

INFLUENCE OF LEARNING FACILITIES AVAILABLE IN A SCHOOL ON STUDENTS' LEVEL OF SELF-ESTEEM. CASE OF PUBLIC SECONDARY SCHOOLS IN NYANDARUA WEST SUB-COUNTY, KENYA

Peter Muchemi¹ and Jacinta Kingori²

1. Ministry of Public Service and Gender, Kenya
2. Cooperative University of Kenya

Corresponding Author Email mcheminp@yahoo.com

Abstract

School environment plays an important role in development of self. It may have a positive or negative impact on students' level of self-esteem and hence academic achievement and behavior. The purpose of this study was to investigate whether available learning facilities in a school can influence students' level of self-esteem. Ex post facto research design was applied where learning facilities available in a school and students' self-esteem were measured retrogressively. The population of the study comprised of students in public secondary schools in Nyandarua West Sub County which had 8 public secondary schools, with a student population of 3067. In view of the relatively small number of schools in the Sub County, the study adopted a census enquiry where all the schools were included in the study. However, schools were stratified as boarding, day/boarding or day. Further, a population of 1320 form two class students were purposefully selected which gave rise to a students' simple random sample of 240. Reliability was estimated through test-retest technique achieving a PPM correlation coefficient of $r = .78$. The instruments achieved an internal reliability of 0.88 as measured using Cronbach's alpha coefficients. Data was collected using questionnaires and quantitatively analysed using mean calculations, percentages and one-way ANOVA tests. It was found out that learning facilities available in a school has a significant influence on students' self-esteem, either raising or lowering it. Students in schools with more and better quality learning facilities had a higher level of self-esteem as compared to their counterparts in schools with lesser and low quality facilities. It is therefore recommended that learning facilities should be improved in all school categories. As well, educators should be sensitized on the role of school environment on students' self-esteem.

Keywords - High self-esteem, Learning facilities, Low self-esteem, School environment

Introduction

The environment in which a person lives in has a great influence on his/her psychological wellbeing. 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 (Melgosa, 2006). 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 (2006) observes that declining grades and indiscipline are especially likely among students who are not comfortable with the conditions at school including the facilities availed to them by the school to enable them try out many academic excellences. Therefore, in order to counsel and guide the adolescents through their social and academic

life we must know conditions in the school environment, for example, the facilities available in a school affects their behavioral patterns such as self-esteem.

School environment includes the availability of learning facilities and extracurricular facilities. According to Holland and Andre (1987) these facilities enhance students' self-esteem and encourage civic participation. They also improve students' relations. Therefore an environment, which does not provide enough age appropriate learning and extracurricular facilities for different activities or an environment that bars students from engaging in self discovery through participation in a variety learning activities, 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.

According to Muola (2000) self-concept and self-esteem refer to the same entity. This is consistent with the views from Wehrle, Katja Fasbender and Ulrike (2018) 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 Wehrle, Katja Fasbender and Ulrike (2018) for the aim is not to find out the real difference between self-concept and self-esteem, but more so to find out whether learning facilities available in a school has any influence on the way a student 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, where the object is the self. Self-esteem simply implies that the individual feels he/she is a person of worth, respecting himself/herself for what he/she is, not condemning himself/herself for what he/she is not, and the extent to which he/she feels positively about himself/herself. 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 seems 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 (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 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 that learning activities taking place in an institution have on students' self-esteem.

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 (2008) 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. Wehrle, Katja Fasbender and Ulrike (2018) borrowing from Rogers (1969) 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. Excellence in learning activities attracts unconditional positive regard for students from teachers. It is from such a definition that this study seeks to investigate to what extent provision of adequate, quality learning facilities can way enhance their self-esteem.

Mutie and Ndambuki (2003) describes adolescence stage ss 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 seem to suggest that excellence in activities is significant in the development of self-esteem. Having a chance to interact and operate various learning resources helps learners be competent in their areas of interest in learning. This has an impact on student's self-esteem growth. 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 (1998), 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.

More often than not 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 the psychological challenges they are facing are likely to 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, 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 their 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 therefore records seven examples of these learner experiences.

- (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 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.

It is shown in the section above that students' self-esteem can be affected either positively or negatively by the prevailing conditions in the school environment. This study on its part sought to find out whether learning facilities available in a school has any influence on students' self-esteem levels.

Research Objectives

The study aimed at achieving the following objectives:

- i) To determine the students' rating on learning facilities available in their schools.
- ii) To establish whether learning facilities available in a school has any influence on students self-esteem levels.

Research Questions

The study aimed at answering the following questions:

- iii) What is the students' rating on learning facilities available in their schools
- iv) What are the learning facilities available in a school has any influence on students self-esteem levels

Literature Review

This section reviews literature on issues being focused on in the study. It describes the concept of learning materials available in a school in relation to self-esteem.

Influence of Learning Materials available in a School on Students' Self-esteem

A proper and adequate environment is very much necessary for a fruitful learning of the child. Especially the school should provide the necessary stimulus for learning experiences. The child spends most of his time in school and here his environment is exerting a different influence on performance through curricula, teaching techniques and relationships (Ulrike, 2015)

Therefore, the general condition of our schools is a matter of great concern to a nation. Environment plays a vital role in the development of the personality of the students. As a student spends most of his life at school, the school environment is highly responsible for inculcating of great values in him/her. Kothari (2012) observed that the destiny of a country is shaped in schools and argues that students are the backbones of a nation. Hence, it is important to maintain a healthy school environment.

Ulrike (2015) observes that the importance of school buildings, classroom spaces and other learning facilities for teachers' and students' practice had been ignored for many years. He states that most teachers do not think about their school and their classrooms as a built environment for teaching and learning. Rather, they focus on the restrictions of their school building and their classrooms. Students also see the bad conditions in their classrooms and their school's facilities. However when teachers and students are always able to communicate the school buildings, classrooms and other learning facilities they desired, this facilitates psychological growth. If we thought about better conditions for teaching and learning in our schools and classrooms, we would realize that a focus on the constructed environment and its possibilities would support teaching and learning. The perspective of teachers and students needs to be seen and included in the research questions.

Student self-esteem has become a crucial factor in the prevention of discipline problems (Newmann *et al.*, 1992). Students with a higher level of self-esteem are academically successful, and do not present a problem for educators (Goodenow, 1993). However, those

who lack enough activities for stimulation of desired skills are less likely to succeed and more likely to be associated with negative learning behaviors, such as lower levels of classroom participation and involvement in academic activities, lowered academic motivation and attention, verbal and physical abuse of school, disruptive behavior in the classroom, and a lower self-esteem (Finn, 1992; Goodenow, 1993). Schools with enough learning facilities are extremely effective in increasing desirable student behavior and self-esteem.

Christopher (2011) found that instructional resources are very essential because they make teaching more effective, meaningful, increase learners motivation and concentration span and simplify concept. In Indonesia for example, there is strong evidence that increasing provision of instructional materials especially textbooks is the most effective way of raising the quality of primary education. Christopher observes that scarcity of learning materials in the classrooms has been the most serious impediment of the child friendly school model. UNESCO (2011) in a research survey found that over half grade six pupils in Malawi, Mozambique, Uganda, Tanzania and Zambia reported learning in classrooms that did not have single book shelf or reading corner as part of an enabling literate. In these and other African countries, between 25% and 40% of teachers reported that they did not possess a book guide in the subject they taught (Claire, 2011). The study also affirms that availability of teaching and learning materials especially textbook make a difference on the achievement of pupil's studies. The sense of failure leads to self-degradation and low self-worth.

Claire's study findings revealed that one-half of the nursing students (50%) had low agreement upon the total education environmental factors. And the majority of the nursing students (84%) were having high self-esteem. It concluded that there is a positive significant correlation between nursing students' self-esteem scores and their agreement upon many of the areas of the educational environment. The study recommends improvement of the educational environment of nursing students' particularly in the arena of the skills, lab, classrooms, and auxiliary and recreational facilities and student assessment. Students' self-esteem needs some consideration, especially for male and junior students through training and counseling helps.

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 (2006) 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 principal's, 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 seem to stem from their lack of self-esteem (Johnson, 1998). It is for this reason that this study sort to investigate how the school environment affects students' self-esteem.

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 (Dillman, 2015). The study focused on finding out whether the independent variable (learning facilities available in a school) had any influence on the dependent variable that is students' self-esteem. Learning facilities available in a school 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. The Sub County featured greatly in high performance in the 1990's but as part of the larger Nyandarua County. However, lately it has drastically dropped in academic performance. It is therefore likely that issues related to learners self esteem have a role on this drastic change and hence there need to explore learners self esteem needs. 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. 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 (Dillman, 2015). Proportionate allocation was based on 8 schools and 2,267 students in the Sub County. 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 Sub County were included in the study.

In obtaining a sample of students, purposeful sampling was first applied where students in Form 2 only, were included in the study. In Nyandarua West Sub County, Form 2 class had 1,329 students. Based on Kiejecie 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 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 self-administered questionnaire was used to collect data from the student respondents. 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 learning facilities available in a school 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 (1964) self-concept rating scale for ages 8-16 years, and Rosenberg (1965) self-esteem test for adolescents and students. The Items measured students' self-esteem as enhanced by the interaction between the learner and the learning 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 higher self-esteem.

Validity and Reliability of the Research Instrument

According to Kiplan (1993) 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 (1976). The correlation coefficient obtained from these calculations for the self-esteem test in section C was 0.78, while the correlation coefficient for the test that measured the independent variable in sections B was found to be 0.88.

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.

Findings and Discussion

The study sought to determine the influence of learning facilities available in a school 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 (2015) 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 (2001) in which it was established that, the number of secondary school boys outweighed that of secondary school girls. However, although gender as not a factor for analysis for this study, the percentages shows a balanced distribution for each gender.

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.

Responses to Research Questions

The research questions revolved on the relationship between learning facilities available in a school 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 learning facilities available in a school?

The assumption held by this research question was that learning facilities available in schools rated differently by respective students on quality and quantity. To answer the question, data emanating from ratings of learning facilities available in a school 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 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

It can be observed from table 4 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 Sub County 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. This is in agreement with Kosgei & Keter (2016) research which showed that students in boarding schools generally have better study facilities, receive professional and more supervisory support and have more time available for their studies.

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 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 .05

The data displayed in table 5 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 Sub County 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 newer than the other categories of schools, therefore library and laboratory facilities may not have been well developed.

Further analysis of the data in table 5 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.

Research Question Two

Does learning facilities available in a school Influence the level of students self-esteem?

The assumption held by this research question was that self-esteem levels among students in different category of schools are different. To answer the question, data emanating from the self-esteem scale was analysed through means and one-way ANOVA tests. This analysis generated the information given in tables 6 and 7. The mean values this variable were then compared with an aim of checking for the patterns that arose.

Table 6

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 6 to further analysis the one-way ANOVA summary on table 7 was generated.

Table 7

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 7 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 7. 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 8 clearly displays this relationship. This is in agreement with Claires' (2011) study findings which revealed concluded that there is a positive significant correlation between students' self-esteem scores and their agreement upon many of the areas of the educational environment. Clare (2011) recommended that there is need for improvement of the educational environment of students particularly in the arena of the skills, lab, classrooms, and auxiliary and recreational facilities and student assessment further the study observed students' self-esteem needs some consideration in the process of developing school facilities.

Table 8

A Summary of Pattern Arising from rating of learning resources available in a school and Mean Student Academic Self-esteem

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 8 brings out the two variables in a descending order. A closer look at the data reveals an identical descending order for each variable for different categories of schools. For example boarding schools rated their learning resources highest in terms of quantity and quality, similarly these students scored highest in their academic self-esteem. On the other hand, day school students rated their learning resources lowest in quantity and quality, 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 in line with Ulrike's, (2015) findings

which concluded that schools which had adequate and relevant learning facilities stimulated learners to have more learning experiences which led to growth in self esteem.

Improved teaching learning resources in boarding schools could have made the students more capable of choosing learning activities that align with their personality. This could have increased the sense of success and hence approval from significant others making the learners feel valued in school. Most students therefore could have developed a positive attitude towards themselves and their life. Further, diversity in learning activities may have made the learners more confident in adapting to the environment and operating the environment.

Conclusions

In summary the study found that 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.

Based on these findings the study concluded that there is a positive relationship between learning facilities provided in a school and students' level of self-esteem. This means that quality and quantity of learning facilities have a positive or negative effect on self-esteem. The better the quality of learning facilities and in adequate quantities, the higher the level of self-esteem among students in a school. For example, the indication is that, 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 academic. Continuous failure may have led to the recorded low self-esteem.

Recommendations

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

- (i) 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 school ranging from subject textbooks, writing materials, examination materials, computer and laboratory facilities.
- (ii) Further the Government should support young secondary school 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.

- (iii) Finally, programmes should be put in place by the Ministry of Education and other education stakeholders to sensitize educators on the role of school environment on students' self-esteem development.

References

- 1) Adeyemo, S. A. (2012). The relationship between effective classroom management and student academic achievement. *European journal of Educational Studies*.; 4(3):367-381.
- 2) Bernstein, D. A., Nash, W. P. (2006). *Essentials of Psychology* Newyork: Wardsworth Publishing.
- 3) Bor, R. (2002). *Counselling in School*. London: SAGE publications.
- 4) Brisset, D. (1972). Toward a Clarification of Self-esteem, *Psychiatry*.; 35:255-263.
- 5) Burden, P. R. (2000). *Powerful Classroom Management Strategies: Motivating Students to Learn*. California. Corwin Press.
- 6) Chistopher, J. (2011). *Inclusive education and child-friendly schools*, Miske: Wittand Associates.
- 7) Claire, N. (2011). *Elements of Child-Friendly Schools In Macedonia* (unpublished notes from the regional meeting of UNICEF Bshp/EQL Skopje: Macedonia.
- 8) Cooley, C. H. (1912). *Human Nature and the Social Order*, Newyork: Scribners.; 2007-03-22 21:17:12
- 9) Demirdag, S. (2014). Classroom Management and students' self-esteem: creating positive classrooms educational research and reviews.; 10:191-197.
- 10) Demirdag, S. (2014). Effective Teaching Strategies: Science Learning and Students with Learning Disabilities. *International Journal of Teaching and Education*. 2. 45-52.
- 11) Demirdag, S. (2015). Classroom management and students' self-esteem: Creating positive classrooms. 10. 191-197. 10.5897/ERR2014.2000.
- 12) Dillman, D. A. (2015). *Mail and internet surveys: The tailored design method*. New York: John Wiley & Sons.
- 13) Dillman, D. A. (2015). *Mail and internet surveys: The tailored design method*. New York: John Wiley & Sons.
- 14) Festinger, L. A. (2008). Theory of Social Comparison processes, *Hum. Rd*; 7, 117-40.
- 15) Finn JD (1992). School engagement and students at risk. National center for education statistics research .and development reports. Washington, DC: National Center for Education Statistics.
- 16) Goodenow C (1991). The sense of belonging and its relationship to academic motivation among pre-and early adolescent students. Paper presented at the Annual Conference of the American Educational Research Association. Chicago, IL. 3-7.
- 17) Goodenow C (1993). The psychological sense of school membership among adolescents: Scale development and educational correlates. *Psychol. Schools* 30:79-90.

- 18) Goodenow C, Grady KE (1993). The relationship of school belonging and friends' values to academic motivation among urban adolescent students. *J. Exp. Educ.* 62:60-71.
- 19) Gordon, I. J. (1972). *Children's View of Themselves*. Washington: Association for Childhood Education International;
- 20) Johnson, H. M. (1998). *How do I Love Me*. Salem: Sheffield.
- 21) Kathuri, J. N. & Pals (1993). *Introduction to Educational Research*. Egerton: EMC.
- 22) Kenya. Government Printer. *Report on the Inquiry into the Education System of Kenya*; 1999
- 23) Kiplan, M. R. (1993). *Psychological Testing: Principles Application and Issues* (3rd Ed). California: Brook Col.
- 24) Kosgei, K. Z. & Keter, K. J. (2016). Conflict and Trade-offs Between Efficiency and Access: A Case of Day and Boarding Secondary Schools in Kenya. *Journal of Education and Practice* ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.7, No.26.
- 25) Kothari, C. R. (2012). *Research Methodology*. New Delhi: New Age International (P) Ltd.
- 26) Kothari, C.R. (2012). *Research Methodology*. New Delhi: New Age International (P) Ltd.
- 27) Krejcie, R. V. & Morgan, D. W. (1970). Determining Sample Size for Research Activities. *Educational and Psychological Measurement*; 30: 607-610.
- 28) Maslow, A. H. (1970). *Some Basic Propositions of a Growth and Self Actualization Psychology*, Washington DC: NEA.
- 29) Melgosa, J. (2006). *New lifestyles: To Adolescents and Parents*. Spain: Editorial Safeliz;.
- 30) Mike, B. (1990). *The Morality of the School: The Theory and Practice of Values in Education*. London: Cassel Education Ltd.
- 31) Muola, M. J. (2000). *A study of the Self-concept of Children with Visual handicaps in integrated and special schools in Kenya* [unpublished dissertation]. Egerton University.
- 32) Mussen, P. H. (1984). *Child Development and Personality*, (6th Ed) New York: Harper & Row.
- 33) Mutie, E. K. & Ndambuki, P. (2003). *Guidance and Counselling for School and Colleges*. Nairobi: Oxford University Press.
- 34) Nachmias, D. & Nachmias, C. (1976). *Research Methods in Social Sciences*. London: Edward Arnold.
- 35) Newmann F. M., Wehlage G. G., Lambore S. D. (1992). The significance and sources of student engagement. In: F. M. Newmann (Ed.), *Student engagement and achievement in American secondary schools*. New York: Teachers College Press.

- 36) Paul, L. K., Isaac, A. A., Asare, A. S. & Nashiru, N. K. A. (2016). Effective Classroom Management, Self-esteem and Academic Achievement. *International Journal of Social Science and Humanities Research.*; 4(1):292-299.
- 37) Piers, E. V. & Harris, D. (1964). Age and Other Correlates of Self-concept in Children. *J. Educ. Psychology*; 55, 91-95.
- 38) Republic of Kenya. (2001). *Report of the Task Force on student, Discipline and unrest in Secondary School*, Nairobi: Jomo Kenyatta Foundation.
- 39) Rogers, C. R. (1969). *Freedom to Learn*. Columbus; Ohio C. E.
- 40) Rosenberg, M. (1965). *Society and the Adolescent Self Image*, Princeton: Princeton University Press.
- 41) Sadker MP, Sadker DM. *Teachers, Schools, Society*. New York: McGraw Hill; 2000.
- 42) Salwa Khalil (2019). The relationship between educational environment and self-esteem of JOUR nursing students
- 43) Salwa Khalil (2019). The relationship between educational environment and self-esteem of nursing students JOUR
- 44) Turtle, D. W. (1987). The Role of the Special Education Teacher – Counselor in Meeting Students' Self-esteem Needs. *Journal of Visual Impairment and Blindness.*; 12(4):8–9.
- 45) Ulrike, S. A., (2015). *Learning Environment: The Influence of School and Classroom Space on Education*.
- 46) UNESCO (2011). *Open file on inclusive education support materials for managers and administrators*. Paris
- 47) Wehrle, Katja & Fasbender, Ulrike. (2018). Self-concept. 10.1007/978-3-319-28099-8_2001-1.
- 48) Were, N. M. W. (2003). *Discipline; Guidance and Counseling in School; A practical Guide to Teacher Counsellor and Parents*. Nairobi: Strongwall Africa.
- 49) Wong, H. K, & Wong, R. T. (2005). *How to Be an Effective Teacher. The First Days of School*. Mountain View, CA: Harry K. Wong Publication, Inc.