



Original Article

Influence of Co-Curricular Activities Provided in a School on Students Level of Self-Esteem: Case of Public Secondary Schools in Nyandarua West Sub-County, Kenya

Dr. Peter Muchemi, PhD^{1*} & Prof. John Kanjogu Kiumi, PhD²

¹ Bomet University College, P. O. Box 2134–20300, Nyahururu, Kenya.

² Laikipia University, P. O. Box 1100–20300, Nyahururu, Kenya.

* Author for Correspondence ORCID ID: <https://orcid.org/0000-0002-2770-5671>; Email: mcheminp@yahoo.com

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The major purpose of the study was to investigate whether students' level of self-esteem can be influenced by co-curricular activities provided in a school. To achieve this objective, co-curricular activities provided in a school and students' self-esteem were measured and the data obtained was analysed. The aim was to find out whether the selected school factor had any influence on students' level of self-esteem. The research was conducted using ex post facto research design. Co-curricular activities provided in a school was seen as a naturally occurring independent variable, which could influence 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 had 8 public secondary schools when the research was conducted; with a student population of 3067. Data relevant to the study was collected using questionnaires prepared by the researcher. The questionnaires were administered to a sample of 240 students, selected using simple random sampling from the 1320 form two students in the Sub County. The data was analysed using mean calculations, percentages, and one-way ANOVA test. It was found out that co-curricular facilities available in a school had a significant influence on students' self-esteem. Students in schools with more and better quality co-curricular facilities had a higher level of self-esteem than their age mates in other categories of schools which were rated lower in co curriculum facilities. Probably, schools with better facilities offered the students a chance of trying out their abilities and excelling in some. This success may have led to social success, a higher status among peers, popularity and even a career in future. This can translate to an improved self-esteem. However, in day schools where co-curricular facilities were rated as unsatisfactory students

Keywords:

*Co-curricular activities,
High Self-esteem,
Low Self-esteem,
Public Secondary School.*

recorded a low level of self-esteem. It is therefore recommended that MOEST should finance seminars to sensitize secondary school administrators on adolescents' co-curricular activities need, so that every Principal would endeavour to provide students with age-appropriate activities. The government can also exempt equipment for such purposes from tax, or otherwise supply these facilities to schools that do not have them. Further studies should be conducted to find out whether similar results would be obtained in other Sub Counties in Kenya.

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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 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 (Onyasm, 2004). However, Bernstein and Nash (1999) argue that declining grades and indiscipline are especially likely among students who are not comfortable with the conditions at school and who have a low

underlying self-esteem. Therefore, in order to counsel and guide the adolescents through their social and academic life we must know how co-curricular activities affects their behavioural patterns such as self-esteem.

Co-curricular activities refer to anything that would create effective student learning in classroom Wong and Wong (2005). The authors observe that co-curricular activities could be ballgames, athletics activities, indoor games, music activities, dancing and any other activity that does not involve the mainstream curriculum. Co-curricular activities may change students' behaviour. They encourage student autonomy create a higher level of student engagement and hence increased level of self-esteem (Demirdag, (2014).

An investigation into the causes of indiscipline in schools by the government of Kenya indicated that most students felt dissatisfied in the co-curricular

facilities available in their schools, (Republic of Kenya, 2001)

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. He argues that a positive self-concept can be equated with positive self-evaluation, self-respect, self-esteem, and self-acceptance, and that a negative self-concept becomes synonymous with negative self-evaluation, self-hatred, inferiority, and a lack of feelings of personal worthiness and self-acceptance. Each of these terms carries connotations of the others and have been used interchangeably by various writers. These writers refer to the same thing, and even the measures they use in measuring self-esteem and self-concept are indistinguishable. This research assumed that self-esteem and self-concept are much related, and have therefore been used synonymously. The study therefore leans much on the definition given by Burns (1987)

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 himself for what he is, not condemning himself for what he is not, and the extent to which he feels positively about himself. Low self-esteem suggests self-rejection, self-derogation, and negative self-evaluation. Self-esteem according to Brisset (1972) encompasses two basic psychological processes (a) the process of self-evaluation and (b) the process of self-worth. Each is complementary to the other. He argues that self-worth is more fundamental to the human being than self-evaluation; though both elements of self-esteem necessarily involve putting what one is or what one is doing into context or providing oneself and one's activities with a reference. Self-esteem in terms of self-evaluation 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 based on 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.

According to Bernstein and Nash (1999) self-esteem is the evaluations people make about their worth as human beings. People spend a lot of time thinking about themselves, trying to evaluate their own perceptions, opinions, values, abilities and so on. He argues that you can determine your height or weight by measuring it, but for other types of questions – about your creativity or attractiveness, for example – there are no objective criteria. In these cases, according to Festinger's (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.

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 seem to suggest that teachers are significant in the development of self-esteem. Their comments and non-verbal responses have an impact on student's self. The school being a major agent of socialization

must provide the student with enough chances of excelling.

In an effort to highlight the importance of self-esteem, Johnson (1986), explains that people of all ages, ethnic backgrounds, religions, and sexual preference, seem to have one basic because 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 do not feel worthy and are always agonizing over their weakness and their supposed inadequacies. They always worry about what others were thinking about them and whether they would gain others approval. However, when such people are guided through a process of gaining self-esteem their problems wade away. In order to succeed in anything, a person has to believe that he or she can succeed. If you see yourself as a failure, you will turn out a failure, while on the other hand the person who has self-esteem is rich – in the best sense of the word (Johnson, 1986). Self-esteem therefore allows and motivates you to be the best you can be.

According to Johnson (1986) people full of self-esteem chooses to act out his or her self-worth. Depending on each unique individual some may 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 (1986) gives seven examples of these quotes.

- 'In school lack of self-esteem makes me nervous and anxious, and causes physical problems, i.e., stomach aches, headaches, etc. I feel I do not 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 am stupid. Therefore, if I do not understand the lesson or homework, I will let it pass, which causes a problem later'.

- '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'.
- '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'.
- 'Having a lack of self-esteem shouts to the world that here is a person who isn't worth very much – I do not think so-why should anyone else? In my case, as a parent, it sets a bad example for my children's' behaviour patterns'.
- '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'.
- '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'.
- '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'.

Co-curricular Activities and how they Influence Self-esteem

Extracurricular or co-curricular activities according to this study may include music, drama, academic

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

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

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

According to Chauhan (1992) and Were (2003), there is a close relationship between motor performance and other traits. He argues that popularity in adolescence is closely related to

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

The foregoing discussion seem to suggest that certain aspects of the school environment may lead to student growth in self-esteem or lack of it. The youth therefore need to be provided with an environment conducive for the development of a positive self-worth. Melgosa (2000) observes 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 need, therefore, can only be unfolded in an environment where co-curricular activities are provided. It is therefore, vital that right from the beginning of the school career and throughout it, as the youth go through successive crises of growth, identity and adjustment, the teachers give children a conducive environment through support, comfort, and security (Mike, 1990). The teachers' responsibility of

producing a caring supportive environment is part of their moral duty to their charges. The fostering of students' self-esteem is a crucial element in their moral and academic performance. The one basic cause of people difficulties seems to stem from their lack of self-esteem (Johnson, 1986). It is for this reason that this study sort to investigate how the co-curricular activities provided in a school affects students' self-esteem levels.

Statement of the problem

It has been found out from the background of the study that students' self-esteem can be affected either positively or negatively by the co-curricular activities provided for in the school. This study was therefore set to find out whether co-curricular activities provided for in a school has any influence on students' self-esteem.

Purpose of the Study

The purpose of the study was to find out whether co-curricular activities, have any influence on students' self-esteem, and to come up with possible measures that can be undertaken in order to enhance secondary school teachers' role in fostering students' self-esteem using co-curricular activities.

Objectives of the Study

The study aimed at achieving the following objectives:

- To determine the students' rating on their co-curricular activities provided in a school.
- To establish whether co-curricular activities provided in a school has any influence on students' self-esteem levels.

RESEARCH METHODOLOGY

This research was a survey using *ex post-facto* design. In this type of design, the researcher establishes any existing relationship between independent and dependent variables retrospectively (Kathuri and Pals, 1993). The study focused on finding out whether the independent variable (co-curricular activities) had any influence on the dependent variable that is students' self-esteem. Co-curricular activities provided for 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. 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 teacher population was 160.

Sample and Sampling Procedures

Since it was not possible to collect data from all secondary schools in the Sub County due to time factor, schools were stratified into boarding, day-boarding and day schools and a sample of schools selected. The researcher therefore used two probability-sampling techniques in order to come up with an unbiased sample of schools and students. These were stratified random sampling and purposeful sampling. The stratified random sampling method was used for proportional allocation of each stratum in the population (Kathuri and Pals, 1993). 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 Forms 2 only were included in the study. In Nyandarua West Sub County, Form 2 class had 1,329 students. Based on Krejcie and Morgan (1970) formula of estimating sample size the number of students included in the study was 240.

Krejcie and Morgan (1970) formula for estimating sample size

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

$$d^2(N-1) + X^2P(1-P)$$

Where S = Required sample size

N = Given population size

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

d = Degree of accuracy

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

The proportionate number of students selected from each category of school is as indicated in *Table 1*.

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

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

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

Instrumentation

A questionnaire was used to collect data for this study. There was one set of questionnaires for the students only. The questionnaire was divided into subsections A, B and C. Section A of the questionnaire elicited data concerning gender, age, type, and category of school. Section B contained statements concerning co-curricular activities 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 co-curricular activities provided for 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 Kaplan (1990) validity refers to the agreement between a score or measure and the quality it is believed to measure. In order to test the

validity of the research instrument, a pilot study was carried out using two randomly selected schools. These schools were excluded during the main study. This was done so as to control extraneous influence on the findings due to the subjects’ prior knowledge of the information being targeted by the instrument. Additionally, opinion was sought from three 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 (γ, Nachmias and Nachmias, 1976). The correlation coefficient obtained from these calculations for the self-esteem test in section C was 0.83, while the correlation coefficient for the test that measured the independent variable in sections B was found to be 0.89.

Data Analysis Procedures

Data was collected using self-administered questionnaires. There was one set of questionnaires for the students only. Data analysis was accomplished by use of Statistical Package for the Social Science (SPSS) computer programme, version 22.0. The analysis involved the use of

descriptive statistics, specifically percentages and mean calculations and one-way ANOVA test.

RESULTS AND DISCUSSION

The study sought to determine the influence of co-curricular activities provided for 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 (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 (2001)

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 (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 co-curricular activities 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 co-curricular facilities available in different categories of schools?

Table 4: Mean Ratings of Co-Curricular Facilities Available in Different Categories of Schools

Category Of School	N	Mean	SD
Day	100	2.167	0.4916
Boarding	39	4.1462	0.3803
Day-Boarding	41	3.2585	0.3937
Total	180	2.8444	0.9294

It can be observed from *Table 4* that students in boarding schools rated their schools highest (mean = 4.14) in terms of the co-curricular facilities available in school. Probably these students felt that their schools had enough facilities, which gave them a chance to participate in different co-curricular activities, and hence develop their skills and abilities in these activities. Students in day-boarding schools rated co-curricular facilities in their schools lower (mean = 3.2585), an indication that these

facilities may not have been satisfactory and probably needed to be improved. However, the mean rating of these facilities in day schools was extremely low (mean = 2.167). This could be an indication that most of these facilities were probably not available or they were poorly maintained to be of any meaningful use to the students. Further analysis of data in *Table 4* generated the information given in *Table 5*.

Table 5: Summary of Analysis of Variance of Mean Students Ratings on Co-Curricular Facilities Available in Different Categories of Schools

Source of Variation	Df	Sum Of Squares	Mean Square	F
Between Groups	2	119.007	59.503	295.7
Within Groups	177	35.618	0.201	
Total	179	154.624		

F –Critical: 3.00, Level of significance: 0.05

Table 5 shows that the obtained F-value of 295.70 with 2 and 177 degrees of freedom is highly significant at 0.05 level of confidence. This shows that co-curricular facilities available in different schools were significantly different in terms of their quality and quantity. It can therefore be concluded that boarding schools had more co-curricular facilities, which were of better quality than either day-boarding or day schools. Of the three categories of schools however, facilities in day schools seem to be below standard.

calculated the mean rating of co-curricular facilities in different categories of schools and the mean level of students' self-esteem as enhanced by co-curricular facilities available in each category of school.

The objective was to find out whether there would be any discernible pattern arising from the two variables from the highest to the lowest in different schools. The summary from the calculations of the above means is summarized in *Table 6* and *7*.

Research Question Four

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

The fourth research question suggested that availability of co-curricular facilities or lack of these facilities in schools could influence students' self-worth. To confirm this, the researcher

Table 6: Mean Student Self-Esteem as Enhanced by Co-curricular Facilities Available in Different Categories of Schools

Category Of School	N	Mean	SD
Day	100	2.7221	0.6263
Boarding	39	3.6667	0.6347
Day-Boarding	41	3.3805	0.4562
Total	180	3.0767	0.7185

From *Table 6* it can be revealed that there seems to be a positive relationship between co-curricular facilities available in school and students' self-esteem. In other words, more and better-quality facilities tend to translate to improved student self-esteem. This is consistent with findings by James and Una (2000) in which they found that improvement and broadening of extracurricular facilities in both primary and secondary schools, tended to boost students' morale and self-confidence. This research shows that students in boarding schools may be having more chances to try out and improve their skills in activities that are

socially accepted and self-rewarding. Hence the more these students succeeded in these activities the more appraisal they received from significant persons. This brought about growth in self-concept. This is contrary to the situation mainly in day schools. Students in these schools suggested that they had less co-curricular facilities in their schools, providing them with limited chances of excelling in such activities.

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

Table 7: Summary of Analysis of Variance of Students' Self-esteem as Enhanced by Co-curricular Facilities Available in Different Categories of Schools

Source Of Variation	Df	Sum Of Squares	Mean Square	F
Between Groups	2	29.931	14.966	42.44
Within Groups	177	62.469	0.353	
Total	179	92.400		

F-critical: 3.00, level of significance: 0.05

Table 8 demonstrates that students' self-esteem as enhanced by co-curricular facilities in different categories of schools is significantly different. The calculated F value (42.44) with 2 and 177 degrees of freedom is quite significant at 0.05 confidence level.

To relate school co-curricular facilities with students' self-esteem, the computed means of the two variables in different categories of schools are displayed in *table 8* in a descending order.

Table 8: Summary of Mean Co-curricular Facilities and Mean Student Self-esteem as Enhanced by Co-curricular Facilities in Different Categories of Schools

Category Of School	Mean Co-Curricular Facilities	Mean Student Self-Esteem
Boarding	4.1462	3.6667
Day-Boarding	3.2585	3.3805
Day	2.1670	2.7221
Total	2.8444	3.0767

The data displayed in *Table 8* portrays a pattern in which schools with more and better quality co-curricular facilities had students with a higher level of self-esteem. These schools seemed to offer diverse facilities and continuously focused on the pupils fulfilling their full potential. It can also be argued that co-curricular facilities in day schools were unsatisfactory. Students in these schools may have had less chances of self-improvement, a situation which may have contributed to the recorded low self-esteem.

CONCLUSIONS OF THE STUDY

Summary of Findings

The following is the summary of the findings.

Co-curricular facilities available in a school had a significant influence on students' self-esteem students in schools with more and better quality co-curricular facilities for example in boarding schools had a higher level of self-esteem than their age mates in other categories of schools.

Conclusions

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

Recommendations

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

- The study further recommends that teachers through workshops should be trained on disciplinary techniques to help them be fair and democratic in the application of verbal and non-

verbal measures when correcting students' behaviour.

- This research highlighted that, improved co-curricular facilities translate to improved students' self-esteem. It is therefore recommended that the Ministry of Education (MOE) in Kenya should finance seminars to sensitize secondary school administrators on adolescents needs, so that every principal would endeavour to provide students with age-appropriate activities which will enable them try out on their physical abilities and talent hence building on their self-esteem.
- This study also recommends that the range of co-curricular activities offered in schools be broadened so as to provide students with more opportunities to develop new interests and skills and make the school a place of learning and enjoyment. to achieve these recommendations the government should exempt equipment such purposes from tax, or otherwise supply these facilities to schools that do not have them.
- Finally, the study recommends that the government should post physical-education teachers to each secondary school to assist learners in improving themselves in co-curricular activities.

Suggestions for Further Research

The study suggests further research in the following areas.

- A similar study could be carried out in different sub counties in Kenya to establish whether similar results would be arrived at.
- A follow up study should be conducted to find out whether catering facilities in a school have any relationship with students' self-esteem.
- Since a student's perception on the school, he/she is admitted may influence self-esteem, a study could be carried out to establish the kind of relationship existing between these two variables.
- A study should be conducted to establish the kind of relationship that exists between self-

esteem and behaviour (social and academic behaviour).

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