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Cognitive Based Classroom Streaming and Self Esteem among  
Secondary School Students in Lira District.

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### Abstract

**Purpose:** The purpose of this study was to establish the relationship between cognitive based classroom streaming on students' self-esteem among secondary school students in Lira district. It specifically analyzed the differences in the level of self-esteem between low and high ability group of students.

**Methodology:** The study adopted quantitative research approach. A cross sectional comparative research survey design was used to compare the level of self esteem between low and high ability group of students. A valid and reliable self-administered questionnaire was used to collect data. A total of 278 students from three secondary schools were selected using systematic random and purposive sampling techniques respectively. Data was coded and analyzed using Statistical Package for Social Scientists (SPSS version 23). The hypothesis was tested using independent sample t-test.

**Findings:** Findings revealed a significant difference in the level of self-esteem ( $t = 7.68, p < 0.01$ ) with high ability group of students scoring higher than low ability group. It was therefore concluded that ability grouping significantly influences students' self-esteem.

**Recommendation:** The study recommended that: heterogeneous grouping, school family initiative programmes, guidance and counselling services and other co curricular activities be introduced /reinforced in schools to enable students discover their talents, build their esteem and cope with the environment.

**Key Words:** *Cognitive classroom based streaming, self-esteem, Low and high ability group.*

## Introduction

McCarter (2014) defines cognitive based classroom streaming as a common practice where students are placed into different classes based on their past academic achievement, performance and ability so as to differentiate instruction in order to meet their academic needs. Similarly, Adodo and Agbayewa (2011) define cognitive based classroom streaming as an academic practice where students of similar academic level and ability are placed within the same group for instruction. It is also known as ability grouping. Kagooro (2016) defines self-esteem as an individual's general feeling of self-worth. McLeod (2008) noted that comparing oneself to others academically, socially, and physically; life experiences, personality, age, health, thoughts, social circumstances, and the reactions of others are some of the factors that influence our self-esteem. “. Mounting evidence suggests that self-esteem predicts a person's success and well-being in important life domains such as relationships, work, and health” (Orth, Maes, & Schmitt, 2015, p.03).

Grouping students according to their academic ability is a common practice in schools worldwide. This idea began in 1892 by the National Education Association headed by Charles Eliot who was the president of Harvard University (Rhonda, 2018). The rationale behind this practice was to provide extra support in preparing students for college and future career through designing pragmatic changes in schools (Olszewski, 2013). It surged in the United States of America in 19<sup>th</sup> century. Loveless (2013) publication shows that this practice revived during the 20<sup>th</sup> century and continues to be used in schools worldwide despite criticism that was placed against it.

Kohn (2012) documented that this practice safeguards low-ability group of students from stressful competition that may lower their self-esteem as high ability group of students are taught skills and concepts at a higher grade level meant to prepare them (in advance) for a future curriculum. On the contrary, Nabayunga (2013) research findings revealed that self esteem of most students are negatively affected by poor performance and worsened by any other forms of discrimination.

In Africa, this practice was introduced in schools to create an environment that would permit teachers to target and address students' instructional needs efficiently (Collins & Gan, 2013), facilitate individualized instruction, eliminate boredom, encourage participation of low achievers, and to focus instruction on specific learning needs (Ansalone, 2010; Pierce., et al., 2011) so as to help address the academic challenges which were being encountered by students and raise standards of schools however, some teachers demonstrate low expectations of students who are assigned to the lower tracks and pay more attention to those in higher tracks (Stipek, Newton, & Chudgar, 2010) which affects students psychologically. The initiators of this program thought that this would be the right way to bridge the discrepancy in the academic achievement of different categories of students basically through individualized teaching, intuitive team building, and advantageous teaching; neglecting its impact on students' intrapersonal and interpersonal life.

In Uganda, cognitive based classroom streaming has been in existence since colonial period. Many secondary schools have opted for ability grouping instead of mixed ability (Babirye, 2019). Students are grouped based on Primary Leaving Examination results, assessment marks of all the subjects, their outstanding personal talents and general position in

the class (Ogwang, 2011). Despite the loud call for parental involvement in education system, their involvement and influence in the allocation process is very little and variable (Mahuro & Ngora, 2016). This has produced mixed reactions from parents.

Unlike North America where the grouping may academic verses vocational, here students are streamed into majorly two categories i.e. high and low ability group; class by class and they are taught the same syllabus (Muyingo, 2011). Promotion is based on academic performance though the government advocates for automatic promotion at some levels (Okurut, 2015). Excellent performance keeps one in a prestigious group. In some schools, students are relocated from one group to another depending on changes in their performance. The same content is assessed in the final examination however, teachers offer individualized teaching, and give extra support to academically weaker group to help address their learning need (Muwumba, 2014, Kamwine, 2012).

Uganda Education Policy has been changing from time to time. This is mainly to address challenges attributed to learning and meet some of the sustainable development goals. The adaptation of this learning practice is believed to have created more harm than good. Many potential risks and hurdles have been associated with this practice. These include psychological, social, academic, and emotional challenges (Museus, Palmer, Davis, & Maramba, 2011).

In St Catherine Secondary School, Lira district, this practice was incorporated into the school system with the aim of raising the academic standards. This created a spirit of competition among students that lead to a tremendous improvement in performance of some students. Statistically the number of students in grade one kept on increasing till 2017 (School Record, 2018). However, this academic practice is believed to be one of the major causes of psychological and social problems being encountered by low ability groups of students in some of these schools.

Although cognitive based classroom streaming has been studied in terms of student performance, little research has examined the relationship between this practice and student's self esteem therefore; this study was conducted to specifically find out whether this ability grouping creates a difference in students' self-esteem in Ugandan settings.

## **Literature Review**

### **Cognitive based classroom streaming and self-esteem**

Vogl and Preckel (2014) documented that cognitive based classroom streaming can have both positive and insignificant results on students' self-esteem and school-related attitudes. The extent to which ability grouping influences self-esteem of students in Uganda remains a controversial topic for debate yet self esteem plays a significant role in students' lives. Babirye (2019) investigated the influence of Ability Practices on the Self-Esteem and Academic Achievement of Secondary School Students in Iganga District, Uganda and found out that grouping students by their academic potential improves their self-esteem than when handled in a mixed setting. She strongly recommended that "educators should identify learners' academic abilities and group them accordingly as this helps to avoid the unfair competition that arises when they compare themselves with unlike others thus negatively affects their self-esteem." p.44. On the contrary, Karungi (2016) strongly noted that ability grouping is not only discriminatory in nature but traumatizes and demoralizes some students making them to lose

their other abilities and achievements thus leading to poor performance and reduction in the level of their self-esteem.

Van, Demanet, and Stevens (2012) “Multi-level analyses revealed that students in tracked schools had higher self-esteem than vocational students in separate schools. Moreover, students’ reports of self-esteem displayed a wider range of responses in schools that tracked within as opposed to separate, categorical schools for specific academic tracks” p.20. Low ability group of students may develop lower level of self esteem when grouped with higher achieving peers in a heterogeneous classroom environment. They therefore advocated for homogeneous grouping. Liem, Marsh, Martin, McInerney, and Yeung (2013) found out that ability grouping has psychological benefits for disadvantaged students placed in low ability streams. They strongly believe in social comparison theory. Letendre, Hofer, and Shimizu (2003) investigation revealed that students’ perceptions of this academic grouping may reflect some positive psychological effects that may boost their esteem.

Many psychologists contend that relocating students to certain tracks based on their abilities within a particular domain affects their beliefs about what they can do and their sense of motivation (Archbald & Keleher, 2008). Students’ self-esteem relates to their learning potential; the stronger the self-esteem, the greater the learning potential (Van, Demanet, & Stevens, 2012). Therefore, because students’ self-images are influenced by their course placement, it is likely that their esteem, beliefs and motivation are also influenced by ability grouping practices. Ability grouping negatively impacts students’ self-concept and self-esteem (Neihart, 2007).

The self-concept and performance of students is sometimes affected by ability grouping (Steenbergen, Makel, & Olszewski, 2016). It places a lot of stigma and discrimination on those in lower ability group, contributing to their losing interest in learning and negative self perception. Simultaneously, homogenous grouping gives high-ability students an inflated sense of their worth thus underrating the contribution of low achievers. Such suppression hinders the development of self-esteem of students who are oppressed. Ability grouping is psychologically harmful for students placed in low achieving groups (Johnston & Wildy, 2016)

Grohol (2011) strongly noted that ability grouping may make some students have a negative comparison between themselves and others which may subsequently hinder the development of their self esteem. Comparing oneself to others is a trap that is extremely easy to fall into, especially with today’s school setting, social media, and the ability to project a polished, perfected appearance. “Specific types of ability grouping may be more beneficial or harmful than others both academically and psychologically, depending on students’ particular backgrounds and levels” (Bolick & Kogowsky, 2016, p.51). If students are handled as one group irrespective of differences in their abilities and given adequate and appropriate guidance, they begin to emulate positive adaptive behaviour from those with high level of self-esteem thus improving their self-perception. Many students in the low ability group exhibit low self-esteem and motivation (Mansor, Maniam, Hunt, & Nor, 2016)

Homogeneous placement of students in high school may not only be prejudicial, but also detrimental to the overall well-being of students; Critics stress psychosocial costs, such as detrimental effects on academic self-concept (Preckel, Gotz, & Frenzel, 2010). When homogeneous placement is utilized, higher academically achieving students often report positive feelings of self-esteem, while the lower achieving students often indicate negative feelings of

self-esteem (Shield, 2010). The impact of ability grouping on young kids is not as severe as compared to that of adolescents and older students. There are consistent behaviors that set popular students apart from everyone else (Abeele & Cock, 2013).

Kususanto (2010) conducted a study regarding self-esteem and the effect of homogeneous grouping in Malaysia, among 302 students from four public high schools. This study revealed a noteworthy difference in self-esteem with academically higher achieving students scoring considerably higher than academically lower achieving students. Students in lower academically achieving classes indicated that their instructors were domineering; however, higher academically achieving students indicated that their teachers were encouraging esteem.

Nomi (2010) emphasized that grouping students according to their ability creates a gap in the development of students' life skills. Orth, Robins, and Meier (2011) pointed out that students placed in the lower tracks develop low self-esteem, low self-efficacy, and negative attitudes toward school and academic achievement as compared to their counterpart in high ability class. Auerbach and Gardiner (2012) noted that high ability students develop confidence which helps them to improve their self-esteem while low ability students sometime get demoralized lowering their feelings of self-worth leading to the development of negative outcomes such as delinquency, impulsivity, risky behaviour and suicidal ideation in both adults and children. Kagooro (2016) asserts that low achievers begin to focus on their weaknesses other than strengths thus negatively affecting their self perception.

Fung and Chi (2012) strongly believe that a feeling of prestige of being in ability class breed emotional problems such as stress as a result of intense competitive setting which can lower self-esteem of students. Ability grouping gives room for the development of a feeling of prestige and high level of motivation among good performing or brilliant students. "Teachers use relevant curricula, appropriate pace, and suitable approaches to promote successful learning" (Gentry & MacDougall, 2009, p.41). Such internal drive leads to improvement in their self-esteem. Similarly, Low achievers are not pressurized by external factors (Dukmak, 2009). They progress at their normal pace and given proper guidance, they can develop their self-worth too (Liu, 2014).

Myers (2008) discovered that the way students evaluate themselves is not the only factor that generates self esteem but also how they think others would value them when sidelined from the rest. Ability grouping is linked to cognitive antecedents such as self-esteem because as a student in a homogeneously grouped environment, it may inform how he or she thinks about his or her capabilities (Hall, 2014).

Marsh, Trautwein, Ludtke, and Koller (2008) found out that students' academic self-concept suffers when they are homogeneously grouped by ability and placed in highly competitive classrooms, even when these students are academically talented. "The adaptation of homogeneous grouping in high schools may not only be prejudicial, but also detrimental to the overall well-being of students" (Angela, 2016, p.25). When homogeneous placement is utilized, higher academically achieving students often report positive feelings of self-esteem, while the lower achieving students often indicate negative feelings of self-esteem (Shield, 2010).

Kususanto (2010) analyzed the influence of ability grouping on the self-esteem of 302 Malaysian students from four public high schools. This research survey revealed a significant

difference in the level of self esteem and teacher perception with academically higher achieving students scoring considerably higher than academically lower achieving students.

Zeenat and Aeman (2011) investigated the relationship between ability grouping, teachers' perception and self esteem among students in Pakistan. They found out that the average score of self esteem for high achievers' category was higher reaching 35.13 whereas the self esteem score of students belonging to the low achievers' categories was significantly lower measuring 26.30. This goes to show that students belonging to high achiever category do tend to have a higher self esteem perhaps because of the encouragement and approval they receive from the teachers on their academic performance.

Marsh and Mara (2008) in their study pointed out that heterogeneous grouping subjects low ability students to tension as they tend compare their performance or potentials with others brighter than them and this leads to development of self-doubt that in turn may lower their self esteem. Ginsburg (2016) documented that ability grouping is believed to help low achievers improve their academic performance than when in mixed ability but despite its long existence and being widely practiced, its influence on students' self-esteem, self-concept and their attitudes towards school and school work may be negative.

"Most students experience a decrease in self-concept due to reference group effects" *the Big-Fish-Little-Pond-Effect (BFLPE)*. The *Big Fish Little Pond theory* states that comparing ones' own achievement with a less demanding standard can boost an individual's self-concept but when compared with a high demanding standard, individual's self-concept is lowered (Seaton, Marsh, & Craven, 2009). "Whereas the BFLPE generally occurs, there are exceptions . Researches by Sung, Huang, Tseng, and Chang, (2014) and Liou (2014) provided evidence for no BFLPE".

Chiu et al., (2008) publication revealed that ability grouping makes student placed in higher track develop higher self esteem as compared to low ability group of students. Similarly, (Hall, 2014) noted that "the way students feel about themselves and their judgments regarding their capabilities within a given domain can be influenced by a group where they belong. Regardless of the way ability grouping is implemented, separating students undeniably affects the way they feel about themselves. In turn, this may also affect how students judge their capability to succeed in the classroom". (Worthy, 2009) strongly agrees that lower ability groups typically move slower than those in higher level groups, which may create gaps in content knowledge, thus affecting their achievement, attitude and self-esteem.

Catsambis and Buttaro (2012) analyzed the psycho-social impact that ability grouping had on students and discovered that the high-level achievers had increasingly positive outlooks on education and their abilities that correlated to their academic performance. Conversely, the lower-level achievers had a lower academic performance due to their low outlook on their academic abilities. Heltemes (2009) examined the effects of ability grouping on students' motivation and self esteem and found out that this academic practice lowers the level of motivation and self-esteem of low achievers category. Ireson and Hallam (2009) assert that students placed in low ability streams can develop and experience psychological suffering as a result of homogeneous grouping resulting into reduction in self esteem.

Cognitive based classroom streaming negatively influence the self-concepts of students irrespective of their level (Mulkey, Catsambis, Steelman, & Crain, 2005). In a research

conducted by Preckel, Gotz, and Frenzel (2010), high ability group of students exhibited higher level of academic self-concepts and greater motivation to excel in their career as compared to low ability group of students however, when moved from mixed ability classes to a high ability set, they reported a significant decrease in academic self-concept. Among the Caribbean students, a positive link between ability grouping and depression was realized, with students in lower streams more depressed than their higher streamed peers (Lipps et al., 2010).

Macleod (2008) asserts that ability grouping does not in any way affect students' self-esteem, or the extent to which they value, approve, and appreciate themselves. From these findings therefore, it is clear that there are no distinct answers that suggest that ability grouping is always beneficial or harmful to students' self-esteem. Above all no similar studies have examined the differences in the level of self esteem between low and high ability group of students in Lira District, Uganda. This therefore motivated the researcher to analyze the influence of ability grouping on the self esteem of secondary school students.

### **Research hypothesis**

This study tested the hypothesis below;

*Cognitive based classroom streaming significantly influences self esteem of both low and high ability group of secondary school students.*

### **Methodology**

#### **Study design**

The researcher used quantitative research approach to conduct this study. A cross sectional comparative research design was employed to examine the differences in the level of self esteem between low and high ability group of students.

#### **Study population**

Lira district had three secondary schools that was practicing cognitive based classroom streaming of whom; two are government aided and one privately owned. A total of 907 students (both male and female) were enrolled under this program (school Record, 2018). This study population included all students from senior three and four who had been under cognitive based classroom streaming for more than two years and they were capable of interpreting the items in the questionnaires used.

#### **Sample size and selection**

A total of 278 respondents were identified to take part in the study. These included students from senior three and four. Respondents from each of the classes were identified using systematic random sampling technique whereas purposive sampling technique was used to identify schools and different groups of students (high and low ability groups).

#### **Instruments**

Data collection was done by use of self-administered closed ended questionnaire. Self-esteem was measured by Rosenberg scale, a 10-item scale that measures global self-worth both positive and negative feelings about the self. The scale is believed to be uni-dimensional. It was developed by Morris Rosenberg (1965).

#### **Data analysis**

Data was analyzed using Statistical Package for Social Scientists (SPSS version 23) a computerized system for analyzing data and hypothesis tested using independent sample t-test.



## Results

### Self-esteem of secondary school students

Respondents were asked to rate themselves along a given scale and their scores were as presented below.

**Table 1 Self-esteem of secondary school students**

S/N	Items	Strongly disagree		Disagree		Agree		Strongly agree	
		N	%	N	%	N	%	N	%
1	On the whole, I am satisfied with myself	26	9.4	120	43.2	101	36.3	31	11.2
2	At times I think I am not a good at all	104	37.4	20	7.2	31	11.2	123	44.2
3	I feel I have a number of good qualities	6	2.2	12	4.3	78	28.1	182	65.5
4	I am able to do things as well as most other people	31	11.2	79	28.4	119	42.8	49	17.6
5	I feel I don't have much to be proud of	41	14.7	98	35.3	104	37.4	35	13.6
6	I certainly feel useless at times	12	4.3	67	24.1	89	32.0	110	39.6
7	I feel that am a person of worth, at least am on an equal plane with others	15	5.4	26	9.4	88	31.7	149	53.6
8	I wish I could have more respect for myself	53	19.1	84	30.2	53	19.1	88	31.7
9	All in all, am inclined to feel that am a failure	32	11.5	96	34.5	115	41.4	35	12.6
10	I take a positive attitude toward myself	63	22.7	58	20.9	84	30.4	73	26.3

**Source: Primary data, 2019**

Results from table 1 above indicate that most of these students had low self-esteem. 71.6% certainly feel useless at times, 55.4% think they are not good at all, 54% are inclined to feel they are failures, 52.6% are not satisfied with themselves, 51% feel they don't have much to be proud of, and 50.8% feel they do not have enough respect for themselves.

On the other hand, further findings reveal that some had high self-esteem. 93.6% confirmed that they feel they have a number of good qualities, 85.3% feel they are people of worth, at least on an equal plane with others, 60.4% said that they are able to do things as well as most other people, and 56.7% take a positive attitude toward themselves.

The drop in self-esteem affected both low and high ability groups though at different levels and intensity. This therefore shows that most students had low self-esteem though they at times feel they have some value in them.

### Hypothesis testing

The influence of cognitive based classroom streaming on self-esteem of both low and high ability group of students was tested using independent sample t-test and the results obtained were as shown in the table 2 below:

**Table 2: Independent sample t-test for ability grouping and self esteem**

	Class grouping	Group statistics		Independent sample test		
		N	Mean	Std. Deviation	T	Sig (2-tailed)
Self esteem	Low ability group	100	26.62	3.10	7.68	.00
	High ability group	178	31.20	2.64		

Results From table 2 above indicate that there was a significant difference in the level of self-esteem between low and high ability group of students taught in ability grouped classrooms ( $t=7.68$ ,  $p<0.01$ ). This analysis therefore produces reasonably strong evidence that ability grouping significantly influences self-esteem. Therefore, an alternative hypothesis which was stated above is retained.

Results from table 2 above further indicate that high ability group of students scored higher in self-esteem (mean=31.20) as compared to low ability group of students with a mean score measuring 26.62. This difference in mean scores shows that the prestige of being in high achievers' group could one of the factors that increases students' positive general feeling of self-worth (self-esteem).

## Discussion

### Cognitive based classroom streaming and self esteem

The hypothesized statement above was cross examined using independent sample t-test and results obtained confirm that there is a significant difference in level of self-esteem between low and high ability group of students with a mean score of 26.62 and 31.20 respectively.

This implies that most students' self-esteem varies according to the group where one has been placed. The variation in the spread of scores shows that both groups were affected though at different magnitude. Low ability group of learners were more affected as compared to high ability group.

The findings of the study are in line with Ginsburg (2016) who found out that cognitive based classroom streaming makes low achievers to view themselves as people without value (worthless) leading to depression and reduction in self-esteem. He noted that ability grouping may have a positive effect on some students' performance but cause more harm on the self-esteem of other students

These findings are in agreement with the *Big Fish Little Pond theory* which states that comparing ones' own achievement with a less demanding standard can boost an individual's self-concept but when compared with a high demanding standard, individual's self-concept is lowered. Most students experience a decrease in self-perception due to reference group effects (Seaton, Marsh, & Craven, 2009).

These findings are also in agreement with Orth, Robins, and Meier (2011) who investigated the relationship between class tracking, self-esteem, self-efficacy and students' performance and realized that students placed in the lower tracks develop low self-esteem, low self-efficacy, and negative attitudes toward school and academic achievement as compared to their counterpart in high ability class. This low self esteem can lead to depression.

Results obtained are also in line with a study conducted by Auerbach and Gardiner (2012) who found out that high ability group of students develop more confidence which helps

them to improve their self-esteem while low ability students sometime get demoralized lowering their feelings of self-worth leading to the development of negative outcomes such as delinquency, impulsivity, risky behaviour and suicidal ideation in both adults and children.

The study findings are consistent with findings from Vogel and Biesheuvel (2010) who researched about homogenous grouping and documented that this academic practice particularly penalizes “late bloomer” leading to the development of major feature associated with low self-esteem.

These field results are in agreement with Shield, (2010) who observed that when homogeneous placement is adopted in any education institution, higher academically sound students often report positive feelings of self-esteem, while the lower achieving students often exhibit negative feelings about themselves.

These results are also in line with research findings postulated by Marsh and Mara (2008) who investigated centered around the influence of heterogeneous grouping of students’ self-perception and found out that heterogeneous grouping subjects low ability students to tension as they tend compare their performance and potentials with others students. This leads to development of self-doubt that in turn lowers their self-esteem.

The findings of the study are in agreement with results from a study conducted by King, Vidourek, Davis, and McClellan (2009) which revealed that School-based programs that pair students with mentors, and focus on relationships building, goal setting, and academic assistance have been proven to enhance students’ self-esteem, improve relationships with others, reduce depression and bullying behaviors.

These findings are also supported by Boler (2009) who emphasized that handling students as one group irrespective of variations in their ability helps them to improve on self-esteem and promotes the spirit of togetherness and relational equity. Many researchers have stated that ability grouping is a social injustice and decreases the self-concept that students have of themselves and of their academics (Fram, Miller, & Horn, 2009).

On the contrary, these results deviated from results of a study conducted by Kohn (2011) who article confirms that ability grouping prevents the possibility of lower-ability students having their self-esteem lowered as a result of having their work compared with that of high ability students in a mixed-ability classroom setting.

The findings didn’t conquer with Ansalone (2010) who clearly pointed out that ability grouping gives room for better improvement in students’ self-esteem as compared to mixed ability practice. When students compete with those who are within their ability, the challenges they encounter is minimal. In other wards the deviations in performance between them tend to be low. This builds confidence in learners leading to improvement in their self-esteem (Nagy, 2008).

Similarly, the findings of this study are not in line with Mansor, Maniam, Hunt, and Nor (2016) who examined the relationship between ability grouping and self -esteem and discovered that if students are handled as one group irrespective of differences in their abilities and given adequate and appropriate guidance, they begin to emulate positive adaptive behaviour from those with high level of self-esteem thus improving their own self- perception. He believes in social learning.

## Conclusions

From the study findings above, the following conclusions were drawn. Cognitive based classroom streaming influences students' self-esteem. Academic performance is indeed one of the major factors which contribute to the self esteem of students. When students are assigned to a group of elites, most of them experience an increase in self-esteem. However, if not properly implemented then late bloomers may get demoralized and begin to look at themselves as people without value leading to the development of major features associated with low self-esteem. Therefore, social surrounding has an impact on the creation of self. Stigma, discrimination, and neglect are major features engraved by ability grouping. Sometimes low ability groups are stereotyped thus breeding inferiority complex and a feeling of inequality.

## Recommendations

This study recommends that if schools are to adopt ability grouping then administrators and teachers need to secure students' identity and protect them from unnecessary discrimination that may lower their self-esteem. This can be done through:

1. Adequate sensitization of students about the motives behind this academic practice and offering equal treatment to all categories of students (fairness in service delivery)
2. School administrators need to introduce or reinforce guidance and counselling services in schools. Professional counselors should be brought to schools to address some of the challenges being encountered by students. Open discussion on topics like career guidance and individual differences can help students see value in themselves hence reducing the decay in self- perception and subsequently improve their social relationship.
3. Introduction of School Family Initiative programmes. Here students should be assigned personal teachers instructor with whom they share personal, social, psychological, academic, and other challenges. Special days should be organized for meetings and students' challenges discussed and resolved either individually or by the group members. This can help students cope with the environment and adjust accordingly.
4. Schools need not only to concentrate on class work but also organize other co-curricular activities to enable students to explore their abilities and talents. These may include games and sports like; music dance and drama, athletics, gymnastics, debating, comedy, and many more. These activities can help them discover their own talents and skills. Such discovery boosts self-esteem.
5. Adaptation of heterogeneous grouping. Most of these institution practices are geared towards academic performance. Therefore, teachers only need to use practical and suitable methods of teaching to help all categories of learners meet the standard. This helps secures students' identity and protects them from unnecessary discrimination.

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