INFLUENCE OF PRINCIPALS' SCHOOL 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 school environment plays an important role on development of a positive attitude towards self. Coopersmith's self-esteem theory observes that young people develop higher self-esteem when provided with a foundation of trust, unconditional love and security, as they progress in life with positive evaluations. School management style adopted by a principal is therefore a significant factor for learner's self-esteem development. The major purpose of this study was therefore to investigate whether students' level of self-esteem can be influenced by the selected school factor. The research was conducted using ex post facto research design. Principal School 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 eight public secondary schools; with a student population of 3067. Data relevant to the study was collected using questionnaires which included a self-esteem test. The correlation coefficient for the self-esteem test was 0.83, while the correlation coefficient for the test that measured the independent variable was 0.89. Questionnaires were administered to a sample of 240 students selected using simple random sampling from the 1320 form two students in the Sub County. Data was analysed using mean calculations, percentages and one-way ANOVA tests. It was found out that a Principal's School Management style has a significant influence on students' self-esteem, either raising or lowering it. In schools where the principal was rated as more democratic for example boarding schools the students had a higher level of self-esteem as compared to their counterparts in both day-boarding and day schools who rated their principals as less democratic. It is therefore recommended that secondary school principals through workshops should be sensitized on the need to be democratic in managing students' affairs, hence allow a more participatory environment in school where students express their views and grievances. The school administration can also get an opportunity to expound on school policies in such forums in a participatory model where students and teachers are involved.

Keywords: *principal school management style, high self-esteem, low self-esteem, public secondary school*

Introduction

According to Chauhan (2009) the school assumes great responsibility in the process of harmonious development of personality. Parents today look at the school as the second line of fostering child development. 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 development of self-esteem. Reports warn of the fragile conditions of troubled adolescents, exhorting schools to do more to help the nation's youth. Chauhan (2009) 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.

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 Melgosa (2000) 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 hard work, hopelessness of school learners or poor teaching methods (Onyasmi, 2004). However, Bernstein and Nash (2006) 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 school 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. The report observes that this have bred 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 adolescent tend to feel devalued and loose self-worth.

The foregoing discussions 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 (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 can therefore only be unfolded in a benign environment which has the appropriate leadership. 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

leadership that fosters conducive environment through support, comfort and security (Mike, 1990). The principal's, 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 perfomance. The one basic cause of people difficulties seems to stem from their lack of self-esteem (Johnson, 1998). It is for this reason that this study sort to investigate how the school management style affects students' self-esteem.

An investigation into the causes of indiscipline in schools by the government of Kenya indicated that most students felt dissatisfied in the way they were treated in schools by their administration and teachers. They indicated that they are not listened to and that their grievances are dismissed as trivial and petty (Republic of Kenya, 2001). Such acts as mentioned above coming from significant persons as school leaders, 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 learning environment however students are treated with respect and their problems identified and attended to before they deteriorate into violence (Sadker & Sadker, 2000). He indicates that headteachers 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 (2000) self-concept and self-esteem 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. Burn 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 sometimes 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 school leadership styles has any influence on the way a student value himself or herself.

According to Rosenberg (1965) 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 self for what he/she is, not condemning self for what he/she is not, and the extent to which he/she feels positively about self. Low self-esteem suggests self-rejection, self-derogation and a 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 posses' low self-esteem. In reference to this, a high school student would gain esteem based on positive achievements including good academic grades, and attaining satisfactory performance in the various other school activities. The leadership style adopted by the school head is key to student achievements for secondary school students (Chen, Ning & Bos, 2022).

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 (1912). 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 it's a school principal to an individual student has an impact on the student's self-esteem. A principal's actions, and interactions, within the learning environment influence the development of student self-esteem and resiliency within students in schools (Akin & Radford, 2018). Hence, there is need to interrogate more on the role a school principal has on learners self-esteem depending on the leadership style he/she adopts.

According to Bernstein and Nash (2006) 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 (1954) 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 Rogers (1969) phenomenological approach describes self-esteem as synonymous to positive self-regard. He observes 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 school principals offer unconditional positive regard to students and in this way enhance the students' 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 competence and virtue. The authors suggest that school heads teachers are significant in the development of self-esteem. Their comments and non-verbal responses have an impact on student's self. Therefore, the school being a major agent of socialization needs to provide the student with enough chances of excelling.

In an effort to highlight the importance of self-esteem, Johnson (1998), explains that 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. 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 various life aspects, a person has to believe that he or she can succeed. If you see yourself as a failure you will become one Johnson (1998), 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 (1998) people full of self-esteem chooses to act out his or her self-worth. Depending on each unique individual some may choose 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 (1998) 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, etc. I feel I don't measure up to the head 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.

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 head teachers 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 school's 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 (2000) 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 results are 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. In fact, 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 tend 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, Bosire and Sang (2008) warn 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 indisciplined. In such a condition this study does not suggest that student self-esteem would still be enhanced, at such extremes of democracy.

Purpose of the Study

The purpose of the study was to find out whether principal school 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 principals' role in fostering students' self-esteem as leaders.

Objectives of the Study

The study aimed at achieving the following objectives:

i)   To determine the students' rating on their principals' leadership style.
ii) To establish whether principal leadership style has any influence on students' self-esteem levels.

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 (Kathuri & Pals 1993). The study focused on finding out whether the independent variable (principal leadership style) 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.

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, two were provincial boys' boarding schools one was a District mixed day & boarding school, while seven were District day schools. The students' population was 3,067.

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 (Kathuri & Pals 1993). Proportionate allocation was based on eight

schools and 2,267 students in the Sub County. Based on (Krejecie & 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 Sub County were included in the study.

In obtaining a sample of students, purposeful sampling was first applied where students in Form two only were included in the study. In Nyandarua West Sub County, Form two class had 1,329 students. Based on Krejecie and Morgan (1970) 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 one.

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.

Data was collected using a questionnaire. 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 principal leadership style 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 & Harris 1964). self-concept rating scale for ages 8-16 years, and Rosenberg's self-esteem test for adolescents and students. The Items measured students' self-esteem as enhanced by the interaction between the principal and the student. 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.

The data collected was analysed 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.

Validity and reliability of the research instrument
According to Kaplan (2008) 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 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 (Nachmias & Nachmias, 2004). 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.

Results and Discussion

The study sought to determine the influence of principal leadership 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 sets of questionnaires 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 (2000) 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, 1999). 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, 1964). Self-concept test, which was meant for ages 8-16 years, and Rosenberg.

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 principal school management style and students' self-esteem levels. 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 on their principals' leadership style?

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 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 four.

Table 4

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 four to ANOVA tests, the summary of the results was as indicated in table five.

Table 5

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: .05

From the data in table four 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 four to further analysis, the information presented in table five 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).

Research question two

Does principal school management style Influence the level of students' self-esteem?
The assumption held by this research question was that principal school management style could influence the level of students' self-esteem by the way they manage students affairs in a school set up. Therefore, principal school management style can be used to predict students' self-esteem. 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 6 and 7. 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 six.

Table 6
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 7
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: .05

The data presented in table six 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 discernible 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 seven gives the impression that student 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 six is much similar to the pattern observed earlier in table four. This similarity in patterns is summarized in table eight.

Table 8
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 eight 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 student's 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 student's 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. This agrees with Kern and Selamat, (2022), findings which established a positive and significant relationship between transformational leadership style with employee self-esteem.

Conclusions of the Study

This study highlighted that a principal's school management style influenced student self-esteem either positively or negatively. Hence, there is a positive relationship between a principal's school management style and students' self-esteem. 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 students therefore held a high expectation 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 the learners' self-worth positively. In contrast as observed in this study, application of leadership styles such as authoritarian or laisez-faire, as for example found in day schools negatively influences student's 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.

Recommendations

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

i)   School principals through workshops should be sensitized on leadership styles and the implication that each has on learners feeling of self-worth.
ii)   Further, secondary school principals 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.
iii) It was 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 finally 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.

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