the students further suggested that quality and quantity of learning facilities could have a positive or negative effect on self-esteem. In schools where subject textbooks were adequate, learners had a higher level of self-esteem. Probably availability of books made the learners have high academic

performance. Good performance always goes with praise and approval from teachers, parents and friends. It is also self rewarding. Day schools however had few learning facilities which were of low quality. The schools may be had few books for the students to use in their studies hence improvement of students in different academic skills was minimal. They may have found it difficult to communicate in class due to poor language development. Inadequate books in class make students assume a passive role during lessons. The students therefore suffered failure in most of their classroom learning activities, which made them feel discouraged and loose hope in academics. Continuous failure may have led to the recorded low self-esteem.

- (v) Concerning co-curricular facilities and self-esteem this study proved that co curricular facilities available in a school had a positive or negative effect on students' self esteem. Schools that have supplied students with enough age appropriate co-curricular facilities give the students a chance of trying out their abilities and probably excelling in some. Success in extra-curricular activities can lead to social success, status among peers popularity and even a career in future. All the above can translate to an improved self esteem. However in day schools where co curricular facilities were rated as unsatisfactory students recorded a low level of self-esteem as enhanced by co curricular facilities.

5.4 Recommendations

The following recommendations were made based on the findings of this study: -

- (i) This study found out that teachers who were more democratic in dealing with students' affairs positively influenced students self esteem. The study therefore recommends that teachers through seminars and workshops should be in serviced on the democratic approaches that can be applied /adopted when dealing with students affairs in a classroom set up. For example, reward and appreciation, offering unconditional positive regard to students and positive attitude towards students.

- (ii) The study further recommends that teachers through workshops should be trained on disciplinary techniques to help them be fair and democratic in the application of verbal and non-verbal measures when correcting students' behaviour.
- (iii) The study also recommends that secondary school principals and teachers should cultivate a democratic and participatory environment in school and encourage *Barazas* where students are encouraged to express views and grievances and where the school administration can get an opportunity to expound on policies.
- (iv) It was further indicated in this study that in schools where the principal was rated high (more democratic) in terms of managing students affairs, students' level of self-esteem was high. This study therefore recommends that principals through workshops should be sensitized on the need to be democratic in managing students' affairs. They should therefore develop a collaborative approach where students and teachers are involved in handling school issues.
- (v) The information collected in this study revealed that students in schools with more and better quality learning facilities had a higher self-esteem than their counterparts in other schools. It is therefore recommended that, every effort should be made to improve learning facilities in secondary schools ranging from subject textbooks, computer and laboratory facilities.
- (vi) Further the Government should support young secondary schools by providing them with textbooks computers and other learning facilities. On the other hand materials imported for the purpose of production of secondary school textbooks could be tax exempted so as to make them cheaper and affordable.
- (vii) This research further highlighted that improved co curricular facilities translate to improved students self esteem. It is therefore recommended that MOEST should finance seminars to sensitize secondary school administrators on adolescents needs, so that every principal would endeavor to provide students with age appropriate activities which will enable them try out on their physical abilities.
- (viii) This study also recommends that the range of co curricular activities offered in schools be broadened so as to provide students with more opportunities to develop new interests and skills and make the school a place of learning and enjoyment. To achieve this recommendation the government should exempt equipments for

such purposes from tax, or otherwise supply these facilities to schools that do not have them.

- (ix) Finally the study recommends that the government should post physical-education teachers to each secondary school to assist learners in improving themselves in co-curricular activities.

5.5 Suggestions for Further Research

The study suggests further research in the following areas.

- (i) A similar study could be carried out in different Districts in Kenya to establish whether similar results would be arrived at.
- (ii) A study should be conducted to find out the extent to which peers and parents influence students self esteem.
- (iii) A follow up study should be conducted to find out whether catering facilities in a school have any relationship with students self esteem.
- (iv) Since a student's perception on the school he/she is admitted may influence self-esteem, a study could be carried out to establish the kind of relationship existing between these two variables.
- (v) A study should be conducted to establish the kind of relationship that exists between self-esteem and behaviour (social and academic behaviour).

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APPENDICES
APPENDIX I
QUESTIONNAIRE FOR STUDENTS

Dear Student,

I am carrying out a study on the relationship between the school environment and students' self esteem. You have been selected to take part in this study. The information you provide will assist in making the school environment better for student's development and learning. Your response will be treated as confidential. DO NOT write your name or admission number in any part of the questionnaire.

SECTION A.

Please put a tick or write in the spaces provided where appropriate.

1. Sex

Male ()

Female ()

2. Age in years _____

3. Type of school

Boys ()

Girls ()

Mixed ()

4. Category of the School

Day ()

Boarding ()

Day and Boarding ()

SECTION B

The following statements relate to classroom conditions prevailing in secondary schools in Kenya. Using a tick indicate what you feel about each statement, in regard to your school.

The responses used are – Strongly Agree – Agree – Not Sure – Disagree – Strongly Disagree.

Put a tick (✓) in only one of the spaces. Remember there are no right or wrong answers in this test.

STATEMENT	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1. Teachers apply positive statements in class e.g. you can make it, you are coming up well, try hard etc.					
2 Teachers apply negative comments in class e.g You are weak, You are always last! Etc					
3. Teachers entertain questions from the students.					
4. Punishment in class is mostly carried out in front of other student in class.					
5. Teachers reward students in front of other students in class.					
6. Teachers find it hard to understand what students are going through.					
7. Teachers offer guidance and counseling to students in class.					
8. The teacher mostly makes classroom decisions without involving students.					
9. Teachers in our school group students in class based on either good or poor performance					
10. Teachers in our school like student's ideas.					

SECTION C

The following statements relate to administrative conditions prevailing in secondary schools in Kenya. Using a tick indicate what you feel about each statement, in regard to your school.

The responses used are – Strongly Agree – Agree – Not Sure – Disagree – Strongly Disagree. Put a tick (✓) in only one of the spaces. Remember there are no right or wrong answers in this test.

STATEMENT.	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1.The principal encourages teamwork between teachers, students and prefects.					
2. The principal holds high expectations for students that students will perform well.					
3.The principal communicates all issues concerning the school openly to students.					
4.The principal involves students in making some of the rules and regulations.					
5.The principal respects students' views/ideas.					
6.Students fear going to the principal's office.					
7.The principal invite counselors to guide students through their academic or life problems.					
8. The principal is very strict.					
9. The principal leaves students to do anything they want without supervision.					
10. The principal is concerned about students by providing for their needs e.g Food, Water, Books etc					

SECTION D

The following statements relate to the conditions of learning facilities in secondary schools in Kenya. Using a tick indicate what you feel about each statement, in regard to your school.

The responses used are – Strongly Agree – Agree – Not Sure – Disagree – Strongly Disagree.

Put a tick (✓) in only one of the spaces. Remember there are no right or wrong answers in this test.

STATEMENT	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1.The laboratory requires more equipment and facilities for science subjects to help me develop skills in sciences					
2. The school provides enough exercise books.					
3.The school needs to provide text books for art subjects to help me improve in these subjects					
4.The school invites academic experts to advice you on academics and good performance.					
5.English books available in school are very few to help me develop my English skills, they need to be added					
6.The school provides enough past papers for students to practice on answering questions.					
7.The school has enough books for sciences to help you improve your skills in sciences					
8.The school gives mid – term and end – term examinations					
9. The school have enough books for technical subjects to help you develop skills in these areas e.g. Agriculture, B.Ed etc					

STATEMENT	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
10.The school needs more mathematics books to help improve on Math's Performance					

SECTION E

The following statements relate to the condition of co-curricular facilities in secondary schools in Kenya. Using a tick indicate what you feel about each statement, in regard to your school.

The responses used are – Strongly Agree – Agree – Not Sure – Disagree – Strongly Disagree. Put a tick (✓) in only one of the spaces. Remember there are no right or wrong answers in this test.

STATEMENT	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1. The school has enough facilities for ball games to help me develop my skills in these games.					
2. There are some games which I like and which are not available now in our school.					
3.The school rewards and supports students who perform well in games.					
4.The school discourages students from attending out of school activities e.g Science congress: games, tours, religious meetings (Rallies) etc.					
5.Students rarely come up with new clubs or societies					
6.The school organizes for a talents day to give you a chance to express your skills e.g in Music, Drama, Poem, Dance					

STATEMENT	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
7. The facilities in our school for athletics need to be improved.					
8. The school provides all players with uniforms.					
9. The school sometimes invites coaches to train students in various activities e.g. Games, Music, Drama etc					
10. I wish there were indoor games in our school e.g. Table tennis Chase, Badminton etc.					

SECTION F

The statements given below refer to the way most secondary school students feel about themselves. Using a tick (✓) indicate the extent to which each statement applies to you. Remember there are no right or wrong answers in this test, only show what you feel about each statement.

The responses used are Strongly Agree – Agree – Not Sure – Disagree – Strongly Disagree.

STATEMENT	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1. Other students are more popular with teachers than me.					
2. I am an important member of my school.					
3. I am weak in art subjects.					
4. I am good in presentations e.g in Music, Drama, Poetry, Dance.					
5. I get disturbed when a teacher calls on me.					
6. I am usually picked on at school.					
7. I get worried when we have tests at school.					
8. I am popular in games and sports					
9. My teachers make me feel like am not good enough.					
10. I always speak up for myself and put my views across at school.					
11. At least I am good in science subjects					
12. I am among the last to be chosen for games					
13. My teachers trust me					
14. I am often afraid of punishment at school					

STATEMENT	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
15. I am good in mathematics.					
16. During P.E. lessons I watch instead of play.					
17. I am an important member of my class.					
18. If I had a choice I would choose to start a business other than go to school.					
19. I forget what I learn.					
20. I am good in ball games.					
21. I am shy in class					
22. I feel valued and needed by the principal and others					
23. I feel I can't make it in the K.C.S.E exams unless in another school.					
24. I am good in athletics					
25. My teachers don't like me much.					
26. Now that I am in this school I will grow up to be an important person.					
27. I speak English well in front of my classmates					
28. Most boys/girls play games better than I do.					
29. I have lots of fun with my teachers (in class during lessons).					
30. My principal expects too much of me.					

STATEMENT	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
31. In subjects that require drawings I draw very good diagrams.					
32. I have little interest in games					
33. I am generally good in class.					
34. I think I behave badly at school.					
35. I volunteer to answer questions in class for I find that I know the answers.					
36. I am good in field activities e.g. short put discuss, Javelin, Long jump.					
37. I admit my mistakes openly in front of my teachers.					
38. Other people think I am a failure.					
39. I am slow in finishing my schoolwork.					
40. I cannot do without games.					

END OF QUESTIONNAIRE
THANK YOU FOR YOUR ASSISTANCE

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NYAHURURU

LAIKIPIA CAMPUS COLLEGE

13th March, 2006

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

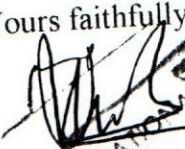
RE: NDUNG'U, P. M. REG. NO. EM16/0759/03

This is to inform you that the above-mentioned person is a student registered at Egerton University, Laikipia Campus for M.Ed degree in Guidance and Counselling (School-Based).

He has completed his first year course work and is now in his second year of study, which involves undertaking a research project in the field.


Any assistance to facilitate the successful completion of his research work will be appreciated.

Yours faithfully,


Dr. J. M. Muola
COD, Psychology & Counselling
EGERTON UNIVERSITY
LAIKIPIA CAMPUS
PSYCHOLOGY DEPT.
EULC

Approved

Please assist him in collecting the necessary data.

 12/5/06
DISTRICT EDUCATION OFFICER
NYAHURURU