

## School Disciplinary Styles and Students Self-Esteem

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**Abstract:** This study was designed to find out the influence of school disciplinary styles on students' self-esteem. The study adopted ex-post facto research design. The population for the study was all the Senior Secondary (SS2) students in public secondary schools numbering 5,488 out of which 540 students were randomly sampled for the study. Two research questions and two null hypotheses tested at 0.05 level of significance guided the study. The instrument used for data collection was School Disciplinary Styles Questionnaire (SDSQ) and Students' Self-esteem Questionnaire (SSSQ). The instruments were given to experts who validated the items to ensure face validity. The instruments were trial-tested to determine the internal consistencies using Cronbach alpha statistic, the alpha coefficient values of the instruments yielded the following: ADS = 0.73, DDS = 0.74, LDS = 0.65, IDS = 0.78 and SSE = 0.78. The data collected were analyzed using mean, standard deviation and t-test at 0.05 level of significance. Major findings of the study include: Students who adopted authoritarian and demonstrative disciplinary styles have a high self-esteem while students that adopted laissez-faire and indifferent disciplinary styles have a low self-esteem. The difference in mean response is seemingly negligible, indicating that gender does not have some influence on students' self-esteem. There is no significant influence of gender on students' self-esteem. There is no significant influence of male and female students' in their and disciplinary styles.

**Key words:** Discipline, disciplinary styles, self-esteem, gender, students

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### INTRODUCTION

The primary role of every teachers is to influence, teach and control their students' behaviours in a desirable way. Sugai and Horner noted that discipline is a training that is expected to produce a specified character or controlled behaviour resulting from such training. Wandira (2001) opined that discipline is a process of training and learning that fosters growth and development. The aim of discipline is to help the individual to be well adjusted, happy and useful. It is, under an atmosphere of peace and orderliness that learning can take place.

Discipline guides students behaviour and helps them to learn. Charles and Senter (2005) opined that school discipline is the required action by a teacher towards a student or group of students after the students' behaviour breaks a pre-established rule created by the teachers. Nkomo (2010) established that discipline involves the process of education, guidance and learning to help children develop self control that is characterized by mutual respect and trust that aim at development of internal control that helps the child relate to others in a

positive and responsible way. School discipline refers to students complying with code of conduct that is appropriate to the regulation of students and maintaining of order in schools. Sugai and Horner noted that school discipline refers to instruction, rules, policies or practices that are intended to promote students' behaviour at the classroom and school levels. School discipline emphasizes the importance of learning and conditions that inhibit learning. This type of discipline can be used each time a student does something correct. In this study, school discipline is defined as the externally imposed and self-generated conducts that produce efficiency in learning and enhance the attainment of educational goals.

For the purpose of this study, four disciplinary styles: authoritarian, demonstrative, laissez-faire and indifferent disciplinary styles as used by Shankar are discussed. Authoritarian disciplinary style is characterized as teacher-centered classroom. Erol and Orth (2011) noted that students in authoritarian disciplinary styles have little or no involvement in problem-solving challenges. Teachers expect students to follow the rules all the time. Students are not usually

given the reasons for the rules and there is little room for any negotiation. Stratford (2013) stated that under this kind of situation, the atmosphere is fearful and punitive as teachers exercise vigorous control but shows little interest in involvement. Yilmaz (2007) maintained that the teachers prefer vigorous discipline and expects swift obedience. Failure to obey the teachers usually results in detention or other punishment. For the purpose of this study, authoritarian disciplinary style is a disciplinary style in which students are forced to follow instructions given by the teacher with no freedom to express themselves freely.

On the other hand, laissez-faire disciplinary style involves a lot of freedom for all. Erol and Orth (2011) noted that teachers who practice this style give students freedom to share their opinions and feelings. Teachers place few demands on the students. When few demands are placed on them, these students might develop low-self-esteem. Lopez and Synder (2009) maintained that in this style, there is no continuous discipline as teachers become friendly with the students and appreciate them. The teachers accept students' impulses and actions and may not supervise them. Yilmaz (2007) opined that the teachers strive not to hurt the students' feeling and has difficulty in enforcing rules. It is difficult for the students to learn acceptable behaviour when the teacher is laissez fair. Santrock (2010) found that students that were brought up under this style lack social competence and self-esteem. Erol and Orth (2011) stated that students are left to be encouraged by themselves in order to acquire social interaction with their peers. For the purpose of this study, Laissez-faire disciplinary style is a process in which students study in a group and behave as they like without the teachers getting involved.

The demonstrative disciplinary style is concerned about the worth of every student and allows some freedom of expression. Erol and Orth (2011) opined that teacher always tries to explore the views and ideas of students and makes allowance for divergent thinking. Benassi and Buskist (2012) noted that democratic teachers care about their teaching and their students but reward academic success with praise and high grades. Teachers think carefully about their rules and standards, announce them in advance, explain why they are necessary and enforce them consistently. Demonstrative disciplinary style is a balance between authoritarian and laissez-faire. Santrock (2010) stated that the duty of teachers while building a democratic environment is planning the class objectives with their students. Benassi and Buskist (2012) opined that demonstrative disciplinary style is one of the most likely styles that promote students learning, critical thinking, personal development and least likely to nurture

students misbehaviour. For the purpose of this study, demonstrative disciplinary style is a process in which rules and regulation are given to the students and they have freedom to express themselves.

According to by Shankar the indifferent disciplinary style rarely places demand on students. Erol and Orth (2011) stated that a teacher who follows this disciplinary style has little interest in the students. Rules are not given and lessons are generally inadequate for students learning. Dunbar (2004) noted that teacher permits considerable autonomy with little or no monitoring of students' activities. Ramsey (1981) noted that in indifferent disciplinary style, the students are actively involved in the classroom to seek their own ends using any reasonable means. Ramsey further stated that some of the educational objectives are student's developmental tasks and acquisition of knowledge in learning tasks. These include critical thinking and constructive development of self discipline to work co-operatively and accept responsibility for one another. Beyda *et al.* (2002) stated that in indifferent disciplinary style, there is no independence, trust and confidence from the learners. Hopkins noted that students believe, they are responsible for the outcome of their actions.

This style tends to give students the feeling of insecurity, tension and fear. There is very little learning in the classroom. Santrock (2010) opined that in indifferent disciplinary style, teachers place few demands on the students and lack classroom discipline. Students experience sense of isolation and is characterized by individual work style. Students see teachers as indifferent and not caring. Nelsen (2011) established that indifferent disciplinary style seems to produce students that are immature show low self-esteem and exhibit poor leadership skills. For the context of this study, indifferent disciplinary style is a process whereby students study and learn on their own without any guidance. The teacher does not build the students' self-esteem in any way.

Self-esteem is used to reflect individuals' overall evaluation of their own worth. Lavoie views self-esteem as the belief that a person is accepted, connected, powerful, capable and unique. Self-esteem is an important component of people's lives which refers to how people feel about themselves and how they interact with their surroundings. Huitt (2007) maintained that self-esteem plays an important role in Maslow's hierarchy of needs; depicting self-esteem as one of the basic human needs. Maslow further described two different forms of esteem. The need for respect from people and the need for self-respect. Respects from people are recognition, acceptance, status and appreciation. While the need for self-respect is self-love, self-confidence, skills and

aptitude. Maslow in noted that without the fulfillment of the self-esteem need, individuals will be driven to seek, it and unable to grow and attain self-actualization. People with self-esteem are able to feel good, appreciate their own worth and take pride in their accomplishments. For the purpose of this study self-esteem refers to the way in which students feel, think about themselves and relate with their environment.

If students evaluate themselves positively, they aim at high self-esteem. Erol and Orth (2011) stated that high self-esteem is internally driven which makes them ambitious and ready to achieve their goals. Students with high self-esteem believe in certain values, principles and are ready to defend them. Huitt opined that people with high self-esteem trust in their capacity to solve problems and ask others for help when there is need for it. Students that have high self-esteem have confidence, self worth and can succeed in their academic work. This can lead to good behaviour, reward, praise, optimism and happiness in their academic work. In the context of this study, high self-esteem is the positive belief, thoughts, feeling and confidence a student has about oneself in the society one belongs.

Self-esteem is the positive or negative evaluation of self. If students feel unsuccessful in their academics, they will experience low self-esteem. Sometimes, teachers, school administrators, government authorities and public at large complain that a substantial number of students in our secondary schools develop low self-esteem as a result of poor results. Tartakovsky opines that low self-esteem is when a person feels worthless or feels unable to succeed in areas where one feels defeated academically, professionally or personally. Laible *et al.* (2004) established that people with low self-esteem may lack social skills and confidence, isolating themselves from others. Students with low self-esteem do not have adequate skills to solve problems, may develop lack of confidence and drop out of school. Okon (2006) noted that the effect of students with low-self esteem is that students drop out of school. This can be lack of praise, poor results, examination malpractice, lack of good study habits, abuse, indiscipline and lack of interest in their academic work. For the purpose of this study, low self-esteem is the negative thought and feeling a student has about oneself in ones inability to excel in academic work.

There are gender differences in self-esteem. Eke opined that gender is a socio-cultural construction that assigns roles, attitude and values considered appropriate for each male and female. The researcher further stated that gender implies the character of being male or female, man or woman, boy or girl. Masculinity according to Eke

refers to attributes considered appropriate for males such as being aggressive, athletic, physically active, logical and dominant in social relationships with females. Femininity according to Eke refers to the attribute traditionally associated with appropriate behaviour for females such as docility, fragility, emotional and subordination to male.

Students with high self-esteem believe in certain values, principles and are ready to defend them. They do not worry excessively about what happened in the past or about what will happen in the future but live in the present intensely. According to Maslow (1987), people with high self-esteem trust in their capacity to solve problems and ask others for help when there is need for it. Rosenberg (2005) noted that individuals that have high self-esteem tend to have respect and consider themselves worthy. Students with high self-esteem have confidence, self-worth and can succeed in their academic work. Guindon (2002) noted that people with high self-esteem focus on growth and improvement. Aronson (2005) stated that people with high self-esteem deserves happiness, since the development of high self-esteem increases the capacity, benevolence and goodwill.

People with high self-esteem are able to feel good about themselves for whom they are appreciate their own worth, take pride in their abilities and accomplishments. They acknowledge that while they are not perfect and have faults, those faults do not affect their lives. Erol and Orth (2011) maintained that people with high self-esteem are able to act according to what they think to be the best choice, trusting their own judgments and not feeling guilty when others do not like their choice. Bonnet opined that people with high self-esteem consider themselves equal in dignity to others rather than inferior or superior while accepting differences in certain talent, personal prestige or financial standing. They resist manipulation and can work as a team when it is appropriate and convenient. They are sensitive to feeling and needs of others, respect generally, accept social rules and claim no right or desire to prosper at others expense. People with high self-esteem can research towards finding solutions without belittling themselves or others when challenges arise. Bonnet further stated that people with high self-esteem admits and accept different internal feelings and drives either positive or negative, revealing those drives to others only when they choose. In the context of this study, high self-esteem is the positive belief, thoughts, feeling and confidence a student has about oneself in the society where one belongs.

When students' fail to succeed in their examinations, it can lead to poor academic results. Tartakovsky opined that failure can be problems on people with low self

esteem because it can lead to shame and social withdrawal. This can be seen in the result of external examination.

Okon (2006) carried out a study on the strategies for curbing the disciplinary problems among secondary school students in South-East of Nigeria. The purpose of the study was to find out strategies for curbing the disciplinary problems among secondary schools students. The sample of the study comprised 55 principals and 275 teachers. The design of study was ex-post facto research design. The findings indicated that teachers have a major role to play if disciplinary problems must be curbed. Okon's study deals with the strategies for curbing the disciplinary problems while the present study handled the influence of the school disciplinary styles on students' self-esteem. Krieger and Irvin carried out a study on principals disciplinary styles and students' academic performance in Deep South of United States of America. The purpose of the study was to examine the principal's democratic leadership style among secondary school students. The finding indicated that principals need to be authoritative in school in order to make students perform effectively on disciplinary styles. Krieger and Irvin's study dealt on principals' disciplinary styles and students' academic performance while the present study deals on influence of school disciplinary styles on students' self-esteem.

Leung and Hutchins carried out a study on disruptive behaviours encountered by teachers among secondary school students in USA. The purpose of the study was to find out the disruptive behaviours encountered by teachers among senior secondary school students. The sample of the study comprised 140 teachers. The design of the study was survey research design. The major instrument used for data collection was questionnaire. Data analyzed using mean score, standard deviation and t-test. The finding indicated that teachers favoured negative measures for some of the disruptive behaviours. The negative measures are scolding, corporal punishment and sending the students away from the class. Leung and Hutchins' study dealt on disruptive behaviours encountered by teachers among secondary school students while the present study addressed the influence of school disciplinary styles on students' self-esteem.

Li Ning carried out a study on relationship between family communication and personality characteristics include self-esteem and self-disclosure among secondary school students in United State of America. The purpose of the study was to examine relationship between family communication patterns and a set of personality characteristics including self-esteem and self-disclosure

among secondary school students. The sample of the study comprised 540 students was used for the study. The design of the study was correlation research design. The major instrument used was questionnaire. Data analyzed using multiple regression analysis. The findings indicated that students from conversation oriented families exhibited greater degrees of self-esteem, self-disclosure than those from conformity-oriented families. Li Ning's study dealt on relationship between family communication and personality characteristics includes self-esteem and self-disclosure while the present study handled influence of school disciplinary styles on students' self-esteem and interest in learning. Li Ning's study was carried out in United States of America while the present study was conducted in Nigeria.

Hidi (2001) carried out a study on effect of text based learning on students' comprehension and retention among secondary school in Germany. The purpose of the study was to examine students on the text based learning on comprehension and retention. The sample of the study comprised 450 students. The design of the study was survey research design. The major instrument used for data collection was questionnaire. Data was analyzed using mean and standard deviation. The finding indicated that students learning contributed to comprehension and retention. Schank's study differs in many ways because Schank deals on effect of text based learning on student's comprehension and retention while the present study deals on influence of school disciplinary styles on students' self-esteem and interest in learning. Besides, Schank's study was carried out in Germany while the present study was conducted in Nigeria. Healey and Jenkins (2000) carried out a study on engaging students in active learning: case study in geography and environmental discipline among secondary school students in United Kingdom. The purpose of the study was to find out how students are involved in active learning and other discipline. The sample of the study comprised 350 students was used for the study. The design of the study was descriptive survey. The major instrument used was the questionnaire. The finding indicated that in geography and environmental disciplines, active learning was used in field work and practical lessons. The study differ in many ways because Healey and Jenkins focus on engaging students in active learning: case studies in geography and environmental discipline while the present study deals on the influence of school disciplinary styles on students' and interest in learning. Besides, Healey and Jenkins (2000)'s study was carried out in United Kingdom while the present study was conducted in Nigeria.

A study was carried out by Kanus (2013) on effects of gender on students self esteem and parental alcohol

abuse among secondary school students in Kosirai division, Nandi North District Kenya. The purpose of the study was to examine the influence of students' gender on their ratings of direct effects of parental abuse on students' self-esteem among secondary school students. The sample of the study comprised 400 students in Kosira Division. The design of the study was ex-post facto research design. The major instrument used was questionnaire. Data analysed using t-test, mean and standard deviation. The findings indicated that boys have the higher self-esteem than girls. Kanus's study is related to the present study because both studies focus on gender and students self-esteem. The difference is that Kanus's study deals with effects of gender on students' self-esteem and parental alcohol abuse while the present study deals with influence of school disciplinary styles on students' and their self-esteem. Kanus's study was carried out in Kosirai Division, Nandi North District Kenya while the present study was conducted in Nsukka Education Zone of Enugu State in Nigeria.

Another related study carried out by Gentile *et al.* (2009) on gender differences in domain-specific self-esteem: A meta analysis among Secondary School students in United State of America. The purpose of the study was to examine gender differences in ten specific domains of self-esteem at the secondary school. The sample of the study comprised 428 female students and 350 male students. The major instrument used was questionnaire. Data for the study was analyzed using chi square, mean and standard deviation. The finding indicated that male students scored significantly higher than female students on physical appearance while female students scored higher than male in behavioural conduct and moral ethical self-esteem.

Gentile *et al.* (2009) study is related to the present study because both studies focused on gender and self-esteem. The mean difference is that Gentile *et al.* (2009) focused on the gender differences in domain-specific self-esteem.

To buttress this, Rotimi noted that the result of students in West African Senior School Certificate Examination (WASSCE) has failure rate of between 70 and 80% recorded over the last 5 years. For instance the West African Senior School Certificate Examination Chief Examiners report for May/June 2012 indicated that out of the 1,695,878 who sat for the examination only, 1,545,004 candidates representing 91.10% have their result fully released while 150,874 candidates representing 8.90% were held for illegal involvement in examination malpractice. Involvement in examination malpractice can be seen as the result of low self-esteem. Out of 1,695,878

who sat for the examination, only 952,156 candidates representing 56.14% obtained five credits and above required for admission into Nigerian universities. In essence therefore only 56.14% of those who wrote the examination succeeded while 43.86% failed in achieving credits in a minimum of five subjects. However, in 2013 May/June, WASSCE only 25% passed English language and Mathematics which are the basic requirement into the universities in Nigeria. These analyses of WASSCE results invariably show that the results of the external examination of Nigerian secondary school students are poor. Students with low self-esteem view their ability in terms of success. For example, students believe that people will accept them if they succeed but will not accept them if they fail. Jordan and coauthors maintained that a person with low self-esteem may show heavy self-criticism, dissatisfaction, pessimism and general resentment.

Discipline is necessary to generate the right attitude to research, develop the norms of the society and train students to show good character. Ibudeh (2002) noted that discipline is the ability to behave orderly and in a controlled manner. According to Ibudeh, orderly manner may be by the societal regulations while controlled manner may be either self control or control of the individual by other people. Failure to discipline these students make the students to lack commitment in their academic activities which contributes to students' low self-esteem. The objective of school cannot be attained in a situation where there is lack of discipline. The problem of this study is to determine the influence of school disciplinary styles on students' self-esteem. The Study was specifically guided by purposes of study, research question and null hypothesis thus. Determine the influence of school disciplinary styles (demonstrative, authoritarian, laissez-faire and indifferent) on students' self-esteem. Ascertain the influence of gender on students' self-esteem.

**Research questions:** What is the influence of school disciplinary styles on students' self-esteem? What is the influence of gender on students' self-esteem?:

- $H_{01}$ : There is no significant difference between the mean scores of male and female students on the influence of school disciplinary styles on their self-esteem
- $H_{02}$ : There is no significant difference between the mean scores of male and female students with regards to their self-esteem

## **MATERIALS AND METHODS**

The design of the study is ex-post facto research design. According to Ali (1996), the ex-post facto design is useful in educational research as a means of undertaking studies in which independent variables already existing cannot be manipulated or controlled. This makes the design different from experimental study where variables of interest can be controlled or manipulated. Ex-post facto design is a non-experimental research technique in which pre-existing groups are compared with some dependent variables. It is a design which allows the researcher to proceed with her research by looking at one independent and dependent variables at a time.

The study was carried out in Nsukka Education Zone which comprises three Local Government Areas which are Nsukka Local Government Area, Igbo-Etiti and Uzo-Uwani Local Government Area. Nsukka Education Zone was chosen for the study because of students' low-self-esteem which makes them drop out of school. The choice of the area is based on the fact that observation made by the researchers suspected that the rate of indiscipline is high. The population of the study comprised all the 5,488 Senior Secondary two (SS2) students in all the public secondary schools in Nsukka Education Zone. The education zone has a total of 55 public secondary schools. There are 29 secondary schools in Nsukka Education Zone with a total of 3,425 students. Igbo-Etiti Local Government Area has 15 secondary schools with a total of 1,361 (SS2) students and there are 11 secondary schools in Uzo-Uwani Local Government Area with a total of 702 (SS2) students.

The sample for the study was five hundred and forty Senior Secondary school (SS2) students in all the schools selected. Multi-stage sampling technique was used for the study. This is because multi-stage sampling allows sampling along Local Government Area and the schools. The schools were stratified into Nsukka, Igbo-etiti and Uzo-Uwani Local Government Areas. The number of schools in Nsukka Local Government Area is 29, Igbo-Etiti Local Government Area is 15 while Uzo-Uwani Local Government Area is 11. This gives a ratio of 2:1:1. Simple random sampling was used to select 2 schools each from Nsukka and Igbo-Etiti while one school was selected from Uzo-Uwani. All the SS2 students from selected schools were used for the study. This is to ensure equal representation of the schools that have both boys and girls. The sampled students were 227 in Nsukka; 240 in Igbo-Etiti and 73 in Uzo-Uwani. A grand total of five hundred and forty students were used for the study. Two instruments were used for data collection. The instruments were structured questionnaire: titled 'School

Disciplinary Styles (SDS) and Students Self-Esteem (SSE). The instruments were developed by the researchers. The first instrument contains information on school disciplinary styles which has four clusters with 39 items. The second instrument contains information on students self-esteem and it has one cluster and 10 items. Both instrument have four points rating scale of Strongly Agree (SA) 4 points, Agree (A) 3 points, Disagree (D) 2 points, Strongly Disagree (SD) 1 point.

The instruments were face validated by three experts. Two experts from Educational Psychology and one from Measurement and Evaluation, all from Faculty of Education, University of Nigeria, Nsukka. In order to ascertain the reliability of the instrument for the study. The data generated were used to determine the reliability co-efficient of the instruments. The internal consistency was established using Cronbach's alpha procedure. The rationale for using Cronbach's alpha is based on the fact that the items have no right or wrong answers. The reliability coefficients of 0.73 for Authoritarian Disciplinary Styles (ADS) 0.74 for Demonstrative Disciplinary Styles (DDS) 0.65 for Laissez-faire Disciplinary Style (LDS) 0.76 for Indifferent Disciplinary Style (IDS) 0.78 for Students' Self-Esteem (SSE) respectively were obtained. The instrument has an overall reliability estimate of 0.83 which indicates that the instrument is reliable.

The researchers administered the instruments to the respondents to ensure high rate of return of the instruments. The instruments were given to the students and each student responded to it. The researchers with the help of well informed research assistants collected the questionnaire immediately. Mean and standard deviation were used to answer the research questions while t-test was used to test the null hypotheses. The null hypotheses were tested at 0.05 level of significance. A mean score <2.50 was regarded as disagree and not accepted as having a high influence on students' self-esteem. On the other hand, a mean score of 2.50 and above was accepted as having a high influence on students' self-esteem.

## **RESULTS AND DISCUSSION**

Data presented in Table 1 in authoritarian disciplinary style revealed that all the 10 items with the exception of items number 3, 5, 8, 9 have mean score above 2.50. This implies that authoritarian disciplinary style influences students' self-esteem. In demonstrative disciplinary style shows that from 11-20 items have mean score above 2.50. This indicates that the demonstrative disciplinary style influence students' self-esteem. Also, laissez-faire

Table 1: Mean and standard deviation of disciplinary styles based on students' self-esteem

| Item statement   | $\bar{x}$ | SD   | Dec |
|--|-----------|------|-----|
| Teachers do not allow me to be involved in problem solving                           | 2.54      | 0.66 | A   |
| Teachers use strong disciplinary measures and always expect me to obey               | 2.59      | 0.78 | A   |
| I am ridiculed and threatened by my teachers   | 2.14      | 0.68 | D   |
| Teachers use force on me to learn  | 2.56      | 0.72 | A   |
| I am intimidated by my teachers  | 2.04      | 0.48 | D   |
| I am always punished and scolded by my teachers                                      | 2.66      | 0.74 | A   |
| The teachers make me to listen to everything they say and teach                      | 2.55      | 0.70 | A   |
| Teachers make me not to work together with my fellow students                        | 2.44      | 0.71 | D   |
| Teachers cannot allow me to take risks   | 2.09      | 0.91 | D   |
| Teachers make me to develop negative attitudes towards the subjects                  | 2.54      | 0.66 | A   |
| I am allowed to maintain group autonomy with my fellow students                      | 3.15      | 0.59 | A   |
| I am allowed to express my opinion   | 3.10      | 0.30 | A   |
| I am always being encouraged by my teachers  | 3.10      | 0.30 | A   |
| I take part in decision making while planning the class objectives with my teachers  | 2.60      | 0.73 | A   |
| I am not threatened by my teachers   | 3.22      | 0.49 | A   |
| If I misbehave, my teachers warn me politely instead of scolding me                  | 3.17      | 0.55 | A   |
| I have mutual communication with my teachers   | 3.15      | 0.59 | A   |
| I am less dependent on my teachers   | 3.22      | 0.51 | A   |
| Teachers do not use force to correct my behaviours                                   | 3.36      | 0.56 | A   |
| My teachers give me reasons for accepting certain behaviours .                       | 3.17      | 0.58 | A   |
| I withdraw from effective group work because there is no control                     | 2.19      | 0.86 | D   |
| I have a warm relationship with my fellow students in the presence of my teachers    | 2.33      | 1.14 | D   |
| I have social interaction with my fellow students with the advice of my teachers     | 2.64      | 7.07 | A   |
| I am allowed to share opinions and feelings with my fellow students                  | 2.64      | 7.07 | A   |
| I am always happy when my teachers do not come for lessons                           | 1.28      | 0.54 | D   |
| I am left alone without any interference from my teachers                            | 1.68      | 0.67 | D   |
| Teachers have difficulties in refusing my demands                                    | 1.75      | 1.02 | D   |
| I am not secured in the classroom because my teachers do not take any responsibility | 1.92      | 0.86 | D   |
| I solve my educational problems without the help of my teachers                      | 1.73      | 0.84 | D   |
| I use my initiative to do my school work   | 1.87      | 0.57 | D   |
| My teachers do have little or no interest in me                                      | 2.06      | 0.53 | D   |
| I have inadequate number of lessons in a day   | 1.51      | 0.48 | D   |
| My results are poor because I do not read.   | 1.56      | 0.50 | D   |
| I do not pay attention to the teachers   | 1.56      | 0.50 | D   |
| My teachers do not care for me   | 1.90      | 0.59 | D   |
| I feel isolated and do my work alone.  | 1.55      | 0.81 | D   |
| I study independently without the presence of my teachers                            | 1.56      | 0.50 | D   |
| My teachers do not allow me to go for practical lessons                              | 1.78      | 0.84 | D   |
| I do what I want for the rest of the lessons without the help of my teachers         | 1.72      | 0.90 | D   |

disciplinary style indicates that from 21-29 items with the exception of items number 23 and 24 have the mean score <2.50. This implies that laissez faire disciplinary style does not influence students' self-esteem. Indifferent disciplinary style shows that from 30-39 items have mean score <2.50. This implies that indifferent disciplinary style does not influence students' self-esteem.

The result presented in Table 2, revealed that male students in all the 10 items with the exception of items number 3 and 9 have mean score >2.50. Whereas, their female counterparts had 10 items with the exception of items number 2 and 9, their mean score was above 2.50. The difference in mean response is seemingly negligible; indicating that gender does not have some influence on students' self-esteem.

H<sub>1</sub>: There is no significant difference between the mean scores of male/female students on the influence of school disciplinary styles on students' self-esteem

Table 3 revealed that t-test value of 0.09 was obtained with associated probability value of 0.84. Since, the associated value was >0.05, the null Hypothesis (H<sub>01</sub>) was accepted. Thus, there is no significant influence of gender on students' self-esteem.

H<sub>2</sub>: There is no significant difference between the mean scores of male/female students with regards to the influence of school disciplinary styles

Table 4 revealed that t-test value of -1.7 was obtained with associated probability value of 0.09. Since, the associated value was >0.05, the null Hypothesis (H<sub>02</sub>) was accepted. Thus, there is no significant influence of male and female students in their school disciplinary styles.

Table 5 above revealed that t-test value of -0.52 was obtained with associated probability value of 0.61. Since, the associated probability value of 0.61 was >0.05, the null Hypothesis (H<sub>02</sub>) was accepted. Thus, there is no significant influence of male and female students' in their

Table 2: Mean scores and standard deviation of students' self-esteem based on gender

| Item statement  | Variables | $\bar{x}$ | SD   | Dec |
|---|-----------|-----------|------|-----|
| I consider myself worthy before my fellow students                              | Male      | 3.16      | 0.46 | A   |
|   | Female    | 3.13      | 0.46 | A   |
| I have confidence of being successful in school work                            | Male      | 3.12      | 0.46 | A   |
|   | Female    | 3.12      | 0.50 | A   |
| I do give negative evaluation of myself   | Male      | 2.46      | 0.78 | D   |
|   | Female    | 2.44      | 0.77 | D   |
| I isolate myself from my fellow students  | Male      | 2.57      | 0.79 | A   |
|   | Female    | 2.58      | 0.79 | A   |
| I feel that I am a failure  | Female    | 2.77      | 0.85 | A   |
|   | Male      | 2.71      | 0.85 | A   |
| I am able to do things better than other students                               | Male      | 3.20      | 0.42 | A   |
|   | Female    | 3.20      | 0.47 | A   |
| I am always ready to achieve my goals   | Male      | 3.19      | 0.48 | A   |
|   | Female    | 3.27      | 0.50 | A   |
| I consider myself equal in dignity to other students rather than being inferior | Male      | 2.96      | 0.78 | A   |
|   | Female    | 2.87      | 0.80 | A   |
| I am not good to take academic challenges in the school                         | Male      | 2.16      | 0.69 | D   |
|   | Female    | 2.14      | 0.68 | D   |
| I always obey my fellow students in the class                                   | Male      | 2.97      | 0.56 | A   |
|   | Female    | 3.02      | 0.53 | A   |

Table 3: The t-test of influence of school disciplinary styles on students' self-esteem

| Gender | N   | $\bar{x}$ | SD   | df  | t    | Sig. | Dec |
|--------|-----|-----------|------|-----|------|------|-----|
| Male   | 240 | 2.86      | 0.35 | 538 | 0.09 | 0.84 | NS  |
| Female | 300 | 2.85      | 0.35 | -   | -    | -    | -   |

Table 4: The t-test on influence of male/female students with regards to their disciplinary styles: authoritarian disciplinary styles

| Disciplinary styles | N   | $\bar{x}$ | SD   | df  | t    | Sig. | Dec |
|---------------------|-----|-----------|------|-----|------|------|-----|
| Authoritarian       | -   | -         | -    | 538 | -1.7 | 0.09 | NS  |
| Male                | 240 | 2.25      | 0.36 | -   | -    | -    | -   |
| Female              | 300 | 2.31      | 0.44 | -   | -    | -    | -   |

Table 5: The t-test on influence of male/female students with regards to their disciplinary styles: demonstrative disciplinary styles

| Disciplinary styles | N   | $\bar{x}$ | SD   | df  | t     | Sig. | Dec |
|---------------------|-----|-----------|------|-----|-------|------|-----|
| Demonstrative       | -   | -         | -    | 538 | -0.52 | 0.61 | NS  |
| Male                | 240 | 2.86      | 0.35 | -   | -     | -    | -   |
| Female              | 300 | 3.13      | 0.35 | -   | -     | -    | -   |

NS = Not Significance

school disciplinary styles. Table 6 show that t-test value of 0.21 was obtained with associated probability value of 0.83. Since, the associated probability value of 0.83 was  $>0.05$ , the null Hypothesis ( $H_{02}$ ) was accepted. Thus, there is no significant influence of male and female students in their school disciplinary styles.

Table 7 revealed that t-test value of -15.35 was obtained with associated probability value of 0.08. Since, the associated probability value (0.08) was  $>0.05$ , the null hypothesis ( $H_{02}$ ) was accepted. Thus, there is no significant influence of male and female students in their school disciplinary styles.

$H_3$ : Gender does not significantly influence students' self-esteem

Table 8 revealed that t-test value of 0.09 was obtained with associated probability value of 0.93. Since, the associated probability value (0.93) was  $>0.05$ , the null

Table 6: The t-test on influence of male/female students with regards to their disciplinary styles: laissez-faire disciplinary styles

| Disciplinary styles | N   | $\bar{x}$ | SD   | df  | t    | Sig. | Dec |
|---------------------|-----|-----------|------|-----|------|------|-----|
| Laissez-faire       | -   | -         | -    | 538 | 0.21 | 0.83 | NS  |
| Male                | 240 | 2.02      | 0.41 | -   | -    | -    | -   |
| Female              | 300 | 2.01      | 0.45 | -   | -    | -    | -   |

Table 7: The t-test on influence of male/female students with regards to their disciplinary styles: Indifferent disciplinary styles

| Disciplinary styles | N   | $\bar{x}$ | SD   | df  | t      | Sig. | Dec |
|---------------------|-----|-----------|------|-----|--------|------|-----|
| Indifferent         | -   | -         | 0.24 | 538 | -15.35 | 0.08 | NS  |
| Male                | 240 | 1.65      | 0.23 | -   | -      | -    | -   |
| Female              | 300 | 1.95      | -    | -   | -      | -    | -   |

Table 8: Mean standard deviation and t-test on students' self-esteem

| Variable | N   | $\bar{x}$ | SD   | df  | t    | Sig. | Dec |
|----------|-----|-----------|------|-----|------|------|-----|
| Male     | 240 | 2.86      | 0.35 | 538 | 0.09 | 0.93 | NS  |
| Female   | 300 | 2.85      | 0.35 | -   | -    | -    | -   |

NS = Not Significance

Hypothesis ( $H_{03}$ ) was accepted. Thus, there is no significant influence of gender on students' self-esteem.

Results show an overall mean scores of school disciplinary styles on students' self-esteem, authoritarian disciplinary styles, demonstrative disciplinary styles, laissez-faire disciplinary style and Indifferent disciplinary styles. However, the result indicates that school disciplinary styles on students' self-esteem have t-calculated values below the associated probability value which indicates that they are not significant. Therefore, the null hypothesis is accepted, meaning that school disciplinary styles influence students' self-esteem. The result of this finding in line with Ozioko on the influence of parenting styles on self-esteem and risky behaviour, indicates that authoritative parenting influence students' self-esteem. Also, it revealed that in-school adolescence in urban area has higher self-esteem than their



counterparts in rural areas. Also, the students' responses reflect both high and low self-esteem towards school disciplinary styles. This implied that demonstrative and authoritarian disciplinary styles influence students' self-esteem more than laissez-faire and indifferent disciplinary styles. The results of this study agree with similar observations by Nelsen (2011) that this style helps to produce students who are socially competent, responsible and have high self-esteem. Demonstrative disciplinary style encourages independent, co-operation, dialogue, communication among students and enhance their self-esteem. The results of this study do not support the assertion of Ramsey (1981) that students that adopted authoritarian disciplinary styles have low self-esteem due to the characteristics of their disciplinary styles. In authoritarian disciplinary styles, students learn basic skills of reading and writing as they experience feeling of security in the classroom. The finding of this study further indicated that school disciplinary styles influence students' self-esteem.

The results equally show a seemingly negligible difference in the male and female responses to the influence of gender on students' self-esteem. This indicated that gender does not have some influence on students' self-esteem. The corresponding hypothesis also revealed that there is no significant influence of gender on students' self-esteem. The finding contradicts the finding of Kanus (2013) on effects of gender on students' self-esteem and parental alcohol abuse among secondary school students which revealed that boys have higher self-esteem than girls.

### CONCLUSION

The study was carried out to investigate the influence of school disciplinary styles on students' self-esteem in Nsukka Educational Zone of Enugu State. Four research questions and four null hypotheses were tested at 0.05 level of significance. This study addressed school disciplinary styles such as authoritarian, demonstrative, laissez-faire and indifferent on students' low self-esteem and high self-esteem.

The findings of the study revealed that the Students that adopted authoritarian and demonstrative disciplinary styles have a high self-esteem while students that adopted laissez-faire and indifferent disciplinary styles have a low self-esteem. The difference in mean response is seemly negligible, indicating that gender does not have some influence on students' self-esteem. There is no significant influence of gender on students' self-esteem. Sixthly, there is no significant influence of male and female students with regards to their disciplinary styles.

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