

Influence of Teacher Classroom Management Style on Students Level of Self-Esteem Case of Public Secondary Schools in Nyandarua West Sub-County, Kenya

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Abstract: The major purpose of the study was to investigate whether students' level of self-esteem can be influenced by teacher classroom management style. To achieve this objective, teacher classroom management style and students' self-esteem were measured and the data obtained was analyzed. The aim was to find out whether the selected school factor had any influence on students' level of self esteem. The research was conducted using *expost facto* research design. Teacher classroom management style was seen as a naturally occurring independent variable, which could have an effect on students' level of self esteem. The population of the study comprised of students in public secondary schools in Nyandarua West Sub County. The Sub County 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 using simple random sampling from the 1320 form two students in the Sub County. The data was analysed using mean calculations, percentages and one-way ANOVA test. It was found out that a teacher's classroom management style has a significant influence on students' self esteem, either raising or lowering it. Students in schools with teachers who were more democratic in handling students' affairs were found to have a higher self-esteem compared to those in schools with teachers rated as less democratic. It is therefore recommended that teacher classroom management style should be improved in all school categories. Teachers should be sensitized on the role of self-esteem on behaviour and academic performance. Finally, this study suggests that further studies should be conducted to find out whether similar results would be obtained in other Sub Counties in Kenya, and to find out whether peers, parents and school catering facilities have any significant effect on students' level of self esteem.

Keywords: Teacher Classroom Management Style, High Self Esteem, Low Self Esteem, Public Secondary School.

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 in development of positive attitudes. 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 [1]. For children to succeed in education they need to develop a positive self-concept. Poor academic performance and indiscipline have often been associated with lack of hard work, hopelessness of school learners or poor teaching methods. However Bernstein and Nash[2] observes that declining grades and indiscipline are especially likely among students who are not comfortable with the conditions at school including relationship with their teachers and who have an underlying low self esteem. Therefore, in order to counsel and guide the adolescents through their social

and academic life we must know how teacher classroom management style affects their behavioral patterns such as self esteem.

Teacher classroom management style refers to anything that would create effective student learning in classroom Wong and Wong[3]. The authors observe that teachers' classroom management skills could be verbal or nonverbal, formal or informal, systematic or unsystematic, rigid or flexible. The way a teacher exhibits classroom management skills and their interests in the student may change students' behavior. Teachers' behavior that encourage student autonomy create a higher level of student engagement and hence increased level of self esteem. Teachers with effective classroom management skills are more likely to believe all students can learn, to demonstrate higher expectation, to accept more responsibility for creating connections, and to exhibit a higher level of participation. The teachers who expect less of students, are more likely to refer

them to special programs, and often students' lack of success on attitudinal factors [4].

The concept of classroom management has a wider scope and orientation than that which is implied in more traditional and old fashioned terms like "discipline" or "control". It is an umbrella term that encompasses teachers' effort to oversee the activities of the classroom including students behavior, students interactions and learning [5]. It also entails all the things that a teacher must do to foster student involvement and cooperation in classroom activities whilst at the same time, establishing his or her authority in the classroom environment. It can be operationalized as behavioral tendencies that teachers utilize to conduct daily instructional activities. These tendencies reflect the teachers' discipline, communication and instructional styles. The concept spans a very broad range of activities, encompassing such things as arranging the physical setting of the classroom, establishing and maintaining classroom procedures, monitoring students behavior, dealing with deviant behaviors, keeping students accountable for work and conducting lessons that keep students on task [6].

The teacher as a significant person to students can have a great influence on students self esteem depending on the management style he or she adopts. For example, secondary school teachers have in the past been accused for neglecting students and engaging in personal affairs[7]. They are accused of having failed to establish channels of communication between themselves and students. This situation have been found to breed a scenario where students have no avenues of expressing their grievances leading to frustrations, which impacts negatively on their self image and esteem. As a result, they engage in disruptive behaviour [7]. Melgosa[1] observes that young people tend to engage in antisocial behaviour when they have a poor self-concept indicating that subconsciously they think that they will look important and regain their destroyed self-concept. She^[1] 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 where freedom of expression by teachers, students and parents is curtailed [7]. In such an environment adolescents may feel devalued and hence 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 the teachers are rarely seen in schools to attend to their needs [7]. 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 schools with a better teaching environment however students are treated with respect and their problems identified and attended to before they deteriorate into violence[8]. 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.

According to Muola[9] self concept and self esteem refer to the same entity. This is consistent with the views from Burns[10] 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[10] for the aim is not to find out the real difference between self concept and self esteem, but more so to find out whether teacher classroom management style has any influence on the way a student values himself or herself.

According to Rosenberg[11] self-esteem is defined in similar vein as a positive or negative attitude towards a particular object, where the object is 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[12] 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 judgment. This assumes that self evaluation is determined by the individuals' beliefs as to how others evaluate him. This conceptualization of self esteem was initially promoted by Cooley[13]. Mussen[14] 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 in the school institution have on students' self esteem.

According to Bernstein and Nash[2] 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[10] borrowing from Rogers[15] phenomenological approach describes self-esteem as synonymous to positive self-regard. He argues that self esteem is enhanced through internalization or introjections of experience of positive regard by others. It is from such a definition that this study seeks to investigate to what extent teachers and principals offer unconditional positive regard to students and in this way enhance their self esteem.

According to Mutie and Ndambuki[16] 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 competence and virtue. The authors [16] seem to suggest that teachers are significant in the

development of self-esteem. Their comments and non-verbal responses have an impact on student's self. The school being a major agent of socialization must provide the student with enough chances of excelling.

In an effort to highlight the importance of self esteem, Johnson[17], explains that people of all ages, ethnic backgrounds, religions and sexual preference, seem to have one basic cause of their difficulties mainly stemming from lack of self esteem. He observes that, 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[17], 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[17] 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. He[17] 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 leave 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 lose 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.

TEACHERS INFLUENCE ON STUDENTS' SELF ESTEEM

According to Were[18] the role of the teacher 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[18] 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[19] 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's[20] conceptualization 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[16] 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[7], 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[18] 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[8] 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, the authors[8] observe that in effective schools, teachers hold high expectations for themselves, and believe that they can deliver high quality instruction. The Ministry of Education should therefore provide conducive working conditions for the teachers. According to the

Republic of Kenya[7] 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.

Bor[21] highlights that, 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. The author^[21] further 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[8] 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.

A study by Demirdag[4] aimed at finding out how middle school students' self esteem is influenced by teacher classroom management. The teachers were categorized as having weak or strong classroom management skill. Teachers in the 6th grade had a significantly higher ($m = 4.09$, $SD = 0.30$) mean score on classroom management skills than 7th grade teachers ($m = 2.98$, $SD = 0.64$). This indicated that the beliefs of the 7th grade teachers on students' performance and ability were negative. Consequently, students in 6th grade had a significantly higher self esteem mean score

($m = 3.75$) while the 7th grade students scored lower ($m = 3.33$) in self esteem. This showed significant mean difference between students in 6th and 7th grade in students esteem levels. Hence, students in the 6th grade classrooms were more positive about their own self esteem. Based on these results, the study concluded that teachers who exhibited strong classroom management skills, had students with higher self esteem. In addition, students who exhibited low esteem had teachers with poor classroom management skills. It's important to note that in this study the student sample was 60 while the teacher sample was 8. In the current study the sample size of the students is high (student = 240).

A study by Paul, Isaac, Asare, and Nashiru[22], sort to find out whether effective classroom management skills enhances students' self-esteem. The authors found out that indeed effective classroom management skills enhances students' self-esteem confirming a study conducted earlier by Adeyemo[6] which established that effective classroom management strategies enhances self-esteem which in turn increases academic achievement of students. In conclusion, the authors recommended that teachers should encourage students rather than rebuke them in order to enhance their self-esteem. Further, teachers should be trained in order to have a better understanding of classroom management skills so that they can effectively employ it in teacher - student daily interactions in the classroom to enhance students' self-esteem.

The foregoing discussion seem to suggest that certain aspects of the school environment may lead to student 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[1] 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 an environment where teachers are actively involved with students' welfare. 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 teachers gives children a conducive environment through support, comfort and security[23]. The teachers' 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 seem to stem from their lack of self-esteem[17]. It is for this reason that this study sort to investigate how the teacher classroom management style affects students' self esteem levels.

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 conditions in the school environment. This study was therefore set to find out whether teacher classroom management style has any influence on students self esteem.

PURPOSE OF THE STUDY

The purpose of the study was to find out whether teacher classroom management style, have any influence on students self esteem, and to come up with possible measures that can be undertaken in order to enhance secondary school teachers’ skills in fostering students self esteem.

OBJECTIVES OF THE STUDY

The study aimed at achieving the following objectives:

- i) To determine the students’ rating on their teachers’ classroom management style.
- ii) To establish whether teacher classroom management style has any influence on students self esteem levels.

RESEARCH METHODOLOGY

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[24]. The study focused on finding out whether the independent variable (teacher classroom management styles) had any influence on the dependent variable that is students’ self esteem. Teacher classroom management styles 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.

Population of the Study

The target population in this study was all students in public secondary schools in Nyandarua West Sub County. According to Ministry of Education (Kenya) records, the Sub County 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.

Sample and Sampling Procedures

Since it was not possible to collect data from all secondary schools in the Sub County 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[24]. Proportionate allocation was based on 8 schools and 3067 students in the Sub County. Based on Krejcie and Morgan[25] formula for estimating the sample size, the number of schools whose subjects participated in the study was 8. Therefore, all schools in the Sub County were included in the study.

In obtaining a sample of students, purposeful sampling was first applied where students in Forms 2 only were included in the study. In Nyandarua West Sub County, Form 2 class had 1,329 students. Based on Kiejecie and Morgan[25] formula 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.

Instrumentation

A questionnaire was used to collect data for this study. There was one set of questionnaire for the students only. The questionnaire was divided into subsections A, B and C. Section A of the questionnaire elicited data concerning gender, age, type and category

of school. Section B contained statements concerning teacher classroom management styles as viewed by the students. Section C 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[26] self concept rating scale for ages 8-16 years, and Rosenberg[11] self esteem test for adolescents and students. The Items measured students’ self esteem as enhanced by teacher-student interaction. 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 higher self esteem.

Validity and Reliability of the Research Instrument

According to Kiplan[27] 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. 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 experts in the Department of Education Psychology, Counselling and Educational Foundations, Laikipia University. 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[28]. The correlation coefficient obtained from these calculations for the self-esteem test in section C was 0.83, while the correlation coefficient for the test that measured the independent variable in sections B was found to be 0.89.

Data Analysis Procedures

Data was collected using self administered questionnaires. There was one set of questionnaire for the students only. Data analysis was accomplished by use of Statistical Package for the Social Science (SPSS) computer programme, version 22.0. The analysis involved the use of descriptive statistics, specifically percentages and mean calculations and one-way ANOVA test.

RESULTS AND DISCUSSION

The study sought to determine the influence of teacher classroom management style on students level of self-esteem in Nyandarua west sub-county, Kenya. This section presents the findings generated by the study and discussions relating to the findings. 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. However, this response rate (75%) according to Dillman[29] is acceptable in social science research.

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 [31] in

which it was established that, the number of secondary school boys outweighed 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[26] self concept test, which was meant for ages 8-16 years, and Rosenberg[11]. The table further indicates that most of

the respondents were within the adolescent age whose self-esteem is known to be susceptible to modification.

Responses to Research Questions

The research questions revolved on the relationship between teacher classroom management style and students self esteem. The data collected was subjected to analysis through mean calculations and one-way ANOVA tests. One way 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:-

Research Question One

What is the students' rating of their teachers' classroom management style?

The assumption held by this research question was that teachers are rated differently by their students

on how they manage students' affairs in class. To answer the question, data emanating from the teacher's classroom management style was analysed through means and one-way ANOVA tests. This analysis generated the information given in tables 4 and 5. The mean values this variable were then compared with an aim of checking for the patterns that arose.

Table 4 : 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 4 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

4 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 4 to one-way ANOVA tests the information in table 5 was obtained.

Table 5: 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 5 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 6 and 7.

Research Question Two

Does teacher classroom management style Influence the level of students self esteem?

The assumption held by this research question was that teachers could influence the level of 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 and 7. The mean values from each variable were then compared with an aim of checking for the patterns that arose.

Table 6: 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 6 it emerges that the mean level of students self esteem as enhanced by the teachers 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 self esteem test. A further analysis of the three means through one-way ANOVA tests generated the information shown in table 7.

Table 7: 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 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 4 and 6 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 8 below.

Table 8: 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.

CONCLUSIONS OF THE STUDY

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 higher level of self-esteem as compared to those in day schools.

- Based on this finding a number of conclusions were made. To start with, the study revealed that:
- i) There is a positive relationship between teacher 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 is therefore established that the methods applied by teachers in such schools may 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 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.

RECOMMENDATIONS

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

- 1) 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 a positive attitude towards students.
- 2) 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.

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