INTRAPERSONAL CONFLICTS AND STUDENTS' ACADEMIC ACHIEVEMENT IN PUBLIC UNIVERSITIES IN WESTERN KENYA

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A THESIS SUBMITTED IN FULFILLMENT FOR THE REQUIREMENTS OF THE AWARD OF DEGREE OF DOCTOR OF PHILOSOPHY IN EDUCATIONAL PSYCHOLOGY OF MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY

OCTOBER, 2020

DECLARATION AND CERTIFICATION

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This thesis is my original work, prepared with no other than the indicated sources, support, and it has not been presented elsewhere for a degree or any other award.

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EPY/H/08/2014

CERTIFICATION BY THE SUPERVISORS

The undersigned certify that they have read and hereby recommend for acceptance of Masinde Muliro University of Science and Technology a thesis entitled '**Intrapersonal Conflicts and Students' Academic Achievement in Public Universities in Western Kenya'**

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DEDICATION

This thesis is dedicated to my beloved parents. Mr. Jacob Amusala Mukhwana and the late Mrs. Roselyne Mukhwana.

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ABSTRACT

Provision of university education to qualified Kenyans is fundamental to the success of the Government's overall sustainable development strategy. Academic achievement plays a significant role in assuring quality education. University students have a similar characterized life trend full of intrapersonal conflicts. This is caused by the usual ways of modeling and ensuring they stay relevant to the demands of others and the environment. As a result, undesirable outcomes such as frustrations, emotional stress and socially destructive behaviors influence their academic performance. These outcomes have often influenced academic achievement to a large extent. The purpose of this study was to assess the influence of intrapersonal conflicts on students 'academic achievement in public universities in Western Kenya. Specific objectives of the study were to: determine the influence of academic stress on students' academic achievement in public universities in Western Kenya; analyze the influence of academic anxiety on students' academic achievement in public universities in Western Kenya; examine self-esteem influence on students' academic achievement in public universities in Western Kenya, and evaluate the influence of conflict intervention strategies on selected intrapersonal conflicts in public universities in Western Kenya. Social cognitive theory by Albert Bandura and developmental task theory by Robert Havighurst were used to guide the researcher. An ex post facto and Survey method research were adapted. Cochran's sample size formula was used to calculate the sample size of third year university students. Stratified random sampling was used to ensure gender is proportionately represented. Simple random sampling technique was used to select student leaders, and Chairpersons of Academic Departments in the respective universities. Purposive sampling technique was used to select Deans of Students, and students' counselors. Copies of questionnaire were used to collect data from selected third year (2017/2018) cohort of students. In-depth Interview schedules were used to collect data from Deans of Students, Students' Counselors, and Chairpersons of Academic Departments. The researcher used Focused Group Discussion with student leaders. Cronbach's alpha value for validity and reliability of instruments was 0.678 for all items. Collected data was processed and analyzed using descriptive statistics and inferential statistics (Chi-Square, Spearman's rho Correlation and Regression Analysis). Qualitative data was analyzed thematically and thereafter merged for presentation. The findings of this study indicated that academic stress and anxiety influenced university students' academic achievement negatively. However, self-esteem had a positive influence on university students' academic achievement. It was noted that when Kenyan public universities apply conflict intervention strategies, academic stress and anxiety levels are reduced on one hand, while the self-esteem is improved on the other hand thus academic achievement is enhanced in public universities in Western Kenya. This study recommends that University Management of Public Kenyan Universities should liaise with the Deans of faculties or schools, Chairpersons of Academic Departments and work as a team to address intrapersonal conflicts. The Dean of Students office as an advisor, counseling services offered are critical in higher education institutions because academic achievement cannot be attained without considering personal, social, psychological and emotional factors.

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ABBREVIATIONS AND ACRONYMS

ASA - Academics and Student Affairs

CUE -Commission for University Education

C.A.TS - Continuous Assessment Tests

CODs - Chairpersons of Departments

df - degree of freedom

CSWS - Contingent of Self-Worth Scale

DOS - Dean of Students Office

GPA -Grade Point Average

JOOUST -Jaramogi Oginga Odinga University of Science and Technology

MMUST -Masinde Muliro University of Science and Technology

MSCA -Ministry of Sports, Culture and Arts

MOEST -Ministry of Education, Science and Technology

NCOSTI -National Commission of Science and Technology and Innovation

NYU -New York University

PUP -Peace Unit Program

SD - Standard Deviation

SE - Standard Error

SL - Significant Level

USA -United States of America

UK - United Kingdom

ADA - Alcohol and Drug Abuse

HIV - Human Immunodeficiency Virus

AIDs - Acquired Immunodeficiency Syndrome

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OPERATIONAL DEFINITION OF TERMS

The Key terms specific to this particular study were:

Academic achievement: - is the extent to which a student, teacher or institution has attained their short or long term educational goals. In this study, it refers to a students' current level of learning specifically in all academic disciplines, as well as co-curricular activities regardless of intrapersonal conflicts in public universities in Western Kenya.

College adjustment: - refers to the students' ability to adapt to university life.

Conflict Intervention Resolutions: **-** involvements that are undertaken to influence a conflict in another system of rule. These are conflict approaches, techniques and methods adopted in public universities in Western Kenya to manage intrapersonal conflicts among students in view of their academic achievement.

Intrapersonal conflicts: - occurs when a person has a conflict within himself or herself. In this research, it refers to academic stress, academic anxiety and self-esteem levels in relation to a student's academic performance in public universities in Western Kenya.

Interpersonal conflicts: - are disagreements that occur among students, students and administration which they perceive as a threat to their needs, interests or concern in public universities in Western Kenya.

Self-esteem:- describes a person's overall sense of self-worth or personal value. In this study it is based on a judgmental process in which the individual examines his or her performance, capacities, and attributes according to his personal standards and values and arrives at a decision of his or her own worth with regard to university education in Kenya.

Academic stress: - means education related stress. In this research it refers to intrapersonal conflicts that students experience which emanate in the context of some anticipated frustration associated with academic factors or even unawareness to the possibility of such factors in public universities in Western Kenya.

Academic anxiety: - it is the feeling of being distressed, fearful, stressed out as a result of school pressures. In this study, it refers to intrapersonal conflicts that emanate in the context of the academics environment in need of students' attention, worry, emotionality task-generated interference in public universities in Western Kenya.

Student Conflicts: - refers to various forms of conflicts that take place in Kenyan universities that involve students.

Students: - are those individuals who are pursuing their studies in Kenyan public universities located in Western Kenya.

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter presents the background to the study, statement of the problem, purpose of the study, specific objectives, research hypotheses and justification of the study. Assumptions, scope, limitations, and theoretical framework of the study. It argued that an intrapersonal conflict has influence on student's academic achievement.

1.2 Background of the Study

Intrapersonal conflict refers to opposing motives or ideas in an individual's internal dialogue. Intrapersonal conflict occurs when the individual chooses to realize mutually exclusive purposes (Hamaideh, 2014). The intensity of it increases with growth of quantity of alternatives. The determinant of this is the balance achievement between struggles of two positive or two negative tendencies or struggle of the positive and negative tendency in mentality of one subject. The choice of a place of work as the graduate of university can be an example of such (Hamaideh, 2014).

Hamaideh (2014) demonstrated in his study that in America, characteristics of intrapersonal conflicts are interaction of two or more parties. Secondly, in real life the person constantly makes a choice in favour of this or that possible variant rejecting others for example, private life or career. Thirdly, researchers view intrapersonal conflicts as psychological when the barriers to those or other actions are manifested in human beings.

Fourth, at the heart of intrapersonal conflict, any conflict situations not completely resolved in the past and which we have forgotten about. Fifth, internal and external contradictions of the person are interconnected, and lastly, it is easy to notice that people experiencing different intrapersonal conflicts behave unequally (Hamaideh, 2014). In view of the overview expounded about intrapersonal conflicts, definition and characteristics, the current researcher investigated further whether such conflicts are experienced by university students and the influence they may have on academic achievement.

Conflicts can occur within a single student who struggles with a personal issue. For instance, students can experience high levels of academic stress that can affect their health and academic performance due to the dynamic nature of the university environment (Hamaideh, 2014). That university environment comprises factors that play a role in academic achievement. This environment may be physical or social physical. Although the level of stress may vary from person to person, increased stress is often linked to poor academic achievement. The study also revealed that stress affects self-esteem of students. This ultimately results in limited participation by some students in group discussions and other class exercises. But Stewart & Shamdasani (2015) argued that in the United Kingdom, academic stress is actually necessary for learning to take place. However, they also stated that students who are subjected to pressure tend to work hard and consequently perform better (Stewart & Shamdasani, 2015). Previous studies have highlighted on the effects of a dynamic university environment on students' academic achievement by causing academic stress and its implication on self-esteem.

However, the present study assessed the influence of academic stress factors on university students' academic achievement.

Overall daily hassles of a university student are more often than major life events, with intrapersonal causes of stress being the most frequent in Vietnum (Quyen, 2015). Academic stress and anxiety, therefore, are as a result of pressure to earn good grades and more so a degree of high quality. Other sources of academic stress and anxiety include excessive homework, unclear assignments, and uncomfortable classrooms. In addition, relations with faculty members and time pressures also contribute to academic stress and anxiety. Shannon, Bradley, & Hecket (2015) in their study stated that its influence on university students' academic performance depends on the level of academic stress and anxiety experienced and also the student's ability to effectively cope with anxiety and stressful events and situations in U.S.A. If stress and anxiety is not dealt with effectively, then feelings of loneliness and nervousness, as well as sleeplessness and excessive worrying may result and influence students' academic achievement adversely. From this Review studies have discussed the relationship between academic stress and anxiety on university students' academic achievement although the current study pursued the influence of academic stress and academic anxiety as independent variables on university students' academic achievement.

University students sometimes experience emotional imbalance due to unresolved emotional problems. An emotion refers to the mind's psychophysical experience when a biochemical change happens internally triggered by a situation or circumstance (environmental) (Baumeister & Bashman, 2007). They experience emotions intensely. These common university students' negative emotions include anger and moodiness, fear,

worry, and anxiety while positive emotions include, love, joy. Some of the causes of the heightened emotions and anxiety are family conditions, physical, and physiological changes that take place in the late adolescent and young adults. Further still, pressure from friends, the university and many unmet needs bring about emotional stress. In particular, negative emotions affect the balance of mind and predispose an individual to mental illness (Baumeister & Bashman, 2007). As a matter of fact, events in life are uncontrollable and best solution is for one to have emotional flexibility which reduces mental stress and anxiety in respect to previous researches, although the present study determined emotions as one of the aspects of academic stress and academic anxiety.

In U.S.A upon enrolling into a university, one has to realize that social life could be destructive. First, as a student joins the university students' body there is need to exercise a deep sense of responsibility and good will to create a favourable condition for the development of a healthy intellectual life (Dacey, Travers, & Fiore, 2009). The bad influences that the students' body have on a university student relates to moral and ethical issues which have implications on a student's self-esteem. High self-esteem people believe they have many more positive characteristics. People with high self-esteem in effect tend to have a positive view about life and are able to tolerate external stress without becoming excessively anxious. Although capable of being disappointed and depressed by specific experiences people with high self-esteem recover quickly. Even low self-esteem people think of themselves in generally positive terms. However, when such people succeed they are apt to be unduly sensitive to failure and rejection, to have low tolerance for frustration, to take a long time to recover following disappointments and to have a pessimistic view of life (Dacey, Travers, & Fiore, 2009). In view of the

reviewed literature which dwelled on comparison of characteristics of high self-esteem and low self-esteem at individual level, the current study examined the influence of self-esteem levels on academic achievement of university students.

They suggested that the combination of these factors makes low self-esteem people especially vulnerable to social influence. Lacking confidence in themselves, and being overly sensitive to rejection and criticism. Low self-esteem people conform to the wishes of others. This explains why low self-esteem is linked to negative behavior in adolescence and young adulthood. These behaviors often arise as a result of peer pressure, which low self-esteem people may find particularly difficult to understand. Peer pressure may lead some students to acquire new unacceptable behaviors or release some repressed wishes, hence, are likely to engage in socially destructive activities in their social environment which may include; illicit sex, alcohol and drug abuse, and other irresponsible actions (Dacey, Travers, & Fiore, 2009).

Late adolescent and early young adulthood is a stage of life cycle where individuals are pre-occupied with search for intimacy for pleasure which may lead to marriage (Dacey *et al*, 2009). Thus, this is the age where sexual activity tends to be on the increase. It is the age where majority of the students belong to a peer group. Wangari, Kimani, & Mutweli (2012) argued that Kenyan university female students may use pregnancy to trap a partner into marriage or into a closer commitment to self or pregnancy may be undertaken to force the partner to confess socially that coitus has taken place. However, as it often happens, males only want sex for their own gratification without further commitment. Such rejected females live a dented life with feelings of apathy,

hopelessness and some may attempt abortions an indication that they are suffering from low self-esteem. Unwanted pregnancies are very traumatizing and hinder career progression. For the married students who have become young mothers and wives, life at the university in Kenya is demanding and therefore interferes with their smooth academic life. This also applies to the young single mothers pursuing university education.

Drug abuse among the youth leads to drugs of addiction of which university students are no exception. The substances or drugs that are known to cause addiction are many (Larimer *et al.*, 2005). These substances lead to many different kinds of mental problems which have a very heavy toll on the students' academic achievement. Such drugs do cause disturbances in level of consciousness, thinking, intelligence and memory. The affected systems are the tools at the disposal of university students for him or her to excel. Any interference with such tools is a sure recipe for failure at the university. Duncan (2014) stated that perpetual use of the drugs by university students in Kenya leads to addiction that is cognitive or mental, physical, and emotional indicators of addiction. It is clear that on one hand, reviewed literature elaborated on the effects of unhealthy interpersonal relationships, alcohol and drug abuse, and peer pressure on a university student's life. On the other hand, the present study has investigated the influence of interpersonal relationships as an aspect of academic anxiety, and alcohol and drug abuse as an aspect of academic stress, on academic achievement of university students.

In the U.S.A intrapersonal conflicts force university students to act aggressively in relation to others and to cause thereby the interpersonal conflict. Interpersonal conflict

occurs when two people have incompatible needs, goals, or approaches in their relationship. Communication breakdown is often a source of these forms of conflicts. These conflicts are between students themselves, between students and faculty, and between students and administration (Estree & Shapiro, 2015). Major conflicts such as strikes, demonstrations, fracases, arise from intrapersonal conflicts thus making the situation worse and this is attributed to ineffective conflict management strategies. Major conflicts usually result into activities such as disruption of university programs, boycott of lectures, death and closing down of the affected institutions. These activities culminate into the truncated academic programs leading to elongated university calendars. Intrapersonal conflict manifestations in the universities are varied, hence there is need for all groups within the system to recognize these potentials and deliberately make concerted efforts to curtail the negative consequences of these forms of conflicts (Estree & Shapiro, 2015). Therefore, it becomes necessary to examine the resultant influence of intrapersonal conflicts on the attainment of the goal of university education through this study.

Regardless of the level of intrapersonal conflict, there are resolution approaches to deal with the incompatibilities that exist. Hence, conflict resolution should involve the reduction, elimination or termination of all forms and types of conflicts. In practice when people talk about resolution they tend to use terms like negotiation, collaboration, reconciliation, climate of trust, effective communication , avoidance, mediation and non-directive counseling (Stalling & Janice, 2012). Kenyan universities however, need to focus on building a system and structure where students can make grievances known in very simple, formal and effective methods. Laws that exist in the university that violate

fundamental human rights such as freedom of expression should be reviewed in the best interest of everyone (Paax, 2012). Apparently, conflict intervention systems, and structures that have been established by universities to address such conflicts have not done so adequately resulting to problematic issues which influence students' academic achievement in public universities in Western Kenya (Peace Unit Program Reports, 2013, Universities Academic Advising Reports, 2012).

From this review, it is clear that academic stress, anxiety, and levels of self-esteem are forms of intrapersonal conflicts that may be faced by students in universities. In Kenyan universities students get overwhelmed with academic, psychological, personal and social challenges which develop to the level of intrapersonal conflicts which sometimes may cause interpersonal conflicts. However, most researches conducted on intrapersonal conflicts are global, very few have been conducted in the African Continent and Kenya is no exception. Previous Kenyan studies by Kyalo and Chumba (2011), Wangari, Kimani and Mutweli (2012), Muango, Ogutu, Mukabi, (2012), Lukoye, Mungla, Ndungu, Kinoti, and Ogot (2014), have not explored intrapersonal conflicts that influence students' academic achievement at the universities. Basing on the discussion in the background, there were glaring gaps that the researcher was out to fill, hence the need to assess the influence of intrapersonal conflicts, academic stress, academic anxiety, and self-esteem on students' academic achievement in public universities in Western Kenya.

1.3 Statement of the Research Problem

Provision of university education to all qualified persons is fundamental to the success of the Government's overall sustainable development strategy. Academic achievement is one of the most important goals of educational process because it plays a significant role in assuring quality. University students have a similar characterized life trend full of intrapersonal conflicts. This is caused by their usual ways of modeling and ensuring they stay relevant to the demands of others and the environment. As a result, undesirable outcomes such as frustrations, emotional stress, socially destructive behaviors and other irresponsible actions influence their academic achievement. Consequently, students drop in performance levels, sometimes despair and eventually drop out before completing their studies, suicidal attempts cases, sometimes aggressive behaviors and death which influence academic achievement to a large extent (Universities Academic Advising Reports, 2012, Universities Student Welfare Reports, 2015). Furthermore, Peace Unit Program (PUP) in response to a proposal by student leaders from all public universities during a workshop in 2012 identified poor academic achievement as a consequence of unresolved intrapersonal conflicts. According to its statistics about 60,000 (sixty thousand) students from Kenyan public universities experience intrapersonal conflicts (Paax, 2012).

Moreover, in relation to this problem, researches have been conducted in a few Kenyan public universities. Egerton University whose study was limited to factors influencing social and academic adjustment of undergraduate students (Kyalo & Chumba, 2011), Kenyatta University which focused on transitional challenges facing university first year students (Wangari, Kimani, & Mutweli, 2012). In public universities in Western Kenya, Masinde Muliro University of Science and Technology conducted a research on the

effects of alcohol and drug abuse in the universities (Muango, Ogutu, & Mukabi, 2012). Lukoye, Mungla, Ndungu, Kinoti, & Ogot (2014) carried out a study on prevalence of alcohol and substance abuse among college and university students in Eldoret. It is evident that none of the above studies focused on intrapersonal conflicts and academic achievement of university students yet conflict intervention systems seem not to be effective in resolving all forms of conflicts in public universities in Western Kenya (Peace Unit Program Reports, 2013) thus, the current study was unique for it sought to assess the influence of intrapersonal conflicts, on students' academic achievement in public universities in Western Kenya.

1.4 Purpose of the Study

The purpose of the study was to assess the influence of intrapersonal conflicts on students' academic achievement in public universities in Western Kenya.

1.4.1 Specific Objectives of the Study

The study was designed to achieve the following objectives as stated.

i) To determine the influence of academic stress on students' academic achievement in public universities in Western Kenya.

ii) To analyze the influence of academic anxiety on students' academic achievement in public universities in Western Kenya.

iii) To examine the influence of self-esteem on students' academic achievement in public universities in Western Kenya.

iv) To establish the relationship between conflict intervention strategies on selected intrapersonal conflicts in public universities in Western Kenya.

1.4.2 Research Hypotheses

To provide focus and direction, four null research hypotheses were formulated for the study. They were as follows:

H_{O1}: There is no significant influence of academic stress on students' academic achievement in public universities in Western Kenya.

H_{O2}: There is no significant influence of academic anxiety on students' academic achievement in public universities in Western Kenya.

H_{O3}: There is no significant influence of levels of self-esteem on students' academic achievement in public universities in Western Kenya.

1.4.3 Research Question

The research was guided by the following research question as indicated in objective four. This question sought to find an answer to the qualitative aspect of this study.

1. To what extend are conflict intervention strategies related to selected intrapersonal conflicts in public universities in Western Kenya?

1.5 Significance of the Study

The significance of the study were:

First, the findings of this study would be relevant in informing intrapersonal conflict resolution strategies in education institutions to enable students make informed decisions in relation to all forms of intrapersonal conflicts.

Secondly, at policy level, the findings of this study would provide an insight into the need for Kenyan public universities to develop specific policies, systems and structures that enable them equip students with appropriate intrapersonal conflict management strategies that are practical and effective in their application.

Furthermore, the Commission for University Education, Ministry of Sports, Culture and Arts, and Ministry of Education would emphasize on the need to strengthen conflict resolution at higher education level in order to minimize causes of all forms of conflicts.

Lastly, this study would provide useful information to academic faculties and schools, student welfare services, and health services in Kenyan public universities on issues of intrapersonal conflicts with regard to students' academic achievement.

1.6 Assumptions of the Study

The study was conducted under the following assumptions:

i) It was an assumption that respondents would provide relevant information on intrapersonal conflicts influence on students' academic achievement in public universities in Western Kenya.

ii) It was an assumption that aggressive behavior exhibited through assaults, fights, demonstrations, fracases and strikes are manifestations of intrapersonal conflicts among students.

1.7 Scope of the Study

i) The respondents included in the sample were those in session from selected public universities in Western Kenya.

ii) The study was confined to academic stress, academic anxiety, and self-esteem as forms of intrapersonal conflicts and students' academic achievement in public universities in Western Kenya.

iii) The study was conducted in Kakamega, Siaya, and Kisii Counties in Western Kenya.

1.8 Limitations of the Study

i) The study was conducted only in the main campuses of fully fledged public universities in Western Kenya. Constituent colleges, campuses, study centers and other public universities were left out. However, stratified proportionate sampling technique was employed to ensure sample representativeness of the entire population.

ii) Some respondents were hesitant to respond to items that required them to give sensitive information. To overcome this problem, the researcher assured them of confidentiality so as to provide accurate information.

iii) Data was collected only from 2017/2018 cohort of undergraduate Bachelor of Education students in public universities. Other cohorts were left out yet they could have vital information in their participation in higher education. The justification for this choice of 2017/2018 cohort of third year university students as primary respondents was in the fact that they have matured through the system therefore, could provide objective assessment of the influence of intrapersonal conflicts on students' academic achievement in public universities in Western Kenya. Furthermore, stratified random sampling technique was employed to

ensure the final sample was representative and comprehensive in terms of stratified groups.

1.9 Theoretical Framework

This study was mainly conceived within the social cognitive theory by Albert Bandura (1986) and developmental task theory by Robert Havighurst (1991). These theories described and explained the influence of intrapersonal conflicts on student's academic achievement in institutions of higher learning.

1.9.1 Social Cognitive Theory by Albert Bandura (1986)

Social cognitive theory states that learning and performance is influenced by social and cognitive factors. Students' thoughts have an impact on their behavior and learning. Cognitive factors refer to students' expectations whereas social factors are behaviors of an individual or a group which act as a catalyst for similar thoughts, attitude, and behavior on the parts of the observers. Bandura (1986) argued that people learn by observing the behavior of others and that some serve as models that are capable of causing a behavior change in certain individuals. He stated that students have learned, they can cognitively represent or transform their experiences. Bandura developed a reciprocal determinism model that consists of three main factors: Behavior, cognitive, and environment. These factors can interact to influence learning and performance.

Cognitive behavior approaches that Bandura (1997, 2004) emphasized is self-efficacy. Self-efficacy is the belief that one can understand a situation and produce positive outcomes. For instance, self-efficacy has a powerful influence over behavior for it influences' a student's choice of tasks, effort expended, persistence, and achievement. However, students who doubt their learning capabilities, those with high self-efficacy can have a strong effect on achievement. Secondly, self-regulatory are learning behaviours which consist of self-generation and self-monitoring of thoughts, feelings, and behaviors in order to reach a goal. These goals might be academic such as becoming a more organized writer or socio-emotional, for instance, controlling one's anger, getting along with peers. Thus, teachers, instructors or lecturers who encourage students to be self-regulatory learners convey the message that students are responsible for their own behavior for becoming educated, and for becoming contributing citizens to society. Self-regulatory learning also involves learning by way of personal experience that requires active and dedicated participation by the student. Characteristics of self-regulated learners include: Setting goals for extending their knowledge, sustaining their motivation, understanding their emotional make up, having interventions for managing their emotions, periodically monitoring their progress towards a goal, revisiting their interventions based on the progress they are making, evaluating hindrances that may arise, and making necessary adaptations.

Therefore, this theory is relevant to this study since it addresses key issues of behavior acquisition and mode of adjustment for students during their stay at the university. Thus students encounter both social and academic problems that require the development of

life skills in order to overcome and cope with. Also, behavior is not solely by inner drives or environment but due to interactive association between inner process and environmental variables. Observational learning also called modeling is learning that occurs when a person observes and imitates someone else's behavior. The specific processes that are involved in observational learning include: Attention, retention, production, and motivation.

Further, this theory is relevant to the current study for some students' health problems such as asthma, headaches, and ulcers, high blood pressure are caused by stress, anxiety and challenges that result from self-esteem. Thus, literature reviewed on social cognitive theory highlighted on factors that contribute to academic stress and anxiety on one hand and analyzes the students' ability to cope with these stressful events and the way they are able to adapt to the stressful situation on the other. Some effects of academic stress and anxiety on university students' academics have been discussed by Bandura (1986). In this literature, the researcher realized that the concepts of self-esteem, stress and anxiety are closely associated and are contributors to students' motivation, interpersonal resources, and cognitive processes.

The theory, however, does not focus on the details of how cognitive processes such as thinking, memory, and problem solving actually take place. Secondly, it is non-developmental because it doesn't specify age-related sequential changes in learning and has not placed enough attention on self-esteem and caring supportive relationships. Due to the evaluation argued above, the researcher opted for the developmental task theory by

Havighurst (1991). These weak aspects in the theory were complimented by the developmental task theory by Havighurst (1991) discussed in the next section.

1.9.2 Developmental Task Theory by Robert Havighurst (1991)

The developmental task theory argues that as people develop from adolescence, early middle, and late adulthood they make age specific transitions. A developmental task is a skill, knowledge, actions that individuals need in order to succeed in life. Any person who has not learned and mastered the task is maladjusted and suffers social disapproval. This is a source of frustration which may influence on a person's self-esteem either positively or negatively (Havighurst, 1991).

Havighurst (1991) theory surmised that tasks for late adolescents and young adults are successful establishment of new and more mature relations with age mates of both sexes, accomplishing a masculine or feminine social role. The late adolescents and young adults should learn to accept their physique and use the body effectively. In addition, the young adults should achieve emotional independence from parents and other adults. In addition, the planning before the age of 30 for marriage and family life is another developmental task for young adulthood. Individuals should also be driven by a collection of principles and the ethical framework. Another developmental activity predicted by late teens and young adults is occupational selection (Havighurst, 1991).

The value of this theory for the study is that students who successfully transit through university life are believed to have been able to make good decisions in the fields of social, academic and career, with great personal and interpersonal knowledge. The transition from secondary to university , for example, places students in a whole different world because changes in the process of teaching and learning, laws and regulations vary in universities. Time management, lodging and catering introduce the student to a more independent life that is opposite to high school life.

Thus, university students may experience a wide range of intrapersonal conflicts which emanate from campus life and developmental tasks such as awareness of one's identity and orientation. As a result, students have conflicts within themselves and sometimes project on other people, for instance, fellow students, faculty and administration. This is because students experience frequent changes of very complex emotions and these emotions are very intense or strong. These include anger, moodiness, fear, worry, and anxiety. The cause of the heightened emotions is physical, social, and psychological changes that are taking place in the student due to the hormonal upsurge. Further, late adolescents and young adults experience pressure from friends, university or family. This is particularly when they realize that they have many unmet needs sociological, physiological, and psychological. This becomes an issue resulting to academic stress and anxiety, problems related to self-esteem as forms of intrapersonal conflicts (Baumeister & Bushman, 2007).

In young adulthood, success is achieved by establishing emotional attachment and personal commitment. Intimacy helps late adolescents and young adults to redefine their

identity (Umar, Aitusi, & Bada, 2015). In institutions of higher learning such as colleges and universities, male students are free to interact with female students. When the first romantic moments of the relationship have passed, generally a crisis appears which can lead to a more advanced stable commitment or a break up. Most of the relationships that continue lead to stability and even a lasting commitment culminating into marriage. In case of a break up, the people involved experience a period of psychological disturbance which becomes a source of emotional stress and low self-esteem as forms of intrapersonal conflicts.

Some young adults or late adolescents have tried a number of relationships which have ended in breakups. If there were expectations of stability and the relationship did not continue, one of the couple is left feeling so disappointed that he or she fears to establish a future relationship because of the pain brought by previous experiences. Hence, this forms a strong barrier against starting up new relationships. At times a broken relationship can result into fixation whereby one of the members of the couple continues to be unconditionally in love with the other even after the break up. In this way, he or she keeps up a symbolic, autopic relationship with hopes of restarting it (*Umar, et al.*, 2015).

Thus, the developmental theory's literature reviewed has filled an intellectual gap about the intrapersonal conflicts faced by late adolescents and young adults. This is because the stages of life they undergo have effects in their development and psychology. These are manifested in stress, anxiety, and self-esteem experienced by students in universities. Also this theory has critically analyzed social variables associated with academic stress, anxiety, self-esteem and their effects on academic achievement. The development theory

does not address social and cognitive issues that contribute to intrapersonal conflicts thus, the social cognitive theory compliments it so that the study is well grounded in terms of theories that explained the variables.

The model in Figure 1.1 postulates that when students experience selected intrapersonal conflicts, the independent variables (academic stress, academic anxiety, and self-esteem), would influence academic achievement. Other intrapersonal related issues such as relationships among students, university administration were also discussed in these theories. Academic achievement is the dependent variable (setting of academic goals, academic demands, levels of absorption, attention and retention of learned content, self-regulatory students, and academic self-worthiness, academic support, systems of rewards and sanctions). When universities apply conflict intervention strategies, intrapersonal conflicts would be influenced. In this interaction, intervening variables (students' characteristics and university characteristics) are assumed not to interfere with the independent and dependent variables. **Figure 1.1** illustrates the interplay of variables.

1.10 Conceptual Framework

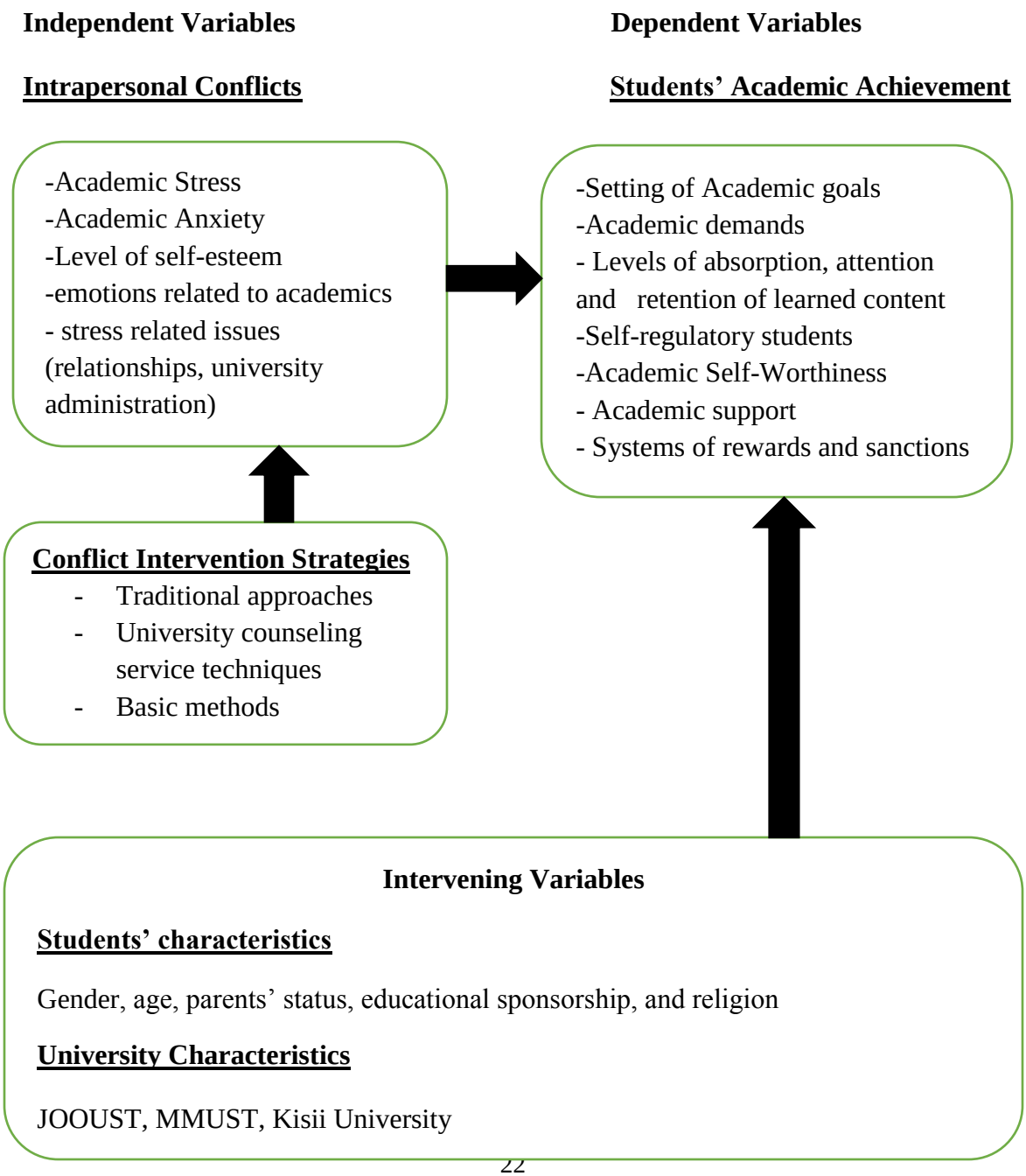


Figure 1: Conceptual Framework

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter captured literature on the concept of intrapersonal conflicts, stress and anxiety influence on academic achievement, stress and anxiety related issues with regard to academic achievement and self-esteem level influence on academic achievement in universities. Conflict intervention strategies with regard to intrapersonal conflicts in Kenyan universities are also discussed in this chapter.

2.2 Intrapersonal Conflicts in Universities

A study conducted in Liverstrong, USA, highlighted that Intrapersonal conflict occurs within an individual. This conflicts are as a result of one's own predispositions, ideas, emotions, thoughts and values (Lothian, 2013). Intrapersonal conflict occurs when one internally argues with himself or herself about something. Tothian (2014) argued that there are various forms of intrapersonal conflicts that may arise in universities involving the individuals in the universities such as students, lectures, and administrators. Student's intrapersonal conflicts may manifest in cases where two goals to the same extent are attractive, or two internal needs or motivation oppose each other. Intrapersonal conflicts

influence academic achievement if not resolved through diverse behavioral patterns. Academic achievement can be defined as being successful in all academic disciplines as well as co-curricular activities through hard work or skill. It is only when an individual is well adjusted that excellence in sporting behavior, confidence, communication skills, punctuality, art, culture, and the like can be realized only when an individual is well adjusted (Galaguas, 2012). Getting used to college is very important for academic success since poor college adjustment correlates with poor academic performance, low graduation rates and low achievements in life.

Galaguass (2012) demonstrated that a lot of stress experienced by under-graduate students in U.S.A Universities is caused by academic examination, course contents and many assignments. But Stewart & Shamdasani (2015) study on European students perception on the effect of stress toward academic performance paradoxically showed that stress can actually lead to improved performance contrary to the widely held opposite idea. In his study, which was conducted in Europe, 76% of respondents said that stress motivated them to work even harder, leading to improved academic achievement. To some students a lot of assignments generated optimistic stress which forced them to revise and thoroughly prepare for end of semester examinations. This opinion is supported by Galaguas (2012) also highlighted that some stress is necessary for study. However, some studies indicate that there are some students who perform poorly because of being overwhelmed by many assignments. Some students experience stress when they face stiff competition' from fellow students for example, when their classmates seem to be grasping concepts and passing examinations easily than them. The feeling of not good enough translates into internal conflicts within the students thus results in stress.

From this review, academic achievement at university level is determined by how successfully a student manages their intrapersonal conflicts. These intrapersonal conflicts are not considered as critical aspects with regard to students' academic excellence. In this review, however, the focus is on external factors that cause intrapersonal conflicts. Therefore, paying attention to academic achievement is vital once the aspect of intrapersonal conflicts is resolved which is the basis for conducting the current study.

In Africa, a study conducted in Nigerian Universities on causes and management recognized intrapersonal conflicts as an inherent characteristic of the organization, and generated in part by the very structure and systems of the organization (Alabi, 2014). The findings were that the structure and systems of universities allows the sharing of functional boundaries among students, staff, and administrators. The complications of the resultant interactions result intrapersonal conflicts. This is because these categories of people have different purposes and expectations from the university. The non-academic staffs who perform support function might feel underrated by both the superior academics and the potentially more prestigious students.

Also, administrators at times are in confrontation with students and staff in the course of carrying out their functions that involve recruitment, admission, examination, and provision of welfare services for the staff and students. The academics staff also has a complex dual role of teaching and research. The two though complement one another, the relationship could be a source of much tension over the individuals division of time, energy and commitment (Alabi, 2014). For example, Students' purposes are perhaps the

most complex of all. As a diversified group, they have conflict within each of them, yet they have to comply to learning certain things in order to acquire a degree. In addition, there is the burning desire of the 'angry' late adolescents and young adults not only to belong to the world, but to reform it. This desire leads to a ferocious tough challenge of accepted orthodox practices (Alabi, 2014).

University administration determine how students perform academically. This study highlighted the intent and manifest cause of intrapersonal conflicts in Nigerian Universities in general. However, it should have assessed positive and negative academic implication hence, a justification for the current study in Kenyan public universities.

A research at Egerton University found that socio-economic factors have a substantial effect on the social adjustment of students to the learning climate at the university (Kyalo & Chumba, 2011). It was noticed that more students from families with low levels of schooling, unskilled jobs and low monthly incomes had a high degree of social adjustment relative to others. However, the same socio-economic factors did not have a substantial effect on the level of academic adaptation of students at the university. Furthermore, related forms of stress, such as interpersonal relationships and social change, have an effect on the academic change of students at the university. There was no major gender gap in social and academic adjustment among undergraduate students at the university. There was also no significant discrepancy between university students in terms of social adaptation as per year of study. However, there was a significant discrepancy in the academic adjustment between university students per year of study (Kyalo & Chumba, 2011).

In view of the literature reviewed, in Egerton University, it is clear that intrapersonal conflicts in Kenyan public universities are common for the study focused on factors that influence the university students' social and academic adjustment. However, this aspect has not been studied in terms of academic stress and anxiety, levels of self-esteem, and academic achievement hence, the need for the present study. In terms of methodology, the study adopted ex-post facto causal comparative research design, thus deviated from the current research.

2.2.1 Intrapersonal Conflicts on Students' Academic Achievement in Public Universities in Western Kenya

In public universities in Western Kenya, intrapersonal conflicts do exist. Some are stress related to the academic environment in public universities. For example, a study conducted on the prevalence of alcohol and substance abuse among college and university students in Eldoret, the prevalence rate is high and causes serious physical and psychosocial problems in this population. Therefore, the risk of substance dependence and other mental and general medical conditions is very high among college and university students (Lukoye, Mungla, Ndungu, Kinoti, and Ogot, 2014). Most of the negative effects attributed to alcohol and substance abuse by the respondents were associated with alcohol use. The study revealed that 55.2% of the participants using alcohol reported having developed medical problems as a result of their alcohol use.

Further, 60.5% engaged in risky sexual practices and 62.5% engaged in sex and regretted the next day. Due to the early age of onset of alcohol drug abuse found in this study it is recommended that these strategies must target people as young as ten (10) to twelve (12) years and involvement of peer education and role models would have a high probability of success (Lukoye *et al*., 2014). Research on the effect of substance abuse and alcohol on universities in Muango, Ogutu & Mukabi (2012) has reported that students and university staff are aware of university drug or alcohol abuse. The findings have proved to be the primary source of drug and alcohol use for the University compared with other outlets. The findings suggest that young people are more vulnerable compared to other age groups to drug and alcohol use. The research has shown that the majority of people in the university appeared to suffer alcoholism and substance abuse by drug users students and workers at the University (Muango, *et al*., 2012). Moreover, it is concluded that students, teaching, and non-teaching staff in the university consider drug abuse to have a relationship with negative effects on the spread of HIV and AIDs.

The study notifies other researchers on the need for the university to put in place workable strategies to control and manage alcohol and drug abuse. These included the need for Alcohol and Drug Abuse (ADA) policy and an oversight committee in the university to assist disseminate information on ADA to the university community. The counseling department should help initiate and sustain both preventive and rehabilitative measures for both affected and infected. Provision of recreational facilities to keep the youth relaxed as well as organizing workshops and talks to large groups on anti-drugs and alcohol campaigns are vital (Muango, *et, al*., 2012. Thus, substance use results from

academic stress, anxiety and self-esteem as forms of intrapersonal conflicts which influence students' academic achievement.

Focus on aspects of academic stress, anxiety and self-esteem as underlying intrapersonal conflicts that influence students' academic achievement in Kenyan public universities is important as indicated in the literature review. The problem is that previous studies conducted among university students in Eldoret and MMUST in this section, pay more attention to effects of alcohol and drug abuse. Academic stress and anxiety, threats related to levels of self-esteem have not been examine hence, necessitating the present study. Furthermore, the study conducted on the prevalence of substance use among college students in Eldoret, adopted a descriptive cross-sectional survey, whereas the research carried out in MMUST on the effects of alcohol and drug abuse in universities applied descriptive survey design.

In Masinde Muliro University of Science and Technology, the Peace Unit Program Club has been involved in promoting dialogue and active non-violence. The club organizes successful round table talks between the administrators and the student chairpersons of various clubs as well as some students. The aim of the round table has been to bring together various student leaders and the administration and explore the nature and extent of interpersonal and intrapersonal conflicts in the university. Many issues are raised by the participants and these issues fall into three main categories; academic, security, catering, and accommodation (Peace Unit Program Report, 2013). The PUP round table talk was about grievances leveled against certain academic staff and social support services. Furthermore, academic stress and anxiety, challenges related to self-esteem as

forms of intrapersonal conflicts were not clearly stated as well as their influence on university students' academic achievement in their discussions necessitating a study of this kind. The next sub-section focuses on how stress as a form of intrapersonal conflict influence students' academic achievement in universities.

2.3 Influence of Stress on Students' Academic Achievement in Universities

Stress is an intrapersonal conflict in the context of academics. Stress as the vigorous state of affairs in which an individual is dealt with certain chances, demands, or resources that are related to the wishes that an individual is yearning for and for which the result is perceived to be indistinct and imperative (Khan, Ahamed, Nawaz, 2011). There are many symptoms of college and university stress observed in Pakistan which include feeling depressed, worried or fatigued. Also, there could be a major challenge with a student's way of interpersonal interaction if he or she is mentally stressed out (Khan *et al*., 2011).

University students are under stress these days than at any other time in history (Lothian, 2013). University education is supposed to give students knowledge skills and confidence but lots of students end up feeling anxious. Young people are tripped up by the ranks in education that act as instruments for measuring their abilities and skills. Universities are often portrayed as institutions for social mobility, that is, gateways to social status, cultural sophistication and professional jobs. Earlier, jobs which once required grade 'A' level qualifications was a bachelors' degree. However, more employers today seek postgraduate qualification in many professions for the same jobs. This is because the path to getting a job has certainly changed.

Further, at the university students most transformative of all become independent learners, socialize and gain critical thinking skills. Thus, at the end of their degrees, students have become educated to analyze and pick things apart. This is because they have been taught to be critical of the society they live in. however, they have very few answers. In the end, students tend to know more about the world but very little about themselves. Based on grades, university students are labeled “first class”, “second class upper”, “second class lower”, and “pass” yet minority of students achieve first class degrees. This is because being told your work is not up to the required standards is demoralizing and can cause a reluctance to attempt push boundaries. When the system of education is examined and students are exposed to such, this leaves many students unsure of whether they are capable of opening doors for themselves (Lothian, 2013).

For instance, a situation where a student has to prepare and get the best qualifications at the university and this puts immense pressure on a student yet he or she has to do whatever it takes to succeed. Another instance, is where parents are putting pressure in a student to do what they want and not what the students wants to do. They know what’s best for their daughter or son and want her or him to follow in the career that they have chosen for them. The problem is that one becomes so mixed up that his or her education takes a back seat since the student loses focus in academics. However, students react to college in various ways due to individual differences. Although some academic stress is necessary for personal growth to occur, the amount of academic stress can cause a student to feel extremely overwhelmed such that they may not know how to deal with it (Galagaus, 2013).

One measure of overwhelming academic stress in college and university is the use of mental health services. Symptoms commonly reported by campus psychiatrists suggest a general picture of institutional related stress for example, the inability to do academic work, and the fear of failure. A second measure of distress in college students is the dropout rate. In U.S.A, for instance, it is estimated that 50% of first years joining college do not complete college four years later. Dropping out with the aversive side of the "flight or fight" formula that is, students feeling there is inconsistency between themselves and their college associated with college and university studies. Here students wish to distance themselves from the source of stress and the university or college environment. The accelerated growth in undergraduate programs has also resulted in academic stress associated with the unpredictability of students' career choice and future prospects (Lothian, 2013).

Likewise, Hamaideh (2014) concurs that the degree may vary from person to person, thus, high levels of stress is often linked to poor academic performance. Hamaideh (2014)'s study revealed that stress also affects self-esteem of students. This ultimately resulted in limited participation by some students in group discussions and other class exercises as alluded to above, however, Khan *et al*., (2011) believe that stress is actually needed for learning. Stewart *et al*., (2015) also argued that students who are subjected to pressure tend to work hard and consequently perform better.

With regard to whether they are studying the right degree**,** choosing a degree course and a career path is not as easy as it seems but it is vital to get right. Students in Pakistan who

end up choosing a degree which doesn't really suit them, there is a risk that they will end leaving university before finishing their studies, not performing, and lacking the satisfaction that accompanies success (Zain, 2018). Such students attend the lectures but only physically, they may try to be punctual, show determination, and try to give their best shot but always something isn't right that is they could be in the lecture but the words coming out of their professor's mouth do not make any sense thus, they aren't registering in their head because perhaps they are thinking of what to do in the day.

While every student loses focus some of the time, when given assignments, they feel like the end of the world whereby everyone struggles to some extents with assignments but most students end up enjoying them at least a bit (Zain, 2018). If finishing assignments feels like an impossible task and a student can't even force himself to sit down and see what it is actually about, then he or she is dealing with the wrong assignment and the student always has to force himself to do anything he/she may want to consider his or her course. If such a student has nothing to contribute to conversation about his or her course then he or she must realize it's not his or her territory. If they aren't happy, not satisfied with what they are pursuing it will reflect in all the other aspects of their life (Zain, 2018).

Therefore, students would not be happy generally and it will take very little to annoy them. This is the consequence of feeling of anger because the students cannot get what they want and that continues to build up over time, because something is definitely not right in his or her life thus this is the time to make change (Zain, 2018). What is reported on undergraduate students stress and effects on their academics has focused particularly

on reasons why university students experience academic stress and measures of stress hence the need to delve into students' academic stress and anxiety as contributing factors as forms of intrapersonal conflicts and their influence on university student's academic achievement.

In another study conducted at Victoria University, USA stress has the potential to significantly interfere with the academic performance of any university student (Flint & Carter, 2018). There are personal characteristics which play a role in students' ability to cope. Carlos (2018) held that high academic self-concept favours involvement in complicated mental strength, deep learning strategies and careful thought as well as in the adoption of well-planned learning approaches alone. This was researched in England and Wales in the United Kingdom. Students' academic performance is most affected by the composite effect of deep learning through strategic approaches. Clearly, the use of surface perspectives to learning is not conducive to academic achievement. Overall, these findings suggest that high students' academic self-concepts and unequivocal outcome expectations encourage critical thinking skills and excogitative approaches to learning implications for the designs of educational models and curriculum in business undergraduate education discussed.

In addition, a variety of external factors may contribute to the stress experienced at university. These may include financial insecurity, lack of previous tertiary education, external activities such as part time work and social support, the students' ability to cope with these stressful events and the way in which they are able to adapt to the stressful situation (Flint & Carter, 2018). Students with financial difficulties experience greater

stress levels during their education. Studies in USA confirmed this by noting that students who lived away from home, and were financially independent of their parents or guardian suffered increased levels of depression and a poor academic performance due to not having regular funding while at university (Tichen, Carter, & Gibbons, 2014).

Moreover, the same study found that students who had strong financial support, such as regular income from part time work or other funds, had increased levels of optimism and lower scores of anxiety and depression. It has been suggested by previous researchers that students who were free of financial stress might have been more settled within the tertiary institution and were able to study more effectively as it was one less event or problem of concern (Tichen *et al*., 2014). This possibly allowed the student to be more optimistic towards their study and thus may have a positive influence on their academic achievement.

Brogard (2015) illustrated that the greatest health inhibitor to college and university students' academic performance in Texas was academic stress. 32% of students who participated in the survey as respondents, reported that academic stress had resulted in an incomplete, a dropped course or a low grade point average. Max (2016) concurs that university students in the United Kingdom receive grades far lower than expected due to a numbers of reasons. If a student realizes his or her first choice university rejected him or her but got accepted into a much less prestigious university, then they may not be very keen on at all. Another consideration is when a student disappoints himself or herself by under achieving. Hence, academic stress can be a serious obstacle to career prospects. The only way to avoid drop-out cases occurring as a result of academic stress is to

identify and treat its source. Anxiety is one of the most common causes of academic stress. Strong predictors of academic stress are anxiety, ineffective time management, and a lack of satisfying activities. However, it has been noted that female students manage their time more effectively than male students.

Brogard (2015) stated that the achievement anxiety is the most common cause of academic stress. Achievement anxiety is a fear of failure in college or university that arises when parents, teachers, and or the students' own expectations that exceed what the student believe he or she can realistically achieve. Academic demands and test anxiety are long-term causes of stress for university students. When students go to college or Join University to learn when they don't get the results they think they should get or they feel pressured to get certain academic results, this can cause a lot of stress. Their ability to perform in academics can be inhibited by physical and mental symptoms. However, academic stress and achievement anxiety can have a positive effect on motivation such that academic performance is likely to improve.

In most cases, students are aware that their increased stress levels may have an effect on their final grades. Stress therefore, motivate them to put more time and energy into making up for the time spent dealing successfully with stress. Sleep deprivation is also one of the main contributing factors to academic stress. Further, he argued that sleep deprivation alone is enough to make the emotional brain behave as if an extreme danger were present since this reaction indicates the body's defense mechanisms. Nausea, tension, heart palpitations and shortness of breath, and psychiatric disorders can result from such a reaction (Brogard, 2015).

The study reviewed shows that stress is caused by the happenings in an academic environment. The problem is that much attention has been given to the academic environment and environmental factors that cause stress in general to students but not academic achievement an area this study has focused on that's academic stress influencing academic achievement.

High expectations, information overload, academic pressure, unrealistic ambitions, limited opportunities, and high competitiveness are some of the common sources of stress in USA that create tension, fear, and anxiety in students in the academic environment (Cohen, 2018). Taking and studying for exams, grade competition, and the large amount of content to master in a small amount of time undergraduate students reported experiencing excessive pressure from studies were reported by students experiencing academic stress (Cohen, 2018).

In addition, a stress factor in the learning setting is often cited as the course load versus time available (Cohen 2018). Studies show that the load of courses in the first year of study is high and that the load of students ' awareness, of course, corresponds positively to examination stress. A large portion (53 percent) of the students reported during their study that their stress was triggered by the load they were using and that they had an effect on their final score. Students have stated that due to the pressure to revisit all the content they have mastered in a specific period of time the possibility of having to sit for exams is emphasized (Cohen, 2018).

There are course requirements that may trigger academic stress, depending on the type of the course the student is pursuing in Vietnam (Quyen, 2015). Research carried out to classify factors contributing to university-related pressures for medical students , for example, cite academic requirements such as changing hours for clinical rotation, sleeplessness and curriculum overload (Quyen, 2015). The psychology students indicated that stress during supervision was due to individual discrepancies between the intern and supervisor during field placements (Quyen, 2015). (Quyen, 2015). The study showed a distinction between engineering and management science students in the perceived tension. The students in engineering had a mean academic stress level higher than the students in management sciences.

In New Harven, London, Ross (2015) found that day-to-day socialization-related living was the most commonly identified cause of academic stress among college students. This has been attributed to personal issues such as individual differences in values , beliefs, situational intentions, and target commitments that have a direct impact on one's perceived stress. This is consistent with the positive association between interpersonal problems and other stressors, which means that the more interpersonal problems students have, the more stress they are likely to experience (Ross, 2015). In these studies, personal factors were recognized as an obstacle that affected their coping mechanisms and potential levels of stress, but the concern of the current study was the impact of selected personal aspects on the academic achievement of university students.

Studies conducted in USA, Vietnum, and New Harven, London are more grounded on interpersonal sources of stress that affect academic performance. Therefore, deviated

from the current research which is focused on investigating their influence on academic achievement.

2.3.1 Influence of Stress on Students' Academic Performance in Universities in Africa

In Africa, social support is also thought to play an important role in students' wellbeing during their education (Umar, Aitusi & Bada, 2015). Social support in Nigeria, in this instance is defined as any external support from friends, family, other students and teachers. Social support has been found to promote wellbeing and wealth by reducing the effects of stressful lifestyle events. The students' perception of the social support that they are receiving has been found to have a positive effect on academic performance (Umar, *et al*., 2015). Their study investigated the relationship between an adolescent's experience of interpersonal relations with peers and partners and their academic performance. It found that there was a significant positive relation between academic performance and this form of social support, being support from partners, spouses and peers received by the student. It was suggested that social support positively affects a student's academic performance because students feel comfortable and able to deal with university workload more effectively.

That a student is able to receive positive reinforcement from social support such as that provided by family and friends more readily than students who lack social support. Social support acts as a buffer to the new environment which has been shown to be a source of stress particularly for first year students (Umar, *et al.,* 2015). Umar, *et al*., (2015) argued

that university students who have undertaken previous tertiary studies achieved higher mean performance than school leavers. This might be a contributing factor in the reduction of external stressors by the coping mechanisms already developed by the individual. The number of paid external hours worked by students could be another predictor of academic performance and source of potential stress and anxiety. Long working hours are thought to interrupt student's own school work and create overloaded study environment (Umar, *et al*., 2015). He concluded that students who work up to 10-15 hours per week demonstrated a higher academic performance in comparison to both students with no jobs and students who worked more than 15 hours per week. He suggested that students who have some form of part time work develop more effective time management skills and are more able to delegate their workload demands. He also considered the type of work and the level of satisfaction whether it could also be important (Umar, *et al*., 2015).

From this review, students both in Africa who enjoy latitude in terms of finances, social support and family, post higher academic achievement than those who do not. It is therefore, evident from the findings of this study that external factors contribute to academic stress experienced at university by students, however, it was not confirmed how such systems can be a resolution to academic stress and anxiety thus providing a justification for the current study.

2.3.2 Influence of Stress on Students' Academic Performance in Universities in Kenya

The problems faced by students of the Kenyan university can lead to stress (Annett, 2010). For many university students, therefore, university education is a period of transition and new experiences that could lead to severe cognitive and psychosocial difficulties (Annett, 2010). University students must work with varying levels of difficulty in a diverse combination of physical, psychosocial and socio-cultural environments (Munene 2016). This can be worsened by the relatively young, unreliable and dependent way students relate to others. This condition may be aggravated. In addition to the difficulties of the university's internal situation, students face challenges from outside the university. For example , students from universities in Kenya confirmed that they were exposed to possible political and ethnic stresses (Munene, 2016).

The prevalence among students in universities of stress-related behaviors can demonstrate that conditions in universities can cause stress to the students. The results appear to be detrimental, both physically and cognitively (Annett, 2010). On the one hand, adverse circumstances at the university are more likely to lead to a decline in academic performance leading to low grades and the incapacity to complete courses. On the other hand , the negative connection between stress and academic performance has not been verified in studies (Munene 2016).

Furthermore, the study of trauma forms, symptoms and social support structures in Kenya was conducted by Wangari and Tumuti (2014). Study findings found that the majority of university students had traumatic experiences with more men than women experiencing trauma. Abuse, the critically ill family members, and the situations in which they have survived death are the most relevant traumatic experiences recorded. There were small

disparities in women who reported increased incidences of abuse while the men reported that they had avoided death narrowly. More men than women encountered friction with their families.

In both men and women, in the week before data collection, they felt frustrated, sad, depressed and irritated, and felt uncertain about their ability to handle. They had trouble focusing on important subjects such as lessons, pain, body aches, tiredness, sleeplessness or nightmares and were easily scared. The main coping mechanisms were: take action to solve the problem; try to forget that the problem was resolved; search for someone, so that individuals, activities and places relevant to the problem could be avoided. Cigarettes, psychoactive agents, sexual promiscuity and alcohol intake were the least important coping mechanisms. Most students sought support from close friends and only small numbers sought help from well-established university facilities (Wangari and Tumuti, 2014).

Researchers who researched tension at Kenyan universities did not look at it as an intra-personal dispute affecting academics, according to the literature review. Moreover, the literature on trauma deviated from the current study but it may still be an element of stress, which is why unresolved intrapersonal disputes and their impact on academic achievement should also be considered.

2.4 Influence of Anxiety on Students' Academic Performance in Universities

The fear of test fear is that they have not studied sufficient for exam. Highly intense anxiety feelings about an exam are called test anxiety. Miller (2018) argued that students in Britain are somewhat worried about studying or investigating. It is actually rare to see a student without any apprehension who does not approach a major exam. Before, during or even after an exam, many students feel such nervousness. Therefore, when preparing for a test it is normal to experience some anxiety. It may interfere with student behaviors and it could be difficult for him or her to understand and recall what he or she needs to know for the exam. In addition, too much anxiety will affect output because what you know during the test can be difficult to explain. Test anxiety can cause many challenges in university students, but a specific set of symptoms of different intensities will be encountered in every person. The symptoms fall into the following categories, physical, emotional, and cognitive (Miller, 2018).

Stressful emotions such as anxiety can block a student's ability to absorb, retain, and recall information. This is because stress creates mental state in the brain that blocks our ability to retrieve what's stored in memory and also greatly impairs our ability to comprehend and reason. Therefore, empowering students with psychosocial competence that build both emotional skills and healthy physical habits when preparing for a test can help them overcome test anxiety and the associated symptoms while improving their ability to prepare for and perform on academic mode (Miller, 2018).

Although, the literature reviewed has enlightened on academic stress being the cause for test anxiety experienced by university students hence, the need to empower students with emotional skills and healthy physical habits on how to overcome test anxiety. The present

study on academic anxiety and academic achievement is broader since it goes beyond test and achievement anxiety.

In comparing the adaptation and academic achievements of college students at the rolls in different high schools of the Baramulla district of India, students of the first year must adapt to an unfamiliar setting, adapt to different living arrangements, and establish new connections (Ganai & Mir, 2013). For starters, living with colleagues can be a challenge. Students face the difficulty of being used to roommates who can be very different from home, have different needs, families and friends. Roommates can build close friendships or not due to the above reasons, but they can transition faster through contact and compromise.

Thus, university bring a unique opportunity to socialize and live with students from diverse backgrounds and cultures. Expanding ones world view by learning about individual differences and similarities can improve a student's college or university experience (Darling, McWey, Howard, Olmstead, (2015). A student living on his or her own for the first time means that he or she will gain independence and take charge of the many choices and decisions that his or her parents and teachers made for him or her in the past. While this new found freedom can be exciting, the student may also feel overwhelmed not knowing what will happen than what he or she is accustomed to (Ganai & Mir, 2013).

The freedom to manage ones day to day living is a learning process but one that can be very satisfying. Despite the exciting life in college, students face challenges along the

way. For instance, college coursework is challenging and it can be difficult o keep up with the expanded academic demands. Some students experience pressure from both parents and themselves. There may be specifications for scholarships and graduate school admission that one has not previously experienced. In order to manage the increased demands and expectations, it is important to attend class regularly, keep with readings and assignments. (Ganai & Mir, 2013).

Ganai & Mir (2013) found that during a transition from high school to college students are facing particular interpersonal, social and academic demands in a stressful situation. The immediate challenges for students include decisions about the occupations they have to follow, build new partnerships and negotiate them, get new ideas that contradict their views of the past and leave their home (Pritchard, Wilson, Yamuntz, 2018). Furthermore, adaptation is related to the manner in which a student is able to sustain the stress that affects the motivation and success of universities during the transition era. Their point is that the possible shield of stress during the transition to university life is social support from friends, colleagues and religious peer who provide insulation from the negative effect of stress and concern. Further, college students often feel there is so much to be accomplished but time factor is a challenge to do everything that needs to be done. A student can effectively manage his or her hectic and challenging life by using a schedule and some organizational skills (Ganai & Mir, 2013).

Many students at school struggle with their body image because our society pays much attention to the overall appearance of our bodies , particularly at a young age. Media representatives from peers of the ideal body messages and other cultural influences form

what we see as common and healthy. When our society sends so many ambiguous, contradictory and often unhealthy message, it can be hard for us and our bodies to have a consistent healthy perspective. At a time when many strive to adapt to others and develop new relationships (Darling, McWey, Howard, Olmstead, (2015), this can be overwhelming. If you are concerned about how you look, talking to others about those issues and ideas can be helpful to create, grow, and keep a positive and satisfying body image (Gana & Mir, 2013).

From this review, transition from high school to university is a source of stress and anxiety as forms of intrapersonal conflicts. It is evident that upon enrolling in universities, students suffer from cultural shock. They meet new persons, engage in relationships and academic demands increase. All these bring about stress and anxiety that affects their academic achievement at university level, although the current study is analyzing how academic anxiety influences some of the variables in academic achievement. In terms of methodology, the previous study differed from the present study since the sample comprised of eighty (80) students selected form secondary schools and the tool used for data collection was Mental Health Battery.

In Liverpool, while students take academic achievement more seriously in the second year, many experience a slowdown in their growth. She appears to be distracted during the second year at university between the years and two of clear academic identities (Milson, 2015). First year to be established; last year is packed with review and job preparations. In a three year program, the second year is the middle child (Milson, 2015). In the second year of the student's life, universities should also focus carefully on the

service they are providing. Academics in the U.S. have been widely accepted and researched deficiency and disengagement. The research was done at the University of Liverpool John Moores where a third of students encountered an academic decline in the second year (Milson, 2015).

The studies show that the viewpoint of the students shifts from 1 to 2 years. Students are usually less happy with their university experience and their expectations are shifting. Survey Comment Review reveals that while first year students are more focused on academic and social integration, second year students are more motivated by achievement. This move is widely supported by student development literature, which indicates that students focus more on success and on developing their academic identity when entering their second year. Most of the students who encountered a slump, most reported feeling confused, perplexed, and frustrated with their academic success in their second year. Staff have demonstrated that they frequently fail to fulfill the academic standards of the program of study (Milson, 2015).

Any variables therefore lead to this academic separation. In particular, the test volume does not prepare students for the total workload of the second year. Students often experience an unwelcome and nervous major increase in their workload. Induction was a low priority for most students and arrangements were defined as non-existent. In particular male students are not able to obtain assistance from university student services. Some students might think it's a sign of weakness that some seek support (Milson, 2015). According to Milson (2015), a second year induction program can be created in

universities; students are invited to the departments, goals can be addressed, and students can be motivated to optimize second year. Secondly, keep the topic alive, which is how to sell in the second year, in order to enliven students with new content and to send a positive signal to support progress. Thirdly, ensure consistent academic support in terms of personal tutoring throughout the second year.

From this review, it is clear that students in their first and second year experience the highest internal conflicts. However, universities can put in place measures to help them navigate these intrapersonal conflicts which cause a slump in second year. The aim of the present study was to investigate if third year university students face similar challenges and what the university does to counter the same in order to enhance academic achievement.

2.4.1 Influence of Anxiety on Students' Academic Performance in Universities in Africa

However, a study conducted on the relationship between anxiety and academic performance of nursing students, Niger Delta University, Bayelsa State, Nigeria, Pelagia in Africa indicated that poor academic performance among students in every part of the globe, anxiety is a cause (Alfolayan, Bitrus, Onasoga, Adeyanju and Agama, 2013). Results of this study revealed that anxiety is a common problem faced by students during examination and negatively affects students' performance and outcome in examination. The need for students to maintain optimal state of health and mind during examinations was emphasized as this is vital for better academic achievement (Alfolayan, *et, al*., 2013).

Perceiving others receive praise and rewards for their achievements can give students a false impression of what teachers and parents expect of them. With regard to the influence of reinforcement skill on academic performance of secondary school, physics research carried in Africa, Nigeria indicates that there are those teachers who praise students instead of commending their task. University students doubt teachers praise when they use one form of reinforcement. Others are some of the inhibitors to the proper application of the reinforcement skill and this negatively affects physics teacher in their application of the reinforcement skill (Mandah & Gbarato, 2016).

This result may not be connected due to the fact that some teachers are not in position to apply reinforcement skills. The findings agree with the result reported where it was stated that teachers tend to use only one type of praise and this can contribute to student not being able to live without them such that this has led to maladaptive behaviors which can affect their academic performance. Also some students are aware when teachers offer praise that is insincere and this may hamper the effective application of reinforcement skill since they don't mean it (Mandah & Gbarato, 2016). The research also revealed that the identified challenges discussed can be resolved if teachers can adequately master the reinforcement skill to the extent that it can be applied frequently. The application of variety of reinforcement types including both verbal and non- verbal reinforcement types, teachers' sincerity during the application of reinforcement skill on students, among others, will help to remedy these identified problems.

These findings imply that some teachers need to be retrained in order to help them keep abreast of the techniques of the reinforcement skill. These findings concur with those who separately agreed to the use of various types of reinforcement and their occasional application in teaching and learning process to improve the academic performance of the students (Mandah & Gbarato, 2016). The research also revealed that correct application of the reinforcement skill influences academic performance by physics students. Proper application of reinforcement skill captures and motivates students, enhances students' participation in classroom discussion, modifies disruptive behavior, among others. This finding confirmed that rewards, praise, or extrinsic motivators can improve students' academic performance. Finally the results indicated that there is a connection between the application of reinforcement and academic performance of physics students (Mandah & Gbarato, 2016).

As discussed, it is clear that improper application of reward and sanction mechanisms could lead to increased anxiety hence, low academic achievement. Thus, the use of such need to focus on how to manage these mechanisms without causing unnecessary anxiety in order to improve academic achievement a fact this study is out to ascertain.

2.4.3 Influence of Anxiety on University Students Academic Achievement in Kenya

Wang'eri, Tumuti, and Mutweleli (2014) highlighted that majority of students experienced stress and anxiety upon enrolling in Kenyan public universities. For instance,

on autonomy 13.33% have high autonomy while 86.6% have average autonomy. With regard to social compatibility only 6.6% showed high compatibility and 73.33% average while 20% showed low compatibility respectively. Further, data on compatibility with roommates revealed that only 6.6% were compatible, 40% average and 53.33% low compatibility. On access to support services 20% had high access, 66.70% average while 13.33% showed low access to support services. For the feeding habits only 3.3% indicated good feeding while 96.6% reported poor feeding habits. Data regarding adjustment showed that 3.3% reported high adjustment, 93.33% average adjustment and 3.33% reporting low adjustments. The findings indicated some difference in the problems in relation to gender as well as rural and urban orientation. Further to these findings, there was a significant relationship between parental college, university education and level of compatibility. A significant correlation was also found between home background and the level of access to support services.

Kenyatta University focused on transitional challenges facing university first year students in Kenyatta University and it is noted by the researcher, continuing students were not included in this sample and the study did not focused on academic performance not academic achievement. The present study has deviated from the reviewed literature since third year university students who are continuing students formed part of the sample.

2.5 Influence of Student Interaction and Co-curricular Related Anxiety on Students' Academic Performance in Universities Internationally and locally

Every New York University (NYU) student experience stress and anxiety thus, development and maintenance of healthy interpersonal relationships is mandatory (American College Health Association, 2015). Whether establishing working relationships with professors, friends, co-workers, romantic partners, roommates, or nurturing existing relationships at home. Students' academic motivation, engagement, and achievement is enhanced by positive functional interpersonal relationships. NYU plays a pivotal role in assisting students hone their interpersonal communication and interaction skills in order to set the standard for happy, healthy relationships in their future. The results of this study indicated that nearly one-third of NYU students faced difficulties with relationships, family problems, and problems with intimate relationships (American College Health Association, 2015).

Therefore, interpersonal relationships have a direct influence on a student's academic performance. Relationship problems account for poorer academic performance in 11% of NYU students. Higher levels of social and communication skills among students are positively associated with self-esteem and satisfaction with college and negatively associated with loneliness. Negative social interactions are found to be significantly associated with symptoms of adverse physical health. Fewer and lower quality social ties have been associated with impaired immune function. A sense of emotional connection with family members may directly cultivate qualities of trust, initiative, effectiveness, and competence among college students (American College Health Association, 2015).

Students' academic and personal adjustment to college is negatively affected if they experience excessive guilt, resentment, and anger in their relationships with their parents. 92% of college aged young adults reported being the victim of online aggression (such as

threats, insults, or humiliation) within the past year (American College Health Association, 2015). While it is important to recognize the sources of academic stress, academic anxiety and self-esteem for students in institutions of higher learning as reviewed in the literature. It was also important through the current study to recognize interpersonal conflicts as a contributing factor that plays a role in students' psychological wellbeing. This would help promote a healthy adaption to college hence positive academic achievement.

Romantic relationship may increase stress and anxiety (Zimmer, 2010). Being in an intimate relationship involves trust, sensitivity and responsiveness, being able to make a commitment, striving for equality and mutuality. For a student in USA, it also implies working to achieve academic balance. Zimmer (2010) argued that dating in as much as has a positive effect on the emotional health of late adolescents and young adults, the study on dating status, academic performance, and motivation in universities in the US state of California showed that students who dated more frequently had a lower academic performance. While having an intimate relationship may have benefits for emotional health but being overly involved in dating is associated with a more negative effect on the psychosocial function and health of students.

Kevsee, Hess, & Tree (2003) argued that learning motivation and interaction in colleges and universities in Africa show that student's thoughts about instructional behavior sustains their engagement in classrooms. They argued that there is a relationship between extracurricular activities and academic performance. Therefore, more involvement in school activities means a better Grade Point Average.

From this review, it is clear that academic stress and anxiety emanates from issues relating to interpersonal relations, romantic relationships, and extracurricular activities. Thus, these stress and anxiety related issues need to be managed with regard to academic achievement of students in both international and African universities. Hence, necessitating the need for the current study which investigated the influence of academic related variables that originate from interpersonal relationships and their influence on students' academic achievement.

2.6 Self-esteem Influence on Students' Academic Achievement in Universities

The importance of a person thinking about himself is self-evaluation in Pakistan. It is thinking about the importance and the evaluation of an individual about its importance and self-worth. It is therefore an overall evaluation of the characteristics of an person regarding his feelings, faith and perception. For example, the traditional sign for a career in graduates was a good degree, a basis for expertise, transferable skills and skills on the market, with quantifiable results (Tahir, 2010). (Tahir, 2010).

Excellent academic performance is related to high self-esteem at the individual level. At the university level, therefore, it is fundamental to consider, to support students' temperament and emotional needs. For many students , university learning does not only pose unique threats or obstacles to academic identity, but also to fundamental personal aspects of themselves. Self-confidence is critical in this debate because it is an intrinsic

part of the self and a prerequisite for education, therefore self-confidence is an important factor in achieving the results of learning (Tahrir, 2010). (Tahir, 2010).

The idea of self-esteem and stress is closely associated. Self-esteem is an extremely important element in evaluating environmental demands following a study conducted in Pakistan among various individual beliefs. However, those who suffer from high stress see this as a threat, while those who believe in themselves consider this to be a challenge (Khan, Ahmed & Nawaz 2011). These demands are a challenge. Tahir (2010) found that students' judgments of self-esteem due to high pressure or anxiety have been decreasing at some stages. The GPA can have a great influence on the academic stress and anxiety perceived and on academic self-esteem.

In one recent and wide-ranging research, a high degree of self-esteem has created nice feelings and improved initiative but is not highly academic. Low self-esteem, on the other hand , causes aggression, smoking , drinking, substance abuse and sexual activity at a young age. There are also costs to obtain high self-esteem, particularly under the ego threat (Khan, Ahmed and Nawaz, 2011). For example, high self-esteem continues faced by failure, but when failure is inevitable and insistence can not be paid it causes problems. High self-esteem people are challenged by self-assurance and risk, often with loss of income. Often it contributes to relationship losses (Khan and others, 2011). Therefore, how students cope with the ego-threat on the negative aspects indicates their over-assurance, leading to lack of exam preparations, lesser marks and failure. Often the holy grail of psychological wellbeing is high self-esteem. The main keys of a person's self are satisfaction, self-esteem, trust, achievement and popularity. In comparison to high

self-esteem the source of social issues from inadequate education to substance and alcohol misuse is seen as low self-esteem (Khan *et, al.* 2011).

Some university students in the United States feel they are doing their best, they are working hard, they are doing hard, but still can not be honoured. You always beat yourself and think you can do more, do more, be more and do not size yourself. Intellectually, the journey of restoration takes some hard work to understand and liberate oneself from older negative messages (Karlyl, 2018). In changing things, we generally take a cognitive move forward first, and then it takes some time for our emotional being to reach agreement. This feeling is intensified in therapy by exposing the deeper position this message of indignity takes.

In general, it returns to the origin family. The negative signals can also be exposed by deeper brain and body trauma in the adult or child (Karlyl, 2018). Some people, though, have difficulty doing this because they believe that they come from families that love and nurture them. To try to refuse and streamline and think it's all in our minds is natural. It is simply easier to accept it yourself than to stand up and overcome your own trauma in the courage of your reality and experience. You will then be accountable and know that you can change as an adult, be who you want to be, and not be categorized as your family or others (Karlyl, 2018).

In addition, an optimistic vision of self and self-esteem. Self-imagination is how we view ourselves and how you regard yourself physically or yourself or your opinion about who and what you are (Rekha 2018). The self-image includes your perception of what you

look like, your attitude, what kind of person you think you think you're, what you think others believe you think of you, what you like or what other people like you think and what status you feel. How you see yourself is crucial because it affects your behaviour. Your feelings and your friendship with others. People respond positively or negatively to you depending on how confident you are. Your faith in relationships depends on your own image. How one views themselves and how others see it is always different.

A different perception of itself can therefore lead to a skewed view by its specific thinking and beliefs. People view themselves positively or negatively, and are typically highly critical of themselves, according to their level of self-esteem. Self-esteem is one's overall belief about one's strengths and weaknesses. You value your views and thoughts if you have high self-esteem as a respect for others when you have a low self-esteem (Rekha, 2018). This means lack of inspiration, optimism and trust.

Fear, doubt and insecurity are encountered. It is important to remember that he or she is bigger than any terror. To manage them you are big enough (Henri, 2018). Since respect is a two-way factor, you can find it directly with the individual through respecting others. Try to consider the opinions of other people even though it's hard for you to respect your viewpoint (Rekha, 2018). Take note by your self-worth of your appearance. It is difficult to do that but a person is always treated with reverence and bravery to stand apart and think independently (Rekha, 2018).

2.6.1 Self-Esteem on Contingent Self-Worth Influence on Academic Achievement

William(2014) argued that both a stable function as well as an unstable state of self-esteem in the UK are; transient feeling of self-esteem fluctuates a person' Self-esteem is a confidence of a person that keeps him or her about him. High-self-esteem people believe that they are smart, desirable and successful, they believe that in many ways they are superior to others and expect the future in comparison to others to be rosy. As a result, people with high self-confidence are more self-confident than those who, particularly after an initial loss, have poor self-confidence. Good and poor events in contingent self-worth fields increase or decrease immediate self-esteem around the average self-esteem of an individual, which fluctuates in self-esteem but have motivational effects. When level of self-esteem is on higher site people feel good, and when self-esteem is on lower site then people feel bad (William, 2014).

Furthermore, whether people are generally self-esteem or not, they are seeking the emotionally highly linked achievement in areas of contingent self-worth and fighting to prevent emotional laws which accompany failure in these areas. Contingencies of self-worth thus control behaviour, which are critical to the academic success of a student. A individual with high self-esteem benefits from high self-esteem and thus gain from optimistic feelings and certain concepts that accompany high self-esteem (William, 2014). A individual with high self-esteem While high self-esteem and positive emotions are closely linked, it is less obvious that it is causing them. Auto-esteem is strongly links to the feeling of everyday life and people who report happier events, a sense of success, a positive effect, less desperation, more satisfaction with life, less anxiety, and fewer symptoms of depression in comparison to people who have low self-esteem.Failure can

affect self-esteem, emotion, motivation, and behavior. For example, when people fail, they may be devastated emotionally.

In particular, those with low self-esteem are hurt more sensibly and discouraged by failing compared to those with high self-esteem by failing to respond to the failing conditions (William, 2014). Ties between those with a lack of self-esteem. Moreover, people of a moderate and strong self-worth in the UK, including students, perform in academic mode, unless the student invests self-esteem in the area of academic skills. Based on previous studies and theory, people are more precisely students, if they have a lower GPA level that needs to be lower on the Contingents of a Self-Worth Scale (CSWS), based on their self-esteem in academic competence (Knightley and Whitelock, 2015).

High self-esteem of students has been found to achieve greater GPA scores. The findings have also shown that the students of universities who mainly invest in these contingencies when they do not know whether or not performance is possible would disintegrate from the work, believing it is not significant, rather than experiencing the loss of self-esteem that accompanies failure in these fields. Students who rely on their academic achievement typically see themselves as an opportunity to prove their intelligence in this field and to self-validation goals. The area in which university students frequently invested their self-esteem is the appearance, the acceptance of others, superior performances of others, academics, help to family, virtue and religious religious belief or the God's zone. Emotions, emotions , and actions, form the contingencies of self-worthSome university students who display high self-esteem in academic countries,

realized that more students based their self-esteem on academic performance. Higher self-esteem of students was accepted to high school on days of graduation, and less recognition was denied on days of rejection (Knightley & Whitelock, 2015).

The events impact students ' self-esteem, whether they get admissions, collect final exam scores or get input on their class results. This is because the outcomes of students rely on several elements that are different from the classroom setting and the learning facilitation which are fundamental to the university. Auto-regulation of cognition and conduct is an important element in student and academic learning within the classroom context. Another important aspect has been proposed as efforts on the academic tasks in the classroome that are regulated and administered by the management of students (Bandura , 1997). For example, able students with a challenging task continue to have a greater cognitive participation in the task. The concrete cognitive processes that students use to learn, recall and appreciate the information they want are another significant aspect of self-regulated learning.

Students' preparation and success are closely linked to the classroom atmosphere and the characteristics of students. However, these abilities are the most significant for those students who have a foundation for their own self-esteem within the field of academic skills, and they rely heavily on the educational qualities of the students and on academic environments leading ultimately to healthier academic independence (Bandura , 1997). (Bandura, 1997). The situations under which the size is used are determined by the performance that results from the experience of the mission carried out. A short period of

time lies between task performance and auto quality, procedures and performance in the same behavioral domain (Knightley and Whitelock, 2015).

Self-efficacy shows who you trust and how you behave accordingly, as students feel they have faith in themselves, as talking about university settings they invest their self appreciation in academic achievements. As a consequence, loss of autonomy leads to poor self-esteem and impacts performance negatively. The theory of motivation for achievement shows that people are driven to create a picture of them that is capable of maintaining and improving their self-esteem. Students whose autonomy depends on academics are therefore likely to achieve goals which focus on success rather than learning (Bandura, 1997).

Students , for example, who spend more time reading the text, completing projects, or researching outside of school are usually believed to be better performers than students who spend less time on these things. Students with less free time have considerably more GPA than students with more free time. The outcomes of the student's initiative are either because he spends less time in the classroom, or because he has certain depressive life problems (Bandura , 1997). Logically it should be tacit to encourage students who work more hours a week to study outside their schools and to press their academic achievement profoundly. Ultimately, laziness and hesitation lead to academic failure. For many students, procrastination is a natural way of life. They know that they are overwhelmed by lingering, lose sleep and damage their qualities. Therefore, similar to how motivation interacts with ability to influence academic performance, one can suppose that behavior

such as hard work interacts with ability to influence performance among college students (Baumeister & Bashman, 2007).

This analysis demonstrates that personal recognition is important to the academic achievement of students. Students with a higher self-esteem also have confidence that enables them to take advantage of examinations. This is because they are less stressful or nervous and have little self-esteem. But in the analysis, an aspect that this study will discuss is not clear how to improve one's self-esteem. This segment explores how the level of self-esteem indicates the self-esteem of a student in relation to academic achievement.

Valiente, Swanson & Esenberg (2013) addressed that self-esteem with regard to academic emotions results in models that allow major changes in our awareness of schools and academic accomplishment in China. Emotions have elements for motivation and affect cognition and adaptive functioning. Emotions therefore play a crucial role in inspiring pupils, interpersonal capital, and memory and learning. Emotions observations and accomplishments show negative ties between anxiety about circumstances or temperament and school results, such as test success, grades and high school completion. Emotional disorders, however, raise the likelihood of dropping out of school (Valiente, et al . 2013). For instance, it was found that teachers of Chinese students' reported that dispositional anger were prospectively inversely related to GPA (Valiente, *et, al*., 2013). In contrast, found no relations between achievements related anger and GPA.

There is very little evidence that positive thoughts or positive emotions are correlated with academic performance. This lack of scientific interest may be triggered by few positive emotions than negative ones. All four negative emotions are approximately one positive emotion, since separate positive emotions are harder to observe and discern. In addition , positive emotions have no special facial signatures, compared to negative emotions. Positive emotions are often less likely to produce a differentiated self-reaction that eliminates a potentially useful mechanism of measurement (Valiente, *et al*., 2013).

Studies focused on negative results and issues for negative emotions are shown to be the most difficult for students to work and to improve. Studies which connect positive emotions to success show that excitement, hope and pride correlate positively with students' autonomous studies, academic interest and effort and overall accomplishment. These activities provide academic benefits and especially when the student moves to a desired target are hypothesized to help approach related activities. This optimistic emotion increases academic skills by promoting the discovery, incorporation of different materials and the expansion of potential problem solving methods (Valiente *et al* . 2013).

It is evident from this review that, situational, dispositional negative and positive emotions influence academic achievement at all levels unlike the current study which would advance on students' emotions as an aspect of stress a form of intrapersonal conflict which influence academic achievement in public universities in Western Kenya.

2.7 Conflict Intervention Strategies for Influencing Selected Intrapersonal Conflicts in Universities

Generally, university based intrapersonal conflicts vary from campus to campus and reflect university size, location, student population, mission, specialization, governance, and unionization in USA and Canada. What can trigger these forms of conflicts, perhaps even large scale ones, on campus may be inconceivable on another. However, university based intrapersonal conflicts share enough in common to be universally understood. For instance, even in those instances where student evaluations of faculty are not required, they are a widely understood feature of the academic workplace (Campus Conflict Management Guidelines Committee, 2016).

Moreover, disputes surrounding a wide range of topics such as norms about faculty that's student dating on campus, sexual harassment policies, or student behavior codes are campus specific yet when intrapersonal conflicts occur over these and other campus related matters, there are many similarities in the dispute culture across universities (Campus Conflict Management Guidelines Committee, 2016). Therefore, the management of conflicts on college campuses is as complex and as varied as the nature of intrapersonal conflicts themselves.

From this review, it is clear that intrapersonal conflict strategies are in form of university policies and codes of conduct for students. However, these strategies vary yet intrapersonal conflicts cut across universities. This means that the strategies put in place are not effective to forestall some of the conflicts. Thus, they are inadequate and cannot elevate students' academic achievements. The following section discusses traditional intrapersonal conflict strategies.

2.7.1 Traditional Interpersonal and Intrapersonal Conflict Strategies

Traditional approaches applied in resolving conflicts in social, business, institutional, legal and interpersonal relationships have been assigned to the following categories: Adjudication and arbitration with a judge of higher authority acting as the arbitrator listens to each presentation by each side and then determines each presentation by each side and then determines the option based on existing legislation, precedents, considerations of fairness (Rank, 2012). A major problem with resolutions to disputes imposed by a higher authority is that there may be considerable dispute about the criteria used to make the decision. Thus, if the disputing parties have no faith in the criteria, the original dispute will resurface again at other times. Another significant problem with achieving the resolution of conflict through litigation is that the party with least financial resources to draw on may be at a considerable disadvantage in attempting to present his or her position to the judge or arbitrator (Fisher, 2012).

Counseling overseen by a counselor, therapist, or manager as a conflict resolution, the counselor first achieves rapport, and then assesses the real problems and applies intervention strategies. Counseling as a means of conflict resolution has proven most effective in resolving intrapersonal conflicts (Wahhig, 2013). Also, negotiation conducted by a lawyer or agent or by the parties can also be resolved by presenting the position, arguing the position, and disputing the position. It ends with an agreement or final breakdown of the negotiation. Negotiation is the most diverse approach to conflict resolution. Most conflict resolution programs employ some form of negotiation as the primary method of communication between parties. Negotiation can be destructive where

each party attempts to win as many concessions to his or her own self-interest as possible (win-lose) or integrative where parties attempt to discover solutions that embody mutual self-interest (win-win). Research on negotiation suggests that traditionally is a zero-sum game that's achieving one position at the expense of another, though many negotiations have pointed out that it is possible to achieve mutual gain through such constructive settlement of disputes (Rank, 2012).

Problem solving carried out by an individual or delegated official of an organization identifies the problem, communicates with people as appropriate, develops alternatives, decides an alternative, takes action, follow-up to ensure completion and evaluates the effectiveness of the action. Problem solving approach can be practiced alone or in combination with other conflict resolution techniques. It can be used by individual or groups to solve problems without outside facilitators (Rank, 2012).

Mediation conducted by a mediator or selected third party facilitator, the mediator or facilitator achieves rapport with the disputants, gathers facts and isolates issues, helps create alternatives, guides the negotiation and decision making, clarifies an agreement or plan, provides for legal review and processing, and carries out follow-ups, reviews and revisions. In mediated disputes, the disputants with the assistance of a neutral person or persons isolate their points of disagreement, explore alternative resolutions to the dispute, and arrive at a consensual settlement that satisfies all of disputing parties (Fisher, 2012).

From this review, it is clear that the current study conducted in Walden University concentrated on how the traditional approaches are applied in resolving largely

interpersonal conflicts, very little has been mentioned about intrapersonal conflicts but the present study was determined to establish the current conflict resolution interventions engaged by Kenyan public universities with regard to selected intrapersonal conflicts. The following sub-section addresses the issue of intrapersonal conflict resolution strategies in universities.

2.7.2 Intrapersonal Conflict Intervention Strategies for Influencing the Selected Conflict.

A study carried at Lowa city, Westlawn by Johnson, David, & Frank (2014) highlighted that university counseling service supports the mental well-being of students, nurtures student success, contributes to safe welcoming and multicultural aware campus community. This is by using five techniques for resolving intrapersonal conflicts. First is withdrawal whereby a person tries to solve a problem by denying its existence and this intervention strategy results in win-lose. This method is only appropriate when the issue is relatively unimportant, timing is wrong, cooling off period is needed and it is short-term. The disadvantage of using this method is that the conflict is not resolved but builds.

Secondly, university counseling service apply smoothing where by differences are played down and surface harmony continues to exist therefore, results in win-lose in form of resentment, defensiveness and possible sabotage if the issue remains suppressed. It is recommended when preservation of relationship is more important at the moment. However, inappropriate to use when there is reluctance to deal with the conflict leading

to evasion of an important issue and when others are ready and willing to deal with conflict (Wahhig, 2013).

Thirdly, forcing as an approach to conflict resolution when used, one's authority, position, majority rule or a persuasive minority settles the conflict, it results in win-lose if the dominated party sees no hope for self (Johnson, *et al*., 2014). This approach can be practiced when power comes with position of authority and this method has been agreed upon. Forcing can be destructive when losers have no way to express needs resulting in future disruptions. Forth, compromise which when used each party gives up something in order to meet midway results in win-lose if middle of the road ignores the real diversity of the issue (Johnson, *et al*., 2014). It can be used when both parties have enough leeway to give. Resources are limited when win-lose stance is undesirable. Inappropriate to use when original inflated position is unrealistic, the solution is watered down to be effective and commitment is doubted by parties involved. Lastly, collaboration as an approach is where by abilities, values, and expertise of all are recognized, each person's position emphasis is on group result and it results in win-win for all. It can be conducted when time is available to complete the process parties are committed and trained in use of process. It's not recommended when the conditions of time, abilities, and commitment are not present (Fisher, 2013).

From this review, the researchers' report deviated from the current study due to the fact that on one hand, he has concentrated on what happens when used, when they should not be applied, yet effective assessment of conflict resolution initiatives is complicated since interventions involve multiple goals and cross-level connections where indirect effects

are often not seen in the short run. In addition, there is no single best instrument for assessing the extent to which conflict resolution practice had been successful. It is clear that any university need to adapt relevant intrapersonal conflict strategies depending on its form. Thus, the five enlisted types are important though it depends with the form of intrapersonal conflict. The following sub-section focuses on basic intrapersonal conflict strategies.

2.7.3 Basic Intrapersonal Conflict Strategies in Universities Influencing Students' Academic Achievement

One of the basic conflict resolution strategies is life skills. It is defined as psycho-social competences for daily living. Psycho-social competence is a person's ability to deal effectively with the demands or challenges of everyday life. A person who demonstrates psycho-social competence has the ability to maintain a state of mental wellbeing, adaptive positive behaviors while interacting with other people within his social and physical environment. Life skills training is expected to help university students explore skills that allow for balanced existence within the society. It is expected that at the end of the training the students should be able to successfully apply various skills required in career progression, healthy social relationships, and self-understanding. Life skill education is categorized into two major areas, namely skills of knowing and living with oneself. It is expected that when an individual understands himself or herself, such will be able to deal effectively with the challenges of life (Adolescent Reproductive Health and Life Skills Curriculum, 2010). These first categories of skills involve self-awareness, self-esteem, attitude formation, and emotional wellbeing and stress management skills.

Skills of understanding and living with others focus on other entities, institutions, persons etc. within a person's environment (Adolescent Reproductive Health and Life Skills Curriculum, 2010).

This involves assertiveness, communication, negotiation, and conflict resolution. Skills of effective decision making focus on the future and what should be done within a person's environment or situation. They involve decision making, problem solving, critical and creative thinking. The importance of life skills education is that it helps to promote the wellbeing of a society by ensuring healthy behaviors of individuals and positive outlook. The importance of life skills affects the individual and the society at large. Individual benefits include translating knowledge, attitude skills, and values into action, responsible behavior leading to health living, developing positive attitude towards others, and developing full potential. Adopting risk free behaviors improves self-perception by building confidence and enhances effective communication and negotiation skills. Societal benefits provides social health, cultural and economic benefits which includes, desirable changes, socialization process among people, meaningful interaction, avoidance of risky behavior that may lead to diseases, enhances development of human rights and enhances decision making and problem solving in the life challenges (Adolescent Reproductive Health and Life Skills Curriculum, 2010).

Climate of trust refers to environments that cultivate mutual respect, honesty, and open communication. Leaders, who recognize the value of employees, understand the importance and applicability of uniformity, cooperation, compromise within relationships. Often times people experience frustrations, doubts, and hesitations due to

various reasons in work environments. However, fostering a climate of trust promotes a safe non-threatening and transparent atmosphere and team building. When an organization infrastructure endures changes, this intimidating factor can lead to some social resistance which can either embrace or defer growth and development (Dan, 2018).

Resource persons are invited form different walks of life to come and share their experience with university students on campus. It is popular among university students because it helps them to ventilate. For instance, in Kenyan universities coaching and mentoring programme which is recognized as an informal interactive session with students on emerging topical issues is important. Other activities include awareness days, week, and even workshops and seminars (Universities' Counseling Reports, 2014). In some of the Kenyan universities, facilitators are used to help make group process more effective and efficient. The facilitator is impartial and leads the parties in a structured process that helps the group achieve agreement and resolution of an issue by providing a safe setting for the airing of differences, keeping meetings on track, ensuring equal time for all participants, instilling a sense of fairness in the process, offering optional process and approaches and moving parties towards censuses. Variations include co-facilitation, circles, and town meetings. Facilitators are also used for informed discussions which do not have agreement building as the task or goal of the meeting (Universities Counseling Reports, 2014).

Further, reconciliation is the process of making two people or groups of people friendly again after a serious argument or fight and kept apart from each other or a situation in which this happens. It may also represent a pragmatic way to deal with profound changes

involving past injustices in order to achieve some other desired purposes such as building peace, nurturing democracy, promoting human rights, and delivering injustice among others. No single form of reconciliation effort is perfect or satisfactory to all circumstances and parties involved in reconciliation and conflict transformation (Dan, 2018). The concept of reconciliation can fit into the framework of conflict transformation and has good potential to complements and practices for transformational strategies.

Communication skill is imparting, conveying, or exchange of ideas, knowledge, and information whether by speech, writing or signs. Types of communication include; Verbal communication that is written or oral use of words to communicate. Non-verbal communication is communication by means of elements and behaviors that are coded in words. An article for conveying information and ideas combined with good listening and comprehension skills. Three main approaches to communication; Passive communication whereby the speaker expresses his or her thoughts and feelings in a timid and indirect manner. Aggressive communication where by the speaker expresses his or her views in an orderly fearful way that offends the listeners (I Choose Life Africa, 2017).

Further still, coercion is the practice of forcing a party to act in an involuntary manner by use of threats or force. It involves a set of various types of forceful actions that violate the free will of an individual to induce a desired response. These actions may include, extortion, blackmail, torture, threats to induce favours, or even sexual assault. In law coercion is codified as a duress crime. Such actions are used to force the victim to act in a way contrary to their own interests. Coercion may involve the actual infliction of physical injury or psychological harm in order to enhance the credibility of a threat. The

threat of further harm may lead to the cooperation or obedience of the person being coerced (Anderson, 2018).

From this review, the researcher has explained in details basic methods that are essential in resolving intrapersonal conflicts. However, further research on the same is vital to understand their influence on university students' academic achievement. It is clear that Kenyan public universities have adapted basic intrapersonal conflict resolution strategies to reduce stress, anxiety and boost self-esteem of students with view of better academic achievement. However, these strategies are not structured such that their application is ad-hoc.

2.7.4 Conflict Resolution Mechanisms Applied in Kenyan Public Universities

According to Romans (2012) disciplinary mechanisms were found to have perpetrated victimization of participants especially during dialogue. In addition, the existing conflict resolution mechanisms resulted to decisions that take longer time to be made. Hence failure to implement certain resolutions and student leaders' are subjected to corrupt deals to cover up certain conflict areas. The aim of the study was to analyze the existing conflict resolution mechanisms in Kenyan public universities. It sought to identify the types of conflicts prevailing in the Kenyan public universities and to analyze the existing mechanisms in resolving them.

Dincyurek & Civelek (2018) study on determination of the conflict resolution strategies of university students that they use when they have conflicts with people. The findings

stated that university students use compromising strategy in their conflicts with friends, mothers and fathers and collaborating strategy with emotional friends. It was also observed that university students value both their targets and relationships, yet mutual compromise is made in these relationships. Whereas with their emotional friends, instead of compromising, it is seen that they can find a third way in which both parties are satisfied by using collaborating strategy.

From the literature reviewed, there is confirmation that conflict resolution mechanisms are applied, however, avoidance may be applied since the procedures that have to be followed take too long thus universities sometimes result to using dubious means to escape. Only those conflict resolution mechanisms that can be used by students in relationships have been mentioned, hence necessitating the present study.

2.8 Chapter Summary

Previous studies reviewed clearly revealed that university students experience intrapersonal conflicts as forms of conflicts. However, it was noted that they are either resolved or not resolved adequately hence, translate into undesirable outcomes. In an attempt to fill the knowledge gap above, the researcher investigated on aspects of intrapersonal conflicts as critical contributors to university students' motivation or demotivation for academic achievement. First, studies conducted earlier on the influence of academic stress on academic achievement in universities internationally, Africa and

Kenya focused more on the sources and not on aspects of stress as forms of intrapersonal conflicts. Secondly, intrapersonal conflicts related to anxiety were highlighted in the reviewed literature, thus the present study was engaged in finding out the sources of anxiety responsible for intrapersonal conflicts. In addition, the current study advanced on aspects of levels of self-esteem as a form of intrapersonal conflicts and its influence on academic achievement. Across all studies reviewed, intrapersonal conflicts highlighted measured against academic performance, not academic achievement as indicated in the present study. Despite the fact that researchers show evidence that universities apply intervention strategies in resolving students' conflicts, the current study was to find out if at all traditional approaches were significant in resolving intrapersonal conflicts. Whether, counseling techniques' role in resolving these forms of conflicts is diversified, and there was need to further research on basic methods to understand their influence on university students' academic achievement. The researcher noted that studies reviewed deviated from the present study methodologically. For instance, Kyalo & Chumba (2011) study adopted ex-post facto causal comparative research design, Lukoye, Mungla, Ndungu, Kinoti, and Ogot, (2014) applied a descriptive cross-sectional survey design, and Muango, Ogutu & Mukabi (2012) adapted descriptive survey design whereas the present study employed triangulation design. A study by Gana and Mir (2013) study comprised of eighty (80) students selected from secondary in terms of the sample and study population, and the tool that was used for data collection was Mental Health Battery, whereas the current study sample comprised of four hundred and ninety six (496) university students.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter covered the research designs, area of study, population, sample and sampling techniques and sample size, instruments of data collection, pilot study, reliability and validity of instruments, data collection procedures, data analysis and ethical considerations.

3.2 Research Design

This research employed mixed method research design. It was applied by the researcher to explore diverse perspectives and uncover relationships that existed between the intricate layers these multifaceted research questions. The study therefore, adopted

triangulation design. The triangulation design is a one-phase design in which researchers implement the quantitative and qualitative results (Creswell, Plano, Clark, Gutmann, Hanson, 2019). The intention of using this design was to bring together the differing strengths and overlapping weakness of quantitative methods with those of qualitative methods (*Creswell, Planclark, et. al., 2019*). In this study, selected intrapersonal conflicts were the independent variables and students' academic achievement was the dependent variable.

3.3 Study variables

In this research the influencing intrapersonal conflicts were the independent variables. The indicators measured were: academic stress, academic anxiety, levels of self-esteem, emotions related to academics, and stress related issues such as relationships, alcohol and drug abuse. The dependent variable was students' academic achievement and the indicators measured were: setting of academic goals, academic demands, levels of absorption, attention, retention of learned content, self-regulatory students, academic self-worthiness, academic support, and systems of reward and sanctions. Intrapersonal conflicts were expected to influence academic achievement of third year university students. Conflict intervention strategies were expected to influence intrapersonal conflicts. Intervening variables that is students' characteristics, and university characteristics were held constant.

3.4 Area of Study

Western Kenya borders Uganda. It encompasses Nyanza region and extends to Kericho within the highlands West of Eastern Rift Valley region. It consists of twelve counties namely: Kisumu, Siaya, Homabay, Kisii, Nyamira, Migori, Kericho, Kakamega, Vihiga, Bungoma, Busia, and Trans nzoia. Its longitudes are 34^0, 35^0 west, and 52^0 east, 32^0 north and 12^0 south. There are a total of six (6) public universities namely, Masinde Muliro University of Science and Technology (MMUST), Maseno University, Jaramogi Oginga Odinga University of Science and Technology (JOOUST), Kisii University, University of Kabianga and Kibabii University (Commission for University Education, 2015). The researcher was prompted to conduct this study in public universities in Western Kenya because of the following reasons. According to the Peace Unit Program Reports (2013) and Universities Academic Advising Reports (2012) some students get overwhelmed with academic, psychological, personal, and social challenges of which research indicates that they are not resolved adequately by conflict intervention systems established by universities in Western Kenya, hence, causing some students to drop in performance levels, sometimes despair and eventually drop out before completing their studies. Moreover such studies have not been conducted in any public university in Western Kenya. Masinde Muliro University of Science and Technology conducted a research on the effects of alcohol and drug abuse in the universities (Muango, Ogutu, & Mukabi, 2012). Lukoye, Mungla, Ndungu, Kinoti, & Ogot (2014) carried out a study on prevalence of alcohol and substance abuse among college and university students in Eldoret. It was against this background, the researcher felt that there was need to investigate whether university students experience intrapersonal conflicts and establish their influence on students' academic achievement in public universities in Western Kenya. Refer to the Map of Western Kenya, *Appendix 9.*

3.5 Target Population

The study population for this research were respondents from public universities which include MMUST, JOOUST and Kisii University. The target population comprised of four thousand, four hundred and eight (4,408) third year university students, five (5) Deans of Students, one hundred and twenty (120) Student Leaders, five (5) Student counselors, sixty (60) Chairpersons of Academic Departments. All four thousand five hundred and ninety nine (4,598) was the target population of this study. Public university students, Deans of Students, student leaders, Student Counselors, Chairpersons of Academic Departments were chosen for the study because of the fact that they have the required information with respect to the objectives.

3.6 Sampling Procedures and Sample Size

Sample size refers to the number of individual pieces of data collected in a survey. Statistics sample size is important in determining the accuracy and reliability of research findings (Bartlett, *et al*, 2001). Cochran's sample size formula for continuous data was used to calculate the sample size of the students' research population. The sample for this study was obtained using Cochran (1963) formula.

$$n=\frac{2^2\ p\ q}{d^2}$$

Using the above formula, (n) is the desired sample size of the study while (2) is the standard normal deviate. (p) is the proportionate of the user in the target population estimate that would be used, (d) is the degree of accuracy allowed. The study used 96%

(0.96) confidence level for students' sample which corresponds to the standard normal deviate (2) of 4.96. (P) is unknown and therefore, set at worst case value of 50% (0.5) and d is 7% (0.07).

Formula for sample size according to Cochran;

$$\text{Sample size} = (2\text{- Score})^2 \times \text{Standard Deviation} \times \frac{(1\text{- Standard Deviation})}{(\text{Margin of Error})^2}$$

Assuming we use a 96% confidence level, 0.5 standard deviation, and a margin of error (confidence interval) of +/- 5%.

$$N_0 = \frac{2^2 p q}{d^2}$$

$$\frac{\{(4.96)^2 \times (0.5)\}}{(0.07)^2}$$

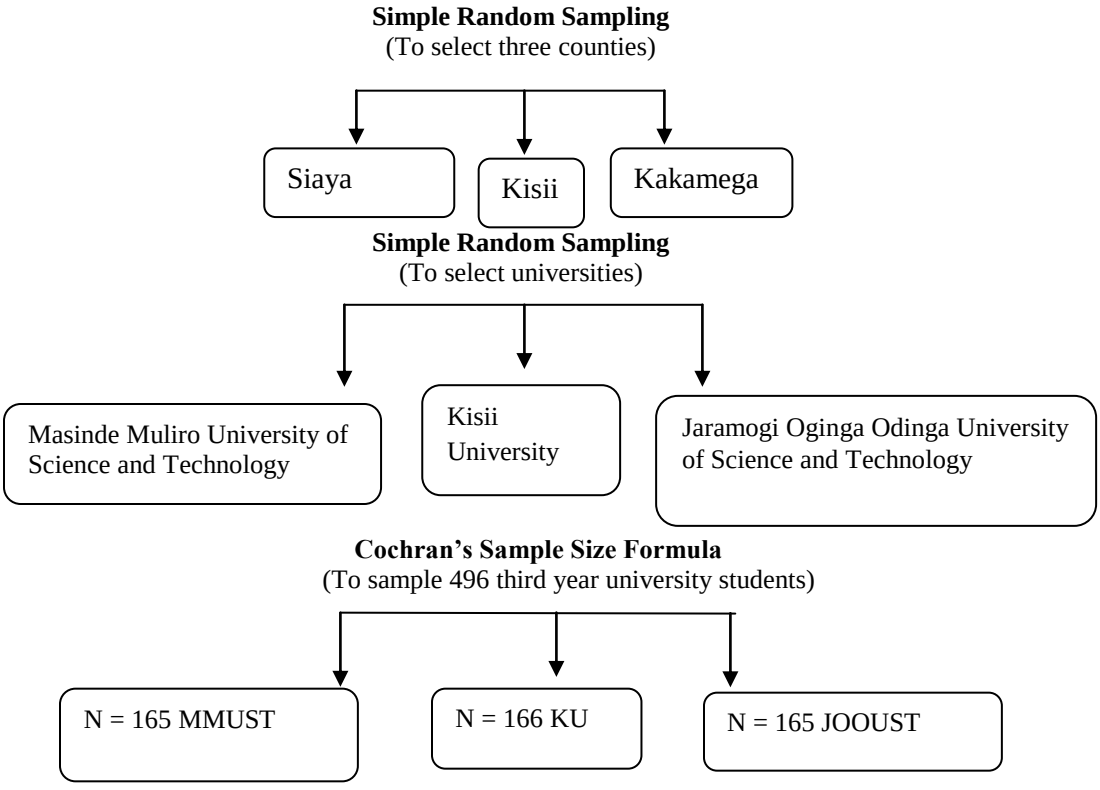
$$\frac{3.8416 \times 0.25}{0.0049}$$

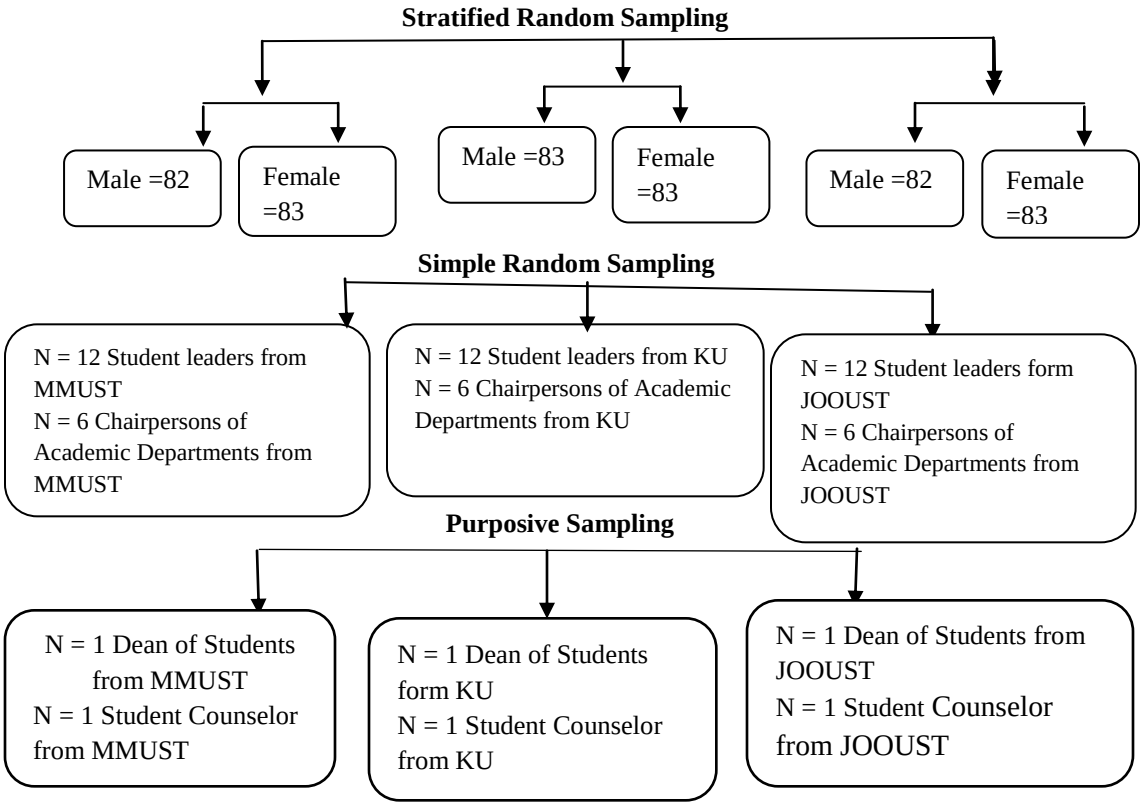
$$\frac{0.4604}{0.0049} = 496 \text{ Respondents}$$

This formula was used to select four hundred and ninety six (496) third year students from a total of four thousand, four hundred and eight (4,408). Students in their third year of study were considered for the study because they have matured through the system, therefore, could provide objective assessment of the influence of selected intrapersonal conflicts on students' academic achievement in public universities in Western Kenya. The researcher then applied stratified random sampling technique to divide the population in strata on the basis of gender and from each of these strata, a random sample size was designed. This step increased the probability that the final sample would be representative

and comprehensive in terms of the stratified groups. Purposive sampling technique was used to select three (3) Deans of Students, and three (3) Student Counselors. Simple random sampling technique was used to select thirty six (36) student leaders, and eighteen (18) Chairpersons of Academic Departments in the respective universities. Simple random sampling was applied to select three counties, namely, Kakamega, Siaya, and Kisii. Last but not least simple random sampling was applied to select three public universities. **Figure 3.1** on the next page indicates the sample frame:

3.1: Sampling Frame





Source: Participants, 2019

3.7 Data Collection Instruments

Data for the study was collected using questionnaires, in-depth interview schedules, and Focus Group Discussions (FGD).

3.7.1 Questionnaire for University Students

The study used questionnaires to collect information on the independent, dependent, and control variables from the sampled 2017/2018 cohort of third year university students. *See Appendix 2.* In specific, the students were required to respond to array of questions that targeted the selected intrapersonal conflicts and students' academic achievement in public universities in Western Kenya. The questionnaires contained closed and open-ended items. The questionnaire for students was divided into two parts; Part A captured

general information about the respondents' characteristics such as university, gender, age, location of the university, parents' status, religion, and mean grade obtained in the previous year. Part B on selected intrapersonal conflicts and students' academic achievement was divided into three sections; Section one solicited information on the influence of academic stress on academic achievement in public universities in Western Kenya; Also on the influence of academic anxiety as a form of intrapersonal conflict on academic achievement among students in public universities in Western Kenya. Section two captured the influence of levels of self-esteem on academic achievement of students in Kenyan public universities.

Rosenberg's (2015) self-esteem scale was used to measure the level of self-esteem. Lastly, section three captured the influence of selected conflict intervention strategies applied by Kenyan public universities in resolving the selected forms of intrapersonal conflicts. This approach was used because questionnaires give the opportunity to collect large amount of data in reasonably quick space of time. They were consistent and stable. They were administered to university third year students from sampled uniform measures without variations. The use of questionnaires promised a wider coverage since they approached respondents easily than other approaches (Sarantakos, 1996).

3.7.2 In-depth Interview Schedule for Deans of Students, Chairpersons of Academic Departments and Student Counselors

It was administered to Deans of Students, Students Counselors, and Chairpersons of Academic Departments. The same in-depth interview schedule was administered to

interviewees from different departments within a university selected to enable the researcher generate different types of data on the same questions since the entry equipped her with information to describe, compare, and contrast to accomplish the process of respondent interviewing. This research instrument was used to enable the researcher gather detailed data related to selected intrapersonal conflicts of students in the universities and their influence on academic achievement. *See Appendix 3*. It was used to supplement on what could be left out on using the university students' questionnaire. The information that was provided by respondents was treated with confidentiality and was used only for the purpose of this research.

3.7.3 Focus Group Discussion

A Focus Group Discussion (FGD) was used on thirty six (36) university student leaders to discuss academic stress, academic anxiety, and levels of self-esteem as forms of intrapersonal conflicts experienced that result from university environment and how they influence academic achievement. The influence of selected conflict intervention strategies applied by Kenyan public universities in resolving the selected forms of intrapersonal conflicts. There were specific topics that were discussed by the groups. In total, there were three (3) Focus Group Discussions comprising of twelve (12) members in each group. The members were brought together to engage in a guided discussion of the outlined topics. The researcher spent between one to two hours on each group. In the field it was administered on different days. The researcher moderated the discussions which were recorded with the permission of the participants, before being transcribed. It was used to explore the range of options or views on the topic of this research so that it provides an insight into how the group thinks about related issues, the range of opinion

and ideas, and the inconsistencies and variation that exists among university students in terms of their experiences and practices. *See Appendix 4.* The information that was provided by respondents was treated with confidentiality and was used only for academic purposes.

3.8 Validity and Reliability of Instruments

Quality of research instruments was ensured through validation of the instruments and conducting reliability tests as indicated in sections 3.8.1 and 3.8.2.

3.8.1 Validity of the Instruments

Validity is the ability to test a research instrument to measure what it purports to measure. Validity of the study was important in order to ensure that data obtained from the instruments accurately represented the theoretical concept of the study. A measurement conforms to the theoretical expectations the study sought to specify the domain indicators relevant to the concept under, such that the possible terms to be used in measuring the concept are contained in the tools. This was presented to independent experts in the area of educational psychology and the two supervisors who checked development of research instruments by examining research objectives and hypotheses, consulting research experts and lecturers, personal experience and related studies for purposes of framing items and critical examination of variables.

In addition, face validity, and content validity was checked to determine whether the instruments accurately represented the items under study. Face validity is the extent to which a test is subjectively viewed as covering the concept. Content validity is determined by how much the instructional content correlates with the test based content. It was necessary since the purpose of the test was to measure achievement. Construct validity was determined by correlating test scores with test scores from another test that measured the same variables and the two distribution scores related with one another using spearman rho correlation. r = 0.534 respectively, P – Value 0.202 < 0.05 hence, indicated a positive relationship. To measure criterion validity and predictive validity, test scores were used to predict the outcome. Correlation co-efficient was obtained since both measures were obtained at the same time. r = 0.475, P – value 0.037 < 0.05 respectively, therefore, indicated a positive relationship. It targeted the selected intrapersonal conflicts and students' academic achievement in public universities in Western Kenya. The final instruments were developed in light of the comments.

3.8.2 Reliability of Research Instruments

The questionnaire, interview schedules and Focus Group Discussions, were used in the actual study, after being pilot tested in the University of Kabianga located in Kabianga Division in Kericho West to ascertain the adequacy of research instruments. Also the purpose was to obtain an independent group of respondents outside this study area of jurisdiction to avoid possible interaction. The Cronbach Coefficient alpha was computed

to determinine the internal consistency of instruments which was accepted at an alpha level of 0.50 and above.

Reliability refers to the consistency of the scores obtained. It is the degree to which research instrument would yield the same results if repeated. A coefficient of 0.50 or more implies that there is a degree of acceptable reliability of research tools (Mugenda, 2008; Orodho, 2009). Split–half method was used in calculating the reliability of a pair of scores using the Pearson product moment correlation coefficient as indicated after the split-half test had been administered to a group at the same time.

$$r = \frac{\Sigma x Y}{(N-1)\, SD\, x\, SD\, y}$$

This approach was less much susceptible to time-interval effects because all of the items were administered at the same time and then split into separate item pools afterwards. Cronbach's alpha value was 0.678 for all items which was greater than 0.50, from the alpha's internal consistency implying that the instruments were reliable for generating data for this study.

3.9 Data Collection Procedures

The researcher proceeded to the institutions to collect data from the selected respondents. Permission from the National Commission for Science and Technology and innovation (NCOSTI) was sought. The researcher made appointments with the Deans of Students, Student Counselors, student leaders, and Chairpersons of Academic Departments on agreed dates. The researcher then visited the respective respondents and collected data

using questionnaires and interviews. The questionnaires were administered in person by the researcher with the help of research assistants to the respondents and were collected immediately after responding to them. The researcher explained the items found challenging to respondents for them to understand.

3.10 Data Analysis

This study generated both qualitative and quantitative data. Data collected was processed, coded, and analyzed qualitatively and quantitatively to facilitate addressing research and testing the null hypotheses. Qualitative data was analyzed descriptively and thematically, whereas quantitative was analyzed with the aid of descriptive and inferential statistics to help the researcher interpret data for the purpose of providing meaningful insights about the problem being assessed ((Marczyk, Dematteo & Festinger, 2005). Statistical package for Social Sciences (SPSS) version 20.0 for windows was used to aid in the data analysis (Ruane, 2006). All data was analyzed at a level of significance of 95% or x =0.05 and the degrees of freedom depending on the particular case determined. The null hypotheses was tested at a level of statistical significance, p-value of 0.05.

In relation to all objectives, twelve interview sessions were held, three with Deans of Students, three with student counselors, and eighteen with Chairpersons of Academic Departments in three public universities selected. Interview data on the influence of academic stress, academic anxiety, and levels of self-esteem on academic performance, influence of conflict intervention strategies on intrapersonal conflicts was used to supplement on what could have been left out on using third year university student questionnaire. Three Focus Group Discussion sessions were held with three focus group

discussions comprising of twelve student leaders in three public universities selected. Data from Focus Group Discussions was used to explore the range of views on the influence of academic stress on academic performance so that it provides an insight into how the group thinks about related issues, the range of opinion and ideas, and the inconsistencies and variations that exist among university students in terms of their experiences and practices. The data was analyzed descriptively and thematically and thereafter merged for presentation.

Variables used in this study were analyzed descriptively using frequency distribution, percentages, means and standard deviations. The variables included university, gender, age, parental status, educational sponsorship and religion. The influencing intrapersonal conflicts were the independent variables and the dependent variable was students' academic achievement. The nature of variables under investigation in each objective informed the type of statistical tool of analysis employed.

The first objective sought to determine the influence of academic stress on students' academic achievement in public universities in Western Kenya. The following tests for model fitness, Chi-square test, Homer-lemeshow tests, Omnibus tests of model coefficients and Cox and Snell R Square and Nagelkerke R Square were used to correlate the outcome variable (academic performance) with all possible continuous and categorical explanatory variables respectively with the view of determining which interactions to pursue in the regression models. In order to effectively address this study objective, a binary logistic regression analysis was used to fit the mean for academic stress against academic achievement to determine the influence of academic stress on

academic achievement while controlling individual student respondents and university characteristics.

The second objective was to analyze the influence of academic anxiety on students' academic achievement in public universities in Western Kenya. The following tests for model fitness, Chi-square test, Homer-lemeshow tests, Omnibus tests of model coefficients and Cox and Snell R Square and Nagelkerke R Square were used to correlate the outcome variable (academic performance) with all possible continuous and categorical explanatory variables respectively with the view of determining which interactions to pursue in the regression models. To effectively address this study objective, to fit the mean for academic anxiety against academic achievement to analyze the influence of academic anxiety on academic achievement while controlling students and university characteristics, a binary logistic regression analysis was used.

The third objective sought to examine the influence of self-esteem on students' academic achievement in public universities in Western Kenya. The following tests for model fitness, Chi-square test, Homer-lemeshow tests, Omnibus tests of model coefficients and Cox and Snell R Square and Nagelkerke R Square were used to correlate the outcome variable (academic performance) with all possible continuous and categorical explanatory variables respectively with the view of determining which interactions to pursue in the regression models. In order to address this study objective, a binary logistic regression analysis was applied to fit the mean for the levels of self-esteem against academic achievement to examine the influence of levels of self-esteem on academic achievement while controlling students and university characteristics.

The fourth objective sought to examine the influence of conflict intervention strategies on selected intrapersonal conflicts in public universities in Western Kenya. To effectively address this study objective along with the research question, how effective are the conflict intervention strategies influencing the selected intrapersonal conflicts in Kenyan public universities in Western Kenya?, a correlation analysis was used to describe the influence between traditional strategies, counseling techniques, basic methods and academic anxiety, academic stress and levels of self-esteem. Summary of the objectives, variables and methods of data analysis is presented in Table 3.1.

Table 3.1: Data Analysis Summary

Objectives	Independent Variables	Dependent Variables	Method Analysis

To determine the influence of academic stress on students' academic achievement in public universities in western Kenya.	Academic stress	Academic achievement	Frequency, Percentages Means, Standard Deviations Chi – Square Hosmer and Lemeshow, Omnibus tests of model coefficients Cox and Snell R Square and Nagelkerke R Square Binary Logistic Regression
To analyze the influence of academic anxiety on student academic achievement in public universities in western Kenya.	Academic anxiety	Academic achievement	Frequency, Percentages Means, Standard Deviations Chi –Square Hosmer and Lemeshow, Omnibus tests of model coefficients Cox and Snell R Square and Nagelkerke R Square Binary Logistic Regression
To analyze self – esteem influence on students' academic achievement in public universities in Western Kenya	Levels of self- esteem	Academic achievement	Frequency, Percentages Means, Standard Deviations Chi –Square Hosmer and Lemeshow, Omnibus tests of model coefficients Cox and Snell R Square and Nagelkerke R Square Binary Logistic Regression
To examine the influence of conflict intervention strategies on selected intrapersonal conflicts in public universities in Western Kenya	Conflict intervention strategies	Academic achievement	Frequency, Percentages Means, Standard Deviations Spearman's rho Correlation

Source: Researcher, 2019

3.11 Ethical Considerations

The researcher observed ethical guidelines for conducting the research so that ethical values of the respondents are not violated during the research process. This included exclusion of offensive items in the questionnaire, concealing the identity of the participants. The identity of respondents was not revealed in the final document, obtained informed consent from the respondents before collecting data and conducted research purely for the sake of creating additional knowledge for this study.

3.12 Chapter Summary

The methodology applied in this research indicated a systematic activity directed towards discovery and development of organized body knowledge. It involved systematic objective analysis and recording of controlled observations which led to generalizations, theories and principles that were useful in predicting and controlling events. This was a process of arriving at effective resolutions to a problem through collection, analysis and interpretation of data.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents the results of data analysis in line with the objectives of the study. Both descriptive and inferential statistics were adopted for this study. Descriptive analysis of the variables in the study included an assessment of academic stress, academic anxiety, levels of self-esteem as intrapersonal conflicts, and academic achievement. The statements were anchored on a five point Likert-type scale ranging from 1= Strongly Disagree (SD), 2 = Disagree (D), 3 = Undecided (U), 4 = Agree (A) and 5 = Strongly Agree (SA) and respondents were asked to indicate the extent to which they agreed to the statements. In their own opinion, third year university students were to indicate how frequently the respective universities applied conflict interventions resolutions indicated in the questionnaire, and responses were analyzed to evaluate they had an influence on selected intrapersonal conflicts in public universities in Western Kenya.

Descriptive statistics such as frequency distribution, percentages, means and standard deviations were used. Thematic analysis was applied to offer personal insights and practical examples while exploring issues of rigor and trustworthiness. This was illustrated through the presentation of audible decision trail, guiding, interpreting, and representing textual data. The objectives of the study were analyzed using inferential statistics specifically tests for model fitness which included, Chi-square tests, Hosmer-lemsshow tests, Omnibus Tests of Model Coefficients, and Cox and Snell R Square and

Nagelkerke. Three null hypotheses were tested using a Binary Logistic Regression model.

4.2 Response Rate

Respondents who took part in the study were students from Kisii University, Jaramogi Oginga Odinga University of Science and Technology and Masinde Muliro University of Science and Technology. A total of 496 copies of questionnaires were administered to the sampled students and 438 of them were returned having been successfully filled thus giving a response rate of 87.9%. This response rate, 87.9%, was excellent since it surpassed the minimal value of 50% response rate prescribed for statistical analysis (Mugenda & Mugenda, 2003). Three (3) Deans of Students, three (3) Student Counselors, eighteen (18) Chairpersons of Academic Departments were also involved in the study through an in depth interview schedule. A Focus Group Discussion (FGD) was used to gather thirty six (36) university student leaders to discuss academic stress, academic anxiety, and levels of self-esteem as forms of intrapersonal conflicts experienced that result from university environment and how they influence academic achievement.

4.3 Description of Statistics and Variables used in the Study

All the variables used in this study were coded and entered for analysis on nominal, ordinal, continuous, and categorical scales depending on the nature of data collected. Background information of third year university students were analyzed descriptively using frequency distribution and percentages. However, third year university 2017/2018

cohort of students' academic achievement in public universities in Western Kenya for 2016/2017 academic year; and research objectives were subjected to descriptive, inferential, and thematic analysis as follows; to determine influence of academic stress on students' academic achievement in public universities in Western Kenya. To analyze influence of academic anxiety on students' academic achievement in public universities in Western Kenya. To examine influence of self-esteem on students' academic achievement in public universities in Western Kenya, and to establish the influence of conflict intervention strategies on selected intrapersonal conflicts in public universities in Western Kenya.

4.4 Background Information of Third Year University Students

This chapter presents the ability of the respondents to give more reliable and satisfactory information on the study variables thus, the necessity of the respondents' personal profile information. The respondents were asked to state their demographic characteristics; University, Gender, Age bracket, parenthood status, and educational sponsorship. The responses were as described in Table 4.1.

Table 4.1: Demographic Characteristics of Students N = 438

Variable	Intermediate Variables	No. of Respondents	Percentage %
University	MMUST	157	35.8
	JOOUST	155	35.4
	KISII	126	28.8
Gender	Male	218	49.8
	Female	220	50.2
Age	18 – 24 Years	410	93.6
	Above 24 Years	28	5.3
Parents Status	Married	318	72.6
	Separated	32	7.3
	Divorced	19	4.3
Educational Sponsorship	KUCCPS	308	70.3
	PSSP	130	29.7
Religion	Muslim	20	4.5
	Christian	418	95.5
Total		**N = 438**	**87.9%**

A total of 438 of the sampled students participated successfully thus giving a response rate of 87.9%, which is an average of 35.8% students from Masinde Muliro University of Science and Technology, 35.4% students from Jaramog Oginga Odinga University of Science and Technology and 28.8% of students from Kisii University. There were 438 third year students that consisted of female 220 (50.2%) more than male 218 (49.8). 93.6% of students were within the age range of 18 to 24, and 5.3% were above 24 years.

For most students parents live together (72.6%), remaining percentages with (7.3%) separated parents, and (4.3%) for divorced parents. Most of the students have been placed by KUCCPS (Kenya Universities and Colleges Central Placement Service) (70.3%) while (29.7%) are PSSP (Privately Sponsored Students Programme) students. About religion (95.5%) of the students are Christians and Muslim was answered with (4.5%).

Table 4.2: Third Year University 2017/2018 Cohort of Students Academic Achievement in Public Universities in Western Kenya for 2016/2017 Academic Year

Students' Academic Achievement	Count	Column N %
Utmost 49%	27	7%
50% - 59%	106	29%
60% - 69%	180	49%
At least 70%	56	15%
Total	**369**	**100%**

As indicated in Table 4.2**,** a significant proportion of students, 49% and 29% scored an average performance, 60% - 69% and 50% - 59% respectively. 7% of the students scored an average performance of below 50%. Note that only 15% of the students scored above 70% in their academics. Document analysis of official records was undertaken with the approval of respective universities. *See Appendix 6, 7, and 8*. This is an indication that majority of the students' academic achievement may not be at the levels they expect. Hence the researcher sought to establish if academic stress, academic anxiety and self-esteem among students had a significant influence in determining the academic

achievement of the students in public universities in Western Kenya. The results were as detailed in section 4.5.

4.5 A Binary Logistic Model Used to Examine Influence of Intrapersonal Conflicts on Academic Achievement of Third Year Students in Public Universities in Western Kenya

To examine influence of intrapersonal conflicts (academic stress, academic anxiety and self-esteem) on academic achievement a Binary Logistic Regression model was used. To compute a Binary Logistic Regression on a non-binary dependent variable, a value is picked in the range, then the above and below of that value is considered as the dependent (Ballardw, 2019). Thus academic achievement was reduced into two categories; below 60% and at least 60% and above categories and subjected to tests for model fitness. The results were as detailed below**.**

4.5.1 Tests for Model Fitness

The researcher applied Hosmer-Lemeshow tests (Hosmer & Lemeshow, 2013) the null hypotheses that predictions made by the model fit perfectly with observed group memberships**.** It is clear that we do not reject the null hypotheses [$x^2_{(8)} = 6.326$, $p = 0.611 > 0.05$], thus predictions made by the model fitted perfectly with observed group memberships. Therefore, we conclude that the data well fitted the model as indicated by the non-significant Chi-square value and the results were as shown in *Appendix 5*. Note that three predictors (Academic Stress, Academic Anxiety, and low and high Self-esteem) were added in the model to assess they had a significant influence in explaining

the variation in Academic achievement. Hosmer-Lemeshow tests is a goodness of fit test for Logistic Regression Models. The test informs the researcher how well the data fits the model. The HL test calculates if the observed event rates match the expected event rates in population subgroups (Economic and Social Research Council, 2019).

The researcher used Omnibus Test to test if by adding the three-predictor variables significantly increased the ability to predict the academic achievement. The researcher used Omnibus Test to test if by adding the three-predictor variables significantly increased the ability to predict the academic achievement. The results were as shown in, "**Step** "was used to test the contribution of the specific variable(s) entered on this step, "**Block**" was used to test the contribution of all the variables entered with this block and "**Model**" was used to test the fit of the whole model. Since the Chi-square for all; Step, Block, and Model were significant, ($p = 0.006 < 0.05$), this implies that the contribution of specific variables and the contribution of all variables entered as a block were significant and that the model was good to predict the academic achievement. The results are as shown in *Appendix 5.* Therefore, it was concluded that by adding the four-predictor variables (Academic Stress, Academic Anxiety, low and high Self-esteem) significantly increased the ability in predicting the academic achievement. Omnibus Tests of Model Coefficients is used to check that the new model (with explanatory variables included) is an improvement over the baseline model (Economic and Social Research Council, 2019).

To determine the fit of the model to the data and how much the three variables explained in the variation in academic achievement, Cox and Snell R Square and Nagelkerke R Square were used. The results of Nagelkerke R Square indicated that all the four

predictors together (Academic Stress, Academic Anxiety, Low self-esteem and High self-esteem) explained 6.1% of the variation in the academic achievement of the students in public universities in Western Kenya and the results were as shown in *Appendix 5*. Cox and Snell R Square, and Nagelkerke R Square are statistical measures of how close the data are to the fitted regression model. This indicated that the model explains all variability of the response data around its mean. -2 log likelihood for the final model is used to compare reduced models (Ogee, Ellis, & Seibilia, 2013).

To determine the influence of intrapersonal conflicts on Academic Achievement of students in public universities in Western Kenya, a Binary Logistic Regression model was used and the variables in the equation were as detailed in *Appendix 5*. A Binary Logistic Regression is used to predict the Odds of being a case based on the values of the independent variables (Tranner & Elliot, 2019). B refers to the regression coefficients which depicted the association between each predictor and the outcome variable (high self-esteem B = -173, low self-esteem B = -.098, academic stress B = .009, and academic anxiety B = -.044, constant 196). S.E. is the standard error around the coefficient for the constant ((high self-esteem S.E. = - 068, low self-esteem S.E. = -.106, academic stress S.E. = .053, and academic anxiety S.E. = -.047, constant = 1.574). Wald is the Wald chi-square test that tests the null hypothesis that the constant equals zero (0) (high self-esteem wald = 6.440, low self-esteem, wald = .847, academic stress, wald = .032, and academic anxiety wald = .889, constant = .016). df is the number of degrees of freedom of the model in this case, one (1) for all variables, constant =1.

Sig is the p-value listed in the column which was compared to a critical value 0.05 to determine if the overall model is statistically significant (high self-esteem p - value =

.011, low self-esteem p – value = - .357, academic stress p – value = .857, and academic anxiety p – value = .346, constant =.901). EXP (B) are the Odds ratio for predictors. They are the exponentiation of the coefficients (high self-esteem EXP (B) = 1.189, low self-esteem EXP (B) = 1.103, academic stress EXP (B) = .991, and academic anxiety EXP (B) = .959, constant =.822). The Odds ratio is the probability that a particular outcome is a case divided by the probability that is a noncase. The overall test of the model (in the omnibus Tests of model coefficients) and the coefficients and odds ratios (in the variables in the equation) is specified as the binary logistic regression command. It must be referred to with respect to objectives one, section 4.6, objective two, section 4.7 and objective three, section 4.8 of this chapter specifically in relation to inferential analysis since it is not in order to split the variables entered in these tables. *This information is contained in Appendix 5.*

4.6 Influence of Academic Stress on Academic Achievement in Public Universities in Western Kenya

The first objective sought to determine the influence of academic stress on students' academic achievement in public universities in Western Kenya. Data was subjected to the following descriptive statistics: frequency distributions and percentages as shown in table 4.3.

Table 2.3: Summary of Descriptive Statistics of Scores of H_{O1}

Statement		SD	D	U	A	SA
I felt emotionally drained by university life	Count	129	106	48	86	69
	%	29.5%	24.2%	11.0%	19.6%	15.8%
I felt that competition with other fellow students makes me feel tense for a period of time	Count	157	134	37	72	38
	%	35.8%	30.6%	8.4%	16.4%	8.7%
I am not sure whether I am studying the right degree	Count	234	88	23	39	54
	%	53.4%	20.1%	5.3%	8.9%	12.3%
I need to do well	Count	21	20	25	123	249
	%	4.8%	4.6%	5.7%	28.1%	56.8%
Anxious about how I will perform academically	Count	40	43	34	145	176
	%	9.1%	9.8%	7.8%	33.1%	40.2%
My sleep is restless while at college and I feel fatigued	Count	142	127	35	72	62
	%	32.4%	29.0%	8.0%	16.4%	14.2%
I find it difficult to deal with adverse effects of alcohol and drug abuse on my health and I feel disoriented frequently	Count	246	85	17	30	60
	%	56.2%	19.4%	3.9%	6.8%	13.7%
I find it a challenge juggling study, personal life and making new friends for this causes my concentration to diminish	Count	134	107	40	92	65
	%	30.6%	24.4%	9.1%	21.0%	14.8%
I have differed studies due to financial constraints	Count	214	103	25	37	59
	%	48.9%	23.5%	5.7%	8.4%	13.5%
My studies have been put on hold for an extended period	Count	85	88	63	92	110
	%	19.4%	20.1%	14.4%	21.0%	25.1%

Average Level of Academic Stress	**Mean**	**%Mean**	**SE**	**SD**	**Skewness**	**SE**
	2.7642	**59%**	**.03336**	**.69826**	**1.101**	**.117**

As shown in Table 4.3 it was found that a significant proportion of the respondents, 29.5% and 24.2% felt that the university does not affect them emotionally however,

19.6% and 15.8% of the respondents agree and strongly agree that the university has affected them emotionally an indication that there were some students who were stressed by the university. In terms of competition with other fellows, majority of the respondents, (157) 35.8% and (134) 30.6% were not tensed to have a competition with other fellows, however, a significant proportion, 16.4% and 8.7% of the respondents tensed whenever they had a competition with their fellow students. Most of the respondents, (234) 53.4% and (88) 20.1% were sure of studying the right degree whereas 8.9% and 12.3% of the respondents were not sure if they were studying the right degree. Majority of the students (246) 56.8% and (123) 28.1% experienced academic stress for having higher expectations that they have to do well in examinations. A significant proportion of respondents, 40.2% and 33.1% were more anxious about their academic achievement in college. This is an indication that they had developed academic stress. Though some respondents, 32.4% and 29% claimed that their sleep was restless while at college and most of the time they felt fatigued, a significant proportion of them did, 16.4% and 14.2% as shown. A significant proportion of the respondents, 30.6% and 24.4% did not find it challenging juggling between studies, personal life, making new friends and their concentration in academics, however, and a small percentage of them, 21% and 14.8% found it very challenging.

A significant proportion of respondents, 48.9% and 23.5% had not deferred their studies at any point in time. 6% undecided, however, 8.4% strongly agreed and 13.9% agreed that at one point in time they had deferred their studies at the University. For a significant proportion of the sampled students, 19.4% and 20.1% of the respondents never had learning process on hold for extended period of time at some point. However, a

significant proportion of the respondents, 21% and 25.1% had learning process on hold for extended period of time at some point due to closing down of institution. On average, the level of academic stress among the students was at 59%, a mean of 2.7642, Standard Error Mean .03336, Standard Deviation .69826, Skewness 1.101, and Standard Error .117 as revealed, an indication that there were students who were stressed during their academics thus likely to affect their academic achievement. These are students who may not have learned to cope with academic stress such that they were overwhelmed to the extend it influenced their academic achievement negatively.

In **Part B question 11** the respondents were asked to state if they had been on hold for extended period of time due to closing down of institution and if yes to state the reason and the responses were as shown in Figure 4.1.

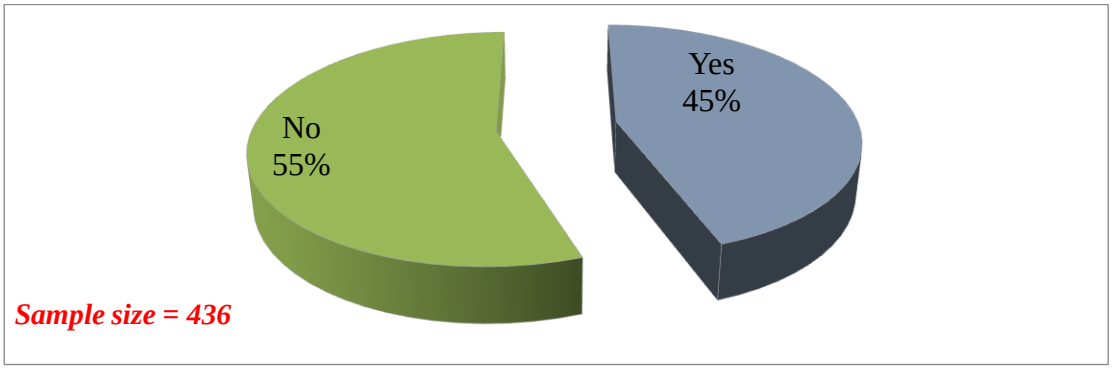


Figure 4.1: Learning Process on Hold for Extended Period of Time

A significant proportion of respondents, 55% never had learning process on hold for extended period of time at some point due to closing down of institution. However, most of the respondents, 45% had learning process on hold for extended period of time at some

point due to closing down of institution. They claimed that the closing down of the institution was as a result of students' strike and lecturers' strike 2016/2017 academic year.

Part B question 12 the respondents were also asked to state if they had deferred their studies at the University at one point in time and their response were as shown in Figure 4.2.

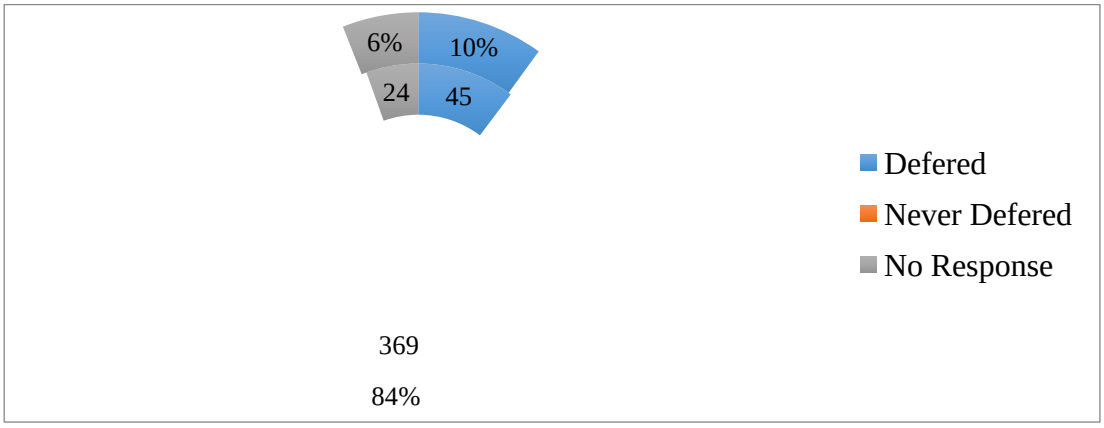


Figure 4.2: Deferment from University

Most of the respondents, (346) 84% had not deferred their studies at any point in time as shown in Figure 4.2. However, 10% of the respondents had at one point in time deferred their studies at the university; an indication that they had been stressed before thus likely to affect their academic achievement on resuming their studies. Question (11) and (12) were to enable the researcher get higher response and accurate data easer to code and analyze.

4.6.1 In-depth Interview and Focus Group Discussions Findings

Findings from in-depth interviews on the influence of academic stress on public university students in Western Kenya, were as follows: Deans of Students reported that financial issues for upkeep and tuition are sources of academic stress in the universities whereas responding to question (6). This view was supported by Chairpersons of Academic Departments who stated that the need to do re-sits for failed examination papers causes distress in students concerned since they also have a financial implication. Question (5) on the effect of academic stress on students' academic achievement, a Chairperson of Academic Department stated that academic stress as an intrapersonal conflict it is more pronounced during examination periods in the universities to the extent that some students go against examination rules and regulations. In an interview, a Chairperson of Academic Department reported:

> *During examination period some students go against exam rules and regulations due to the influence of academic stress, hence, engage in prohibited acts related to examinations (Interview held in May 10th, at University Y, 2018).*

Towards the end of the interview, a Dean of Students suggested that certain resources should be availed which can help students deal with academic stress and academic anxiety effectively, for instance, counseling and psychiatry. That Chairpersons of Academic Departments and Deans of Faculties or Schools should work together to ensure examinations, assignments, and C.A.Ts are well planned.

During a Focus Group Discussion student leaders supported the fact that academic stress in particular is experienced towards the end of the semester because of thinking of the end of semester examinations as well as tuition fees issues for those who have not paid up

to the required minimum fees balances. While commenting on the influence of academic stress on academic achievement, one respondent (43%) out-rightly put it that;

> *Academic stress comes about for lack of self-planning by the student at the beginning of the semester. Some students focus a lot of energy on non-academic issues and end up missing classes and even not knowing what is going on as far as their studies are concerned. By the time exam timetables are released that is when they realize they have not adequately prepared to handle the pressure to perform well in the course. Additionally, the fast leaners happen to outdo leaners who take longer to cover the work load. Therefore, comparing yourself to what is happening around you then gives the ill-prepared student a lot of emotional stress to achieve in their academics (In an FGD held in May 7th at University X, 2018).*

4.6.2 Inferential Analysis on Influence of Academic Stress on Academic Achievement in Public Universities of Western Kenya

In order to effectively address this objective, to determine the influence of academic stress on students' academic achievement in public universities in Western Kenya, the average level of academic stress was analyzed using tests for model fitness. These included, Chi-square test, Hosmer-lemeshow tests, Omnibus Test of Model Coefficients, and Cox and Snell R Square and Nagelkerke were used to correlate the outcome variable (academic achievement) with all possible continuous and categorical explanatory variables respectively with the view of determining which interactions to pursue in the regression models. According to Chi-square test and Omnibus Tests of Model Coefficients, Chi-square for all; Step, Block, and Model $p = 0.006 < 0.05$, was significant thus implied that academic stress was a good predictor of academic achievement hence

pursuing it further using regression analysis was inevitable. *The Information is contained in Appendix 5*.

To test the $Ho_{1,}$ which stated that there is no significant influence of academic stress on students' academic achievement in public universities in Western Kenya, a binary logistic regression analysis was used to model the mean for academic stress against academic achievement to determine the influence of academic stress on academic achievement while controlling students and university characteristics. Variables in the equation revealed that academic stress was found to have a negative influence on the academic achievement as indicated by the regression coefficient, B = - 0.009, though the influence was not significant at 5% level of significance as indicated by $p = 0.857 > 0.05$. An increase in academic stress among students was associated with a decreased likelihood of exhibiting an improvement in academic achievement among the students as indicated by Odds Ratio [Exp (B)] = 0.991< 1. Given that Odds Ratio [Exp (B)] is less than 1, then academic stress and academic achievement negatively correlated. Therefore, basing on the basic and inferential statistics, and thematic analysis, at p – value 0.857 whose significant level was above the cut-off value (significant level) of 0.05, there was no sufficient evidence to fail to reject the hypothesis that there is no significant influence of academic stress on students' academic achievement in public universities in Western Kenya. *The Information is contained in Appendix 5*.

This was a clear indication that high academic stress among some students led to an average or below average academic achievement in public universities in Western Kenya. This implied that academic stress used in this study were all having a significant negative

influence on academic achievement of students in public universities in Western Kenya. Academic stress consequence factors were; university students being emotionally drained by university, competition with fellow students, not sure whether they are studying the right degree, the need to do well in academics, worry over academic achievement, having restless sleep, experiencing effects of alcohol and drug abuse, juggling study, personal life and making new friends, deferment of studies and studies having been put on hold for an extended period of time.

4.6.3 Discussion on Influence of Academic Stress on Students' Academic Achievement in Public Universities in Western Kenya

The findings of this study indicated that academic stress has a negative influence on academic achievement of students in public universities in Kenya with regard to being emotionally drained by university, 19.6% and 15.8% university students agreed and strongly agreed that the university has drained them emotionally. In an interview, a CoD reported:

> *When first years report some change from their initial degree program to a less technical degree or from a less technical degree to a more technical degree. This is common with students admitted into engineering sciences, applied science courses and education. (Interview held in May, 4th, at K University, 2018).*

This assertion indicates that some of the students who were enrolled in degree programmes they did not like or due to pressure from family opted for others. Generally in Kenya the system of education increases feelings of self-doubt and uncertainty about students' potential. No doubt, the university unlocks many closed doors, however, too

much exposure to the system beam of scrutiny leaves many students unsure of whether they are capable of opening doors for themselves. However, a significant proportion of respondents, 29.5% and 24.2% felt that the university does not drain them emotionally. Most of these students are definitely aware of the quizzes, tests, assignments which are held throughout the semester and this assists in reduction of stress levels. In addition, such university students know that final examinations are the most important stage where they can make up their grades. This findings with respect to H_{O1}, are therefore, in agreement with Sangita (2018) who argued that young people are tripped up by the mile stones of education that act as barometers for our abilities and skills. This argument concurs with Harvighurst (1991) developmental task theory which postulates that any person who has not learned and mastered a task is maladjusted and suffers social disapproval which can be a source of frustration which may have an impact on a person's goals.

In-terms of competition with fellow students which makes some students feel tensed for a prolonged period of time as the score indicates 16.4% agreed, 8.7% strongly agreed with regard to Ho_1. Some students argued that for the first time while in the university they score lower grades on a test. Consequently, test anxiety is experienced with increased intensity. This is a situation where a student has to prepare and get the best qualifications at the university and this puts immense pressure on a student yet he or she has to do whatever it takes to succeed. These observations are similar with those of Cohen (2018) study which revealed that this may be the most common long term cause of stress for college students. When students do not get the results they think they should get or feel pressured to get certain academic results, this can cause a lot of stress. 35.8%

and 30.6% of third year university students were not tensed to have a competition with fellow students. In an FGD, a student leader argued:

> *The first learners happen to outperform learners who take longer to cover the work load. Therefore, some students compare themselves to what is happening, the ill-prepared student experiences a lot of emotional stress and worry to achieve in their academics (FGD held in May, 7th, at University Y, 2018).*

Most of these students get to relax and focus on classwork hence, achieve in academic work since they are often satisfied by others who prefer to accommodate however, this argument does not agree with Cohen (2018) study on academic demands and test anxiety.

The results in regard to not being sure whether they are studying the right degree, 8.9% agreed and 12.3% strongly agreed with respect to H_{O1}. Some university students miss lectures or find themselves absent minded while in the lecture hall. This experience makes them have a feeling that they are not in the right place. Nothing makes sense for such students, thus, they are forced to do anything academic at the university. In addition, he or she may want to reconsider his or her course. On the other hand, 53.4% strongly disagreed and 20.1% disagreed since they were confident that they are studying the right degree. When they reported in first year, the students were sure their career aspect isn't affected and most of such university students are assured of job security. The result was consistent on one hand with Zain (2018) argument that choosing a degree and a career path is not as easy as it seems but it is important to get right. Students who end up choosing a degree which doesn't really suit them, there is a risk that they will end up

dropping out, underperforming or simply unhappy. Harvighurst (1991) study on the other hand supported where he stated that selection of an occupation is another developmental task expected of late adolescent and young adulthood.

The current study as regards the need to do well or self-expectations with respect to H_{O1} where 28.1% agreed and 56.8% strongly agreed, meant that high academic expectations favour students' selection of deep learning more than strategic approaches. In an FGD, a student leader reported:

> *Some students experience stress of having higher expectations with regard to passing highly in examinations, yet they don't aggressively pursue their studies while at university to realize their academic ambitions (In an FGD held in May 7th, at University X, 2018).*

In instances of parental expectations were supposed to work or be applied, the problem is that students become so laid back or mixed up that their education takes a back seat such that they do not care. This explanation is in agreement with the study of Lothian (2013) who stated another instance where parents put pressure on a student to do what they want and not what the student wants to do. They know what's best for their daughter or son and want him or her to follow in the career path that they have chosen for them. However, 4.8% strongly disagreed, and 4.6% disagreed. This indicated that some students with high esteem set their goals and work towards realizing them. But this could be the reverse for low esteem students.

This study as presented by H_{O1} was found that university students 16.4% and 14.2% strongly agreed they become anxious about their academic achievement at university. In an interview, a Chairperson of an Academic Department reported:

> *During examination period some students go against exam rules and regulations due to the influence of academic stress, hence, engage in prohibited acts related to examination (Interview held on May 10th, at University Y, 2018).*

That the influence is more pronounced during examination periods in the university. The pressure to excel in academics makes them to attempt dangerous acts such as forgery of exam cards, academic transcripts and even staff signatures, and some university students even sneak unauthorized materials in the examination room. Others fail to sit for end of semester examination due to fear of failure as a result of unpreparedness. 9.1% and 9.8% did not experience anxiety about their academic achievement at university, an indication that they had not developed an academic stress due to the fact that they were able to identify their academic requirements, ideal academic achievement, and set reasonable academic goals. These observations support those of Brogard (2015) who argued that common causes of academic stress is particularly, achievement anxiety.

Further the study conducted with respect to H_{O1} depicted that some university students, 16.4%, and 14.2% accepted that during sleep they seem restless and most of the time feel fatigued. Sleep loss therefore, interferes with academics, extracurricular and vocational choices. This is because poor sleep quality leads to lower abilities in cognition. Likewise, 32% and 29% claimed that their sleep was not restless while at the university. This implied most of the students get enough sleep thus they are able to work at an optimum

level academically. Enough sleep enables some third year university students live a healthy lifestyle and function well and think properly. It helps therefore, with memory consolidation, learning, decision making, and critical thinking. These results were in agreement with the study of Brogard (2015) who indicated that sleep depression alone is enough to make the emotional brain behave as if an extreme danger were present. Obtaining healthy sleep is important for both physical and mental health. It can also lead to improved productivity and overall quality of life. Further, Bandura (1986) discussed some of the effects of stress and anxiety on behavior and restless sleep was one of them.

Moreover, the findings indicated that university students experience academic stress with regard to alcohol and drug abuse and most of them find it difficult to cope with its adverse effects on their health thus feel disoriented frequently. This was in support of H_{O1} where 6.8% and 13.7% of the findings indicated that addicted students experience difficulty concentrating, focusing, frequently appear distracted and recalling known details. This is manifested through indiscipline, absenteeism, and low academic achievement. Some suffer from chronic illnesses requiring hospitalization. Students who were found not to abuse alcohol and drugs at all, and this included also responsible users, in most cases these are students who participate in extracurricular activities such as pro-social activities, team sports, and performing arts college attendance thus have reduced involvement of risk taking behaviors hence, better academic achievement. This accounts for 56.2% and 19.4% of the students. Larimer, Kilmer and Zee (2005) noted that it is no longer a secret that alcohol and drug abuse are now more available to youths than before and university students are not an exception. These substances cause different kind of mental problems which have a very heavy toll on the students' academic achievement.

With regard to H_{O1} where 21% agreed and 14.8% strongly agreed that they find it a challenge juggling between studies, personal life, and making new friends and this causes their concentration to diminish. Some university students stated that it is always a challenge to balance between co-curricular activities and academics. That balancing between nonacademic roles in the university and classwork is not an easy task. Such students compensate for the time that has been spend participating in other activities. On so many occasions some Kenyan university students are forced to revise overnight their notes and even update what they had not finished during the semester in preparation for examinations. It is even worse for student leaders who have to balance between leadership and academics. A student living on his or her own for the first time means that he or she will gain independence and take charge of the many choices and decisions that his or her parents or teachers made for him or her in the past while this new found freedom can be exciting, it may also feel overwhelming and less predictable than what a student is accustomed to (Ganai & Mir, 2018). A significant proportion of respondents, 30.6% and 24.4% did not find it challenging juggling between studies, personal life, making new friends, and their concentration in academics. It was theorized that students adjustment indicates bidirectional association between intrapersonal and academic achievement. The findings are true for Harvighurst (1991) mentioned in his theory that students who successfully transit through university life successfully have the ability to make good personal and interpersonal decisions relating to social, academic and career development.

According to the responses given with respect to H_{O1} 8.4% and 13.5% accepted that they have deferred their studies for they could not support themselves financially and pay fees.

In an interview, a Dean of Students reported:

> *At times a small percentage of students defer for various reasons however, most of them are from poor economic backgrounds and face financial challenges which make it difficult for them to clear fees (Interview held in May, 10th, at University Y, 2018).*

Deferment is normally experienced during the examination period due to financial problems because a student has not been able to sit for examinations. Lack of financial assistance leads to disruption in attending to academic programmes. In addition, deferring studies leads to delayed graduation of the student hence causing self-hazed or regrets in the period when the student is out of the university. His explanation concurs with Tchen, Gibbons (2001) research which revealed that students with financial difficulties experience greater academic stress levels during their education. Studies confirmed this by noting that students who lived away from home and were financially independent of their parents or guardians suffered increased levels of depression and low academic achievement due to not having regular funding at university. Most of the third year university students, 48.9% and 23.5% had not deferred their studies at any point in time, since they had been assured by parents or guardians, well-wishers, and Education Support Organizations of financial assistance.

As indicated in H_{O1} with regard to the responses given by most university students, 21% agreed and 25.1% strongly agreed. They claimed that the closing down of the institution

was as a result of students strike (2017-2018) academic year, and lecturers strike (2016-2017), (2017-2018) academic years. These applies to the sampled universities. Most students who took part were those who were stressed and resorted to abusing drugs which made them become rowdy while on campus. Most of the scenarios included interrupting academic programs and even challenging others for a physical fight when apprehended. These findings are similar to Estree & Sharpiro (2015) who stated that major conflicts such as strikes, demonstrations, fracases, may arise from intrapersonal conflicts thus making the situation worse and this is attributed to ineffective conflict management strategies. Major conflicts usually result into activities such as disruption of university program, boycott of lectures, and closing down of the affected institutions. According to Harvighurst (1991) students experiencing conflicts within themselves project on other people for instance, fellow students, lecturers, Non-teaching staff, and administration. However, 19.4% and 20.1% of university students never had learning process on hold for extended period of time at some point due to closing down of institutions. This refers to those students' who happened to be in session during the trimester programme that is between May and August intake when majority of students were not on campus.

4.7 Influence of Academic Anxiety on Academic Achievement in Public Universities in Western Kenya

The second objective was to analyze the influence of academic anxiety on students' academic achievement in public universities in Western Kenya. Data was analyzed descriptively using frequency distributions and percentages. Refer to Table 4.4.

Table 4.4: Summary of Descriptive Statistics of Scores of H_{O2}

Statement		SD	D	U	A	SA
My emotions stop me from studying such that occasionally the mean grade is adversely affected	Count	157	123	19	86	23
	%	38.5%	30.1%	4.7%	21.1%	5.6%
I procrastinated on assignments such that I did not do what I set out to do in these studies	Count	106	130	34	102	22
	%	26.9%	33.0%	8.6%	25.9%	5.6%
I get lower grades than anticipated	Count	93	114	40	100	25
	%	25.0%	30.6%	10.8%	26.9%	6.7%
Worried about love or intimate relationships with others such that I can't maintain a suitable state of mind to study	Count	124	111	52	72	37
	%	31.3%	28.0%	13.1%	18.2%	9.3%
I face serious argument with a lecturer such that I face difficulties attending class	Count	226	106	20	33	16
	%	56.4%	26.4%	5.0%	8.2%	4.0%
I felt overwhelmed by the demands of the study	Count	60	95	57	128	46
	%	15.5%	24.6%	14.8%	33.2%	11.9%
I felt worried about sitting for tests	Count	92	102	32	109	45

and exams		%	24.2%	26.8%	8.4%	28.7%	11.8%
Studying for tests and exams can be very stressful		Count	64	59	25	139	114
		%	16.0%	14.7%	6.2%	34.7%	28.4%
Lack of praise and rewards negatively affects my academic performance		Count	78	90	60	96	79
		%	19.4%	22.3%	14.9%	23.8%	19.6%
Average level of Academic Anxiety	**Mean**	**%Mean**	**SE**	**SD**	**Skewness**		**SE**
	2.6439	**53%**	**.03500**	**.70775**	**-.045**		**.121**

Table 4.8 indicates that most of the respondents, (157) 38.5% and (123) 30.1% could not be stopped by their emotions from studying, however, 21.1% and 5.6% agreed and strongly agreed that their emotions used to stop them from studying such that occasionally the academic year mean grade was adversely affected. 33% and 26.9% strongly disagreed and disagreed respectively that they procrastinated on assignments such that they could not do what they set out to do in their studies, however, 25.9% and 5.6% agreed and strongly agreed respectively that they used to procrastinate. In terms of intimate love relationships, most of the respondents, 31.3% and 28% were not worried about love or intimate relationships with others such that they could maintain a suitable state of mind to study however, 18.2% and 9.3% of the respondents were worried when in such a relationship as shown in table 4.8. Most of the respondents with respect to having serious arguments with lecturers, 56.4% and 26.4% of the respondents claimed that they never had serious argument with a lecturer such that they could not face difficulties attending class, 5% were undecided while 8.2% agreed and 4% strongly agreed that they had a serious argument with a lecturer.

Some of the respondents, 33.2% and 11.9% felt overwhelmed by the demands of the study while 15.5% and 24.6% of the respondents strongly disagreed and disagreed respectively that they have never been overwhelmed by the demands of the studies. 28.7% and 11.8% of the respondents also claimed that they had at one point in time felt worried about sitting for tests and exams, an indication that they had stressed minds before sitting for examinations. Majority of the respondents, (139) 34.7% and (114) 28.4% claimed that studying for tests and examinations used to be very stressful an indication that they used to be very anxious just before sitting for examinations thus likely to affect their academic achievement. Also, a good proportion of the respondents, 23.8% and 19.6% of the respondents claimed that lack of praise and rewards negatively affected their academic achievement in most cases. 14.9% were undecided, 19.4% strongly disagreed and 22.3% disagreed. Average level of academic anxiety was rated at 53%, a mean of 2.6439, Standard Error Mean .03500, Standard Deviation .70778, Skewness -.045, and Standard Error .124 as revealed in Table 4.8 an indicator that approximately half of the students experienced academic anxiety during their studies at the university. With regard to studying at university, some students feel pressured to the level which they cannot control hence, their academic achievement is influenced negatively by anxiety.

4.7.1 In-depth Interview and Focus Group Discussions Findings

In response to question (5) on the in-depth interview schedule, students' counselors reported that a few university students who are psychologically disturbed for scoring lower grades present themselves for counseling. She also recounted that those students

who may be in relationships and ended in a break up, with unwanted pregnancy, or are cohabiting get disappointed, frustrated which are also aspects of emotions faced. Chairpersons of Academic Departments while commenting on question (6) on situations depicting academic anxiety stated that students get demoralized academically when they get lower grades or when they participate in university activities which are not rewarded and this definitely goes a long way to influence academic achievement of university students.

In a Focus Group Discussion, when it came to question (5) on the influence of academic anxiety on the students' ability to maneuver in the university environment, a participant argued that most students experience negative emotions which include, anger, mood swings, fear, and worry due to academic challenges. One of the effect is projection towards staffs for instance, some students go to the extent of having an argument with a lecturer or a member of staff. This results into unnecessary hatred. These idea was supported by the Deans of Students during interview for they hinted that some students exhibit such emotions while on campus and some have developed hatred against some staffs. Among the recommendations given by the student leaders were, student welfare services through its programmes should promote universities capacities and responsibilities for making decisions about students' lives, building a sense of university community, fostering mutual respect and cooperation, and for developing the use of understanding and fairness.

4.7.2 Inferential Analysis on Influence of Academic Anxiety on Students' Academic Achievement in Public Universities in Western Kenya

To effectively address this objective, to analyze the influence of academic anxiety on students' academic achievement in public universities in Western Kenya, the average level of academic anxiety was further subjected to tests for model fitness. These included, Chi- square test, Hosmer-lemeshow tests, Omnibus test of model coefficients, and Cox and Snell R Square and Nagelkerke to correlate the outcome variable (academic achievement) with all possible continuous and categorical explanatory variables respectively with the view of determining which interactions to pursue in the regression models. According to Chi-square test and Omnibus Tests of Model Coefficients, Chi-square for all; Step, Block, and Model $p = 0.006 < 0.05$, was significant thus revealed that academic anxiety was a good predictor of academic achievement necessitating a regression analysis. *The Information is contained in Appendix 5*.

To test $Ho_{2,}$ which stated there is no significant influence of academic anxiety on students' academic achievement in public universities in Western Kenya, a Binary Logistic Regression analysis was used to model the mean for academic anxiety against academic achievement to analyze the influence of academic anxiety on academic achievement while controlling students and university characteristics. Academic anxiety was found to have a negative influence on the academic achievement as indicated by the regression coefficient, B = -0.044, though the influence was not significant at 5% level of significance as indicated by $p = 0.346 > 0.05$. An increase in academic anxiety among students was associated with a decreased likelihood of exhibiting an improvement in academic achievement among the students as indicated by Odds Ratio [Exp (B)] = 0.957 < 1 on variables in the equation. Basing on the Odds Ratio [Exp (B)] which is less than 1, academic anxiety and academic achievement were negatively correlated. With reference

to the basic and inferential statistics, and thematic analysis at a p – value 0.346 whose significant level is above the cut-off value (significant level) of 0.05, there was no sufficient evidence to fail to reject the hypothesis that there is no significant influence of academic anxiety on students' academic achievement in public universities Western Kenya. *The Information is contained in Appendix 5*.

This is a clear indication that high academic anxiety among some students might have led to an average academic achievement or below an average academic achievement in public universities in Western Kenya. This implied that academic anxiety used in this study were all having a significant negative influence on academic achievement of students in public universities in Western Kenya such that increase in academic anxiety leads to a drop in the academic achievement at 0.05 significant level. Academic anxiety influencing aspects that university students alluded to were; emotions stopping students from studying, procrastination on assignments, involvement in intimate love relationships, demands of study, tests and exams, getting lower grades than anticipated, and having a serious argument with a lecturer.

4.7.3 Discussion on Influence of Academic Anxiety on Students' Academic Achievement in Public Universities in Western Kenya

Keeping in view of the findings on the influence of academic anxiety on students' academic achievement, here is the discussion of the findings with respect to the literature reviewed. H_{O2} reveals that 21.1% agreed and 5.6% strongly agreed that their emotions

stopped them from studying such that occasionally their academic year mean grade is adversely affected. In an FGD a student leader reported:

> *Students experience negative emotions such as anger, anxiety, moodiness, fear, and worry over personal challenges faced while on campus. These emotions do influence their studies (In an FGD held in May 10th, at University Y, 2018).*

Negative emotions of some students became uncontrollable because of some unreported cases such that they take too long to be known. For instance, some students may develop hatred for their colleagues. Sometimes their participation in academic programs is affected by fear of being rejected by those they are in relationship with. Harvighurst (1991) confirms the above view by stating that students experience frequent changes of very complex emotions and these emotions are very strong. However, 38.5% and 30.1% could not be stopped by emotions from studying because they engage in activities which are likely to provide academic benefits due to their academic interest, and overall achievement. The explanation tallies with Valiente, Swanson, and Eisenberg (2013) study which highlighted that emotions matter to academics and that integrating cognition and emotion, results in models and substantially advance our understanding of school readiness and academic achievement through school.

With respect to H_{O2} data indicates that 25.9% agreed and 5.6% strongly agreed they procrastinated on assignments such that they did not do what they set out to do in their studies. In an interview, a Chairman of an Academic Department reported:

> *When students are given assignments which they have to do within a given period, a few submit them after the stipulated deadline for submission. This is caused by laziness majorly,*

> *although sometimes inadequate computer stations to accommodate the number of students in need of the service has been a challenge (Interview held in May, 4th, at University K, 2018).*

In the light of research conducted and data analysis of the current study, university students delay in preparing, submitting their assignments, presentations and preparing for the examinations. They become self-excusive in taking part in classroom activities, working in groups and/or in collaborative work. This involves displaying their work in classrooms or exhibitions for competitions due to fear of criticism, and even reading and working on assignments in the library. They feel hesitation and shy in taking academic initiatives and starting working on an assignment or presentation or some other academic work. Also students become prey to inferiority complex and finally they discontinue their studies. Furthermore, procrastination has negative effects on the learning of students resulting in their low academic achievement in examinations, or it creates fear of examination resulting in academic anxiety thus lowering their morale leading to lose of their completion spirit. Maggie (2018) research in support of the findings indicated that procrastination is a regular way of life for many university students. Procrastination appears to make university students postpone and delay their academic work becoming self-excusive and ignoring their academic responsibilities during the entire course of studies. It seems a common practice that university students put off their academic work, delay in preparing and submitting their assignments and preparations, completing projects and even preparing for the examinations. 33% and 26.9% strongly disagreed and disagreed they procrastinated on assignments such that they could not do what they set out to do in their studies.

Concerning H_{O2} results, 27% agreed and 7% strongly agreed that they get lower grades than anticipated. In an interview, a student counselor stated:

> *That among the students who seek individual counseling, a few present themselves since they are psychologically disturbed because of getting lower grades than what they expect. (Interview held in May, 7th, at University Y, 2018*

This was attributed to absenteeism in class and lack of concentration. Some students in public universities in Western Kenya become over burdened with pressure to balance between academics and their psychosocial challenges. Sometimes sensitive issues such as missing marks cause stress and anxiety to the affected students hence uncertainties to the students' academic progress. These factors therefore, influence the academic year mean grades that they get in exam papers thus affect academic achievement. This is in agreement with Max (2015) who noted that university students receive grades lower than expected due to the fact that the students realized their first choice university rejected them but got accepted into a much less prestigious university which they may not be very keen on at all and also if a university student disappoints himself or herself by underachieving. With regard to getting lower grades, 25% and 30.6% did not accept for such students show composure while on campus and therefore, concentrate on their academic achievement. It was theorized by Erick, Peter & Benson (2018) that project work, classroom assignments, homework as well as group discussions were significant in engaging the students. Moreover, they are aware that academic achievement is a personal responsibility.

With regard to $H_{O2,}$ 18.2% agreed and 9.3% strongly agreed that they get worried about intimate relationships with others such that they cannot maintain a suitable state of mind

to study. The causes include, fear of rejection by those they are in relationship with hence, affects their participation in academic programmes. Also university students experience peer pressure to engage on things that the student would not do on own violation. A worse situation is for breastfeeding or newly delivered student mothers who spent little time on academic programs including examination rooms since they are worried of the child that has been left behind. It becomes more challenging if there is no one else to help with the baby and the mother is supposed to attend to her class work or examinations. Sometimes students in romantic relationships engage in fights due to unstable finance support base to get "sponsors", a come "we stay type" of marriage, and for sexual exploitation. American College Health Association (2015) research revealed that the development and maintenance of healthy interpersonal relationships should be an integral part of every New York University (NYU) student's experience. Positive functional interpersonal relationships have been shown to enhance students' academic motivation, engagement and achievement. However, this study indicated that nearly one third of NYU students experienced difficulties with regard to relationships, family problems, and problems with intimate relationships. However most of those students who strongly disagreed 31.3% and disagreed 28% have learned from previous problems encountered in relationships which have helped them to forget about future relations and hence, have focused on their studies.

Regarding H_{O2} findings in terms of serious argument with a lecturer such that some students faced difficulties attending class with respect to, 8.2% agreed and 4% strongly agreed. This occurs when the students have issues involving members of staff and it becomes difficult to handle such because of the complexity of the parties involved.

Second such incidences could be due to the non-cooperation with the lecturers and other students in group work assignments. However 56.4% strongly disagreed 26.4% disagreed and 5% were undecided, an indication that intrapersonal conflicts are personal and the chances of spreading to others is very minimal. In an FGD, a student leader stated:

> *Sometimes students do have arguments with lectures during lessons but this is rare. This occurs when sometimes they do not want to take a C.A.T or a certain lecturer for unknown reasons. Usually the concerned CoDs and Dean of Schools are notified (An FGD held in May, 7th, at University Y, 2018).*

This discussion concurs with Alabi, (2014) study, where students' purposes are perhaps the most complex of all in Africa. As a heterogeneous group, they have conflict within each of them, yet they have to conform to learning certain things in order to acquire a degree. In addition, there is the burning desire of the 'angry' late adolescents and young adults not only to belong to the world, but to reform it. This desire leads to a fierce challenging of accepted orthodox practices.

The findings of this study as regards some students who feel worried about sitting for tests and examinations with respect to H_{O2} where 27.7% agreed and 11.8% strongly agreed. The fear of failing examinations exerts pressure on students to study and put more effort in their academic work. Test anxiety is attributed to lack of self-planning by the students at the beginning of the semester. This is for those cases that focus a lot of energy on non-academic issues and end up missing classes and even not knowing what is going on as far as their studies are concerned. By the time examination timetables are released that is when they realize they had not adequately prepared to handle the pressure

to perform well in the course. The above explanation is in agreement with Miller (2018) study who illustrated that too much anxiety about a test is commonly referred to as test anxiety. It is common among students. It can interfere with a student's study habits and he or she may have difficulty learning and remembering what they need to know for the test. Further too much anxiety may block performance. You may have difficulty demonstrating what you know during the test. On the other hand 24.2% strongly disagreed, 26.8% disagreed and 8.4% were undecided an indication that the anxiety to excel or fail is important to work harder since they have to pass examinations. In an interview, a Chairperson of Academic Department reported:

> *Most students feel nervous or experience some anxiety when faced with a test or an exam. This is before, during or even after the exam. With regard to study at university handling academic workload becomes a challenge for some students (Interview held in May, 7th, at K University, 2018).*

According to the results of H_{O2} a significant proportion of third year university students (128) 33.2% and 11.9% felt overwhelmed by the demands of the study while 15.5% and 24.6% of the respondents strongly disagreed and disagreed respectively that they have been overwhelmed by the demands of the studies. The continuous evaluation that university students are subjected to, the pressure to earn good grades and to earn a degree is very high. Other potential sources of academic anxiety include excessive assignments, uncomfortable classrooms, handling the academic work load, writing essays and assignments, doing oral presentations, meeting deadlines for academic assessment, attending lectures, amount of material to study and group work assignments. These results are in line with Milson (2015) research in which he argued that although university students take academic achievement more seriously in second year, many

experience a slump to their progress. Positioned between two years with strong academic identity the second year at university often seems to be overshadowed. Most of the students who disagreed are those that show psychological resilience, therefore, settle and concentrate on academic achievement as compared to those that agreed. Contrary to the first researcher, Bandura (1986) in support of the students who disagreed realized that emotions are crucial contributors to students' motivation, interpersonal resources, memory, and learning hence, anxiety as an emotion should be managed.

With regard to $H_{O2,}$ the results show that a significant proportion of respondents (134) 34.7% and (114) 28.4% claimed that studying for tests and examinations used to be very stressful, an indication that they used to be very stressed up just before sitting for examinations thus likely to influence their academic achievement university students go through this experience when afraid of sit-in C.A.T.S and main examinations to such an extent that some students skip C.A.TS and examinations. 16.0% strongly disagreed and 14.7% disagreed that studying for tests and examinations can be very stressful. These categories of students are fast learners and take a short period to cover the workload since they are focused while studying. Such students are able to utilize time management as a resource and achieve educational goals. These findings are similar with Lothian (2013) study, who demonstrated that university students are probably under stress these days than at any other time in history. For instance, a situation where a student has to prepare and get the best qualifications at university and this puts immense pressure on a student yet he or she has to do whatever it takes to succeed. Students react to campus life in a variety of ways. Although some stress is necessary for personal growth to occur, the amount of academic anxiety can overwhelm a student and affect the ability to cope.

The current study with regard to H_{O2} a significant proportion of respondents, 23.8% strongly agreed and 19.6% agreed claiming that lack of praise and rewards negatively affected their academic achievement in the previous academic year. In an interview, a Chairperson of an Academic Department reported:

> *Lack of praise and rewards decrease intrinsic motivation and sense of responsibility to an extent that the affected university students find it difficult to establish personal relationships with teaching and non-teaching staff. Engage in discipline problems, destructive behaviors, and lack of respect (Interview held on 4th May, 2018 at K University).*

At the university, token economy is an instrumental conditioning procedure in which tokens are given to reinforce desired behavior. Here the students agree on the behavior. These tokens are given which are used to buy back up reinforcers (desired items, privileges) that is what a student needs. For some university students, the most effective reward might be praise. However, it is rarely applied. 19.4% and 22.3% claimed that lack of praise and rewards negatively affects their academic year mean grade. This implies that the vital student motivation crucial for academic achievement. 14.9% of the respondents were undecided. These research findings tallies with this study on the influence of reinforcement skill on academic performance of secondary school physics students in Obio-Akpor Igo Rivers State Nigeria reported that some teachers lack capacity to apply reinforcement skills (Mandah & Gborato, 2018).

4.8 Influence of Self-esteem on Academic Achievement in Public Universities in Western Kenya

The third objective sought to examine the influence of self-esteem on students' academic achievement in public universities in Western Kenya. Frequency distribution and percentages were used to analyze data as indicated in Table 4.5.

Table 4.5: Summary of Descriptive Statistics of Scores of H_{O3}

Statement		SD	D	U	A	SA
At times I think I am not good at all	Count	187	89	80	36	0
	%	47.7%	22.7%	20.4%	9.2%	0.0%
I take positive view of myself	Count	21	29	122	218	0
	%	5.4%	7.4%	31.3%	55.9%	0.0%
All in all, I am inclined to feel that I am a failure	Count	239	96	32	16	0
	%	62.4%	25.1%	8.4%	4.2%	0.0%

I wish I could have more respect for myself	Count	84	67	130	102	0
	%	21.9%	17.5%	33.9%	26.6%	0.0%
I certainly feel useless at times	Count	195	90	63	26	0
	%	52.1%	24.1%	16.8%	7.0%	0.0%
I feel that I am a person of worth, at least at an equal plane with others.	Count	24	31	152	186	1
	%	6.1%	7.9%	38.6%	47.2%	0.3%
On the whole, I am satisfied with myself	Count	20	54	145	169	1
	%	5.1%	13.9%	37.3%	43.4%	0.3%
I feel I do not have much to be proud of	Count	134	93	116	47	0
	%	34.4%	23.8%	29.7%	12.1%	0.0%
I feel that I have a number of good qualities	Count	19	25	162	186	0
	%	4.8%	6.4%	41.3%	47.4%	0.0%
I am able to do things as well as most other people	Count	26	23	113	229	1
	%	6.6%	5.9%	28.8%	58.4%	0.3%

	Mean	**%Mean**	**SE**	**SD**	**Skewness**	**SE**
Average level of Self-esteem	**2.6736**	**54%**	**.02017**	**.40496**	**-.489**	**.122**

As shown in Table 4.5, a significant proportion of the respondents, 47.7% and 22.7% had never felt at times that they had not been good at all, 20.4% of the respondents were undecided while 9.2% of the respondents felt at times that they had not been good at all in whatever they do. 55.9% of the respondents had a positive view of their lives while 5.4% and 7.4% of the respondents claimed that they had been having a negative view of themselves. Most of the respondents (239) 62.4% and 25.1% were not inclined to feel that they were failures, 8.4% were undecided, and 4.2% agreed to it. 21.9% and 17.5% of the respondents seemed not to have respect for themselves, an indication that they suffer from low self-esteem. 33.9% of the respondents were undecided while 26.6% of the respondents agreed. Majority of the respondents, 52.1% and 24.1% do feel useful of themselves all the times, however, 7% of them feel useless sometimes. Some of the

respondents, 47.2% claimed that they feel that they are worthy while 38.6% were undecided. 6.1% and 7.9% indicted that they feel that they are not worthy at an equal plane with others. Also, a significant proportion of the respondents, 43.4% claimed that on the whole, they are satisfied with themselves while 37.3% were undecided. It was strongly disagreed and disagreed by some students, 5.1% and 13.9% that they were not satisfied while on campus. In terms of ownership, most of the respondents, 34.4% and 23.8% feel that they had much to be proud of however, 12.1% of the respondents feel that they do not have much to be proud of themselves an indication that they have a lower self-esteem.

Some respondents felt they do not have a number of good qualities, 4.8% and 6.4% while 47.4% agreed they do have. In terms of doing things as other people a significant proportion of the respondents, 58.4% feel that they are able to do things as well as most other people while 6.6% and 5.9% of the respondents strongly disagreed and disagreed respectively that they are able to do things as well as most other people an indication that they were lacking confidence in themselves. On average, the level of self-esteem among students was at 54%, a mean of 2.6736, Standard Error Mean .02017, Standard Deviation .40496, Skewness -.489, and Standard Error .122 as revealed, an indication that there were some students who were lacking confidence in most of the things they do including their studies thus likely to influence their academic year mean grade. A significant proportion of students who have low self-esteem look down upon themselves, a perception that negatively impacts on their academic achievement.

4.8.1 In-depth Interview and Focus Group Discussions Findings

With regard to question (5) in an interview schedule, effects of self-esteem on students' academic achievement, a Dean of Students reported that, students who suffer from low self-esteem look down upon themselves to the extent their academic achievement is influenced negatively. This was expounded on by a student counselor in response to question (6) that students' self-esteem is lowered by certain situations they happen to find themselves, for example, previous low academic achievement, financial constraints, and unhealthy relationships.

In a Focus Group Discussion, question (6) on the effect of intrapersonal conflicts to the student's desire to complete university education, one of the participants argued that those who suffer from low self-esteem are more likely to be preyed upon by peer influence. They become preys of the university environment in such ways as leading them to engage in alcohol and drug abuse while others even end up dropping out from the university. Accordingly, another respondent when answering question (5) explained how low self-esteem influences the students' initiative to seek knowledge and manipulate the university environment:

> *Students suffering from low-self-esteem are affected badly in such a way that their academic achievement is compromised while at university, they then graduate with very low grades hence leaving university looking down upon themselves as failures. The situation is even worse because the society even regards them as losers (Male FGD Discussant).*

In contrast, an interjection from a female discussant had the opinion that, intrapersonal conflicts do not affect the students' desire to complete university education. She maintained that when a student knows why he or she came to the university in the first

place, the ambition to become a professional in their area of study makes them to challenge themselves to complete university studies within the required timeframe. For that reason, selected intrapersonal conflicts compels such students want to close the university chapter as fast as possible. According to the students' counselors, the way forward is for universities to diversify the operations of the counseling office so that it can handle a wide range of challenges and problems faced by university students. This would minimize intrapersonal conflicts that negatively affect the self-esteem of students.

4.8.2 Inferential Analysis on Self-esteem Influence on Students' Academic Achievement in Public Universities in Western Kenya

In order to effectively address this objective, to examine the influence of self-esteem on students' academic achievement in public universities in Western Kenya the average level of self-esteem was subjected to tests for model fitness which included, Chi- square test, Hosmer-lemeshow tests, Omnibus Test of Model Coefficients, and Cox and Snell R Square and Nagelkerke to correlate the outcome variable (academic achievement) with all possible continuous and categorical explanatory variables respectively with the view of determining which interactions to test in the regression models. According to Chi-square test and omnibus tests of model coefficients, Chi-square for all; Step, Block, and Model $p = 0.006 < 0.05$ was significant thus indicated that self-esteem was a good predictor of academic achievement therefore, was pursued using regression analysis. *The Information is contained in Appendix 5*.

To test Ho_3 which stated there is no significant influence of levels of self-esteem on students' academic achievement in public universities in Western Kenya, a binary logistic regression analysis was used to model the mean for the levels of self-esteem against academic achievement to examine the influence of self-esteem on academic achievement while controlling university and students' characteristics. The researcher found out that high self-esteem variable was having a significant positive influence on the academic achievement as indicated by the regression coefficient, B = 0.173, $p = 0.011 < 0.05$. Low self-esteem variable was having an insignificant influence on the academic achievement as indicated by the regression coefficient, B = 0.098, $p = 0.357 > 0.05$. High self-esteem among students was associated with an increased likelihood of exhibiting an improvement in academic achievement among the students as indicated by Odds Ratio [Exp (B)] = 1.189 >1. This is a clear indication that low self-esteem among some of the students might have led to low academic achievement in some of the public universities in Western Kenya as presented by Odds Ratio [Exp (B)] = 1.103 > 1. With regard to the Odds Ratio [Expo (B)] for high self-esteem which is greater than 1, confirmed that high self-esteem and academic achievement are positively correlated. Hence, basing on the basic and inferential statistics, and thematic analysis at p = value, 0.011 for high self-esteem, whose significant level is less than the cut-off value set, (significant level) 0.05 there was sufficient evidence to reject the hypothesis that there is no significant self-esteem influence on students' academic achievement in public universities in Western Kenya at 0.05 significant level. *The Information is contained in Appendix 5*.

4.8.3 Discussion on Self-esteem Influence on Students' Academic Achievement in Public Universities in Western Kenya

The findings with support from previous researches showed that university students' levels of self-esteem had an influence on their academic achievement as discussed. A small percentage of the respondents 9.2% felt at times that they had not been good at all in whatever they do. A significant proportion of third year university students, 41.7% and 22.7% have never felt at times that they had been good at all, 20.4% of them were undecided. This implies majority of university students gain higher self-esteem to camouflage challenges faced sometimes and work harder in order to defy and disapprove a status quo as indicated by the results of H_{O3}. In an interview, a Dean of Student reported:

> *A few students who have low-esteem feel inferior and thus look down upon themselves, however they are few as compared to those with high-esteem. This affects their academic achievement since they score low grades (Interview held in May 4th, at K University, 2018).*

Karyl (2018) argued that some university students feel they live their best, work hard, but still cannot give themselves credit. They constantly beat themselves up and think that somehow they should be more, do more, be better and they don't measure up in their own mind. Bandura (1986) affirms his view from the theoretical framework by illustrating broadly that behavior and learning is affected by students' thoughts.

The results with regard to H_{O3} indicated that majority of third year university students 55.9% had a positive view of their lives while 5.4% and 7.4% of respondents claimed that they had a negative view of themselves. 31.3% were undecided. University students tend

to demonstrate higher academic self-esteem and competency. For them academic self-esteem is a motivational factor. For many university students their self-esteem is based or enforced by their academic success or achievements. A small percentage of students with low- self-esteem has been attributed to low academic mean grades in various courses that they undertook, thus, the need to do re-sits for failed examination papers. Some students apply for special examinations a problem which sometimes results from financial constraints and some students seek assistance when it is too late hence, students suffer more while the challenge is being handled. In an interview, a student's counselor reported:

> *Students' self-esteem are lowered by certain situations they happen to find themselves, low academic achievement, financial constraints, unhealthy relationships, and when they feel their general appearance is not that good. However, students who get good grades have their self-esteem enhanced (Interview held in May 7th, at X University 2018).*

The above explanations were consistent with what previous studies had demonstrated. The young adult should learn to accept their physique and use their body effectively (Bandura, 1986). Self-image is how we see ourselves. When one has healthy self-esteem, he or she feels good about them and perceive oneself as deserving the respect of others. When they have low self-esteem one puts little value on their opinions and ideas (Rekha, 2018).

Next a very small percentage 4.2% of the respondents admitted that all in all, they are inclined to feel that they are a failure. However, most of university students 62.4% strongly disagreed, 25.1% disagreed that they feel that they are a failure and 84% were

undecided hence implying that Henri's research and the current study corroborated with regard to H_{O3}. In an interview, a Dean of Student reported:

> *Majority of the students understand why they are at the university except for a small number who loose direction may be for reasons well known to them or it could be out of ignorance (Interview held in May 10th, at Y University, 2018).*

University students who feel they are a failure are those that are incapable, lack creativity, and are incompetent. Such students are only limited by their efforts and confidence. Most of the students who disagreed are those who have moderate or good zonal of self-worth hence perform on academic mode, whether they do not invest their self-esteem in the domain of academic competences. These findings concur with Henri (2018) study on depression, feeling worthless and finding your truth refers to loss of motivation, hope, and belief in oneself. From another perspective, according to Bandura (1986) compared with students who doubt their learning capabilities, those with high self-esteem can have a strong effect on academic achievement.

As shown by the findings, 26% of third year university students agreed they wish they could have more respect for themselves. These sets of students are those that to some extend they have no respect for others and themselves. Establishing their competency of even mastery of content or even a given task is difficult. For instance, there are cases of negative criticism from some students especially when the issue is not ruled in their favour. Some students who have been reprimanded for various cases develop a negative attitude towards staffs involved thus leading to unfavorable working environment to deliver. In an interview, a Dean of Students reported:

> *There is unnecessary hatred from some students who are reprimanded for various cases thus making the working environment unconducive to deliver (Interview held in May 4th, at X University, 2018).*

They cannot be trusted, and 21.9% and 17.5% of the respondents do not need more respect. These categories of students are those that have learned to resolve the problems faced and show respect for staffs and fellow university students. They also do their best at every task, keep to their word and are role models to the others. This present study corroborated with regard to H_{O3} given that 26.6% agreed. Respect is a two Way Street, by respecting others, you will find yourself respected. That is treating others as you wish to be treated (Karyl, 2018).

In relation to Ho_1 7% of the respondents feel useless sometimes. Such students have a negative view of life, perfectionist attitude, mistrust other students even those who show signs of affection, blame significant others, fear taking risks, experiences feelings of being unloved and unlovable, in most cases let others make decisions and are afraid of being ridiculed thus negatively influences their academic year mean grade. University students with low self-esteem exhibit much problem behaviour, for example, alcohol problem, poor time management, poor study habits, and self-defeating behavior. On the other hand, 52.1% and 24.1% do feel useful of themselves all the time. These are students who are pro-active and consult more when faced with situations that may deem them as being useless. For them it is the opposite therefore, achieve academically. In an interview, a student's counselor reported:

> *This means enhanced performance and good grades are sometimes positively associated with high self-esteem. (Interview held in May 7th, 2018 at K University).*

This results are in line with Karyl (2018) study in which he stated that a person with low self-esteem feels so poorly about himself or herself.

Results indicated further that 47.2% and 0.3% of third year university students feel that they are worth, at least at an equal plane with others, suggesting they are lovable, attractive, and likable, therefore, highly dependent of validation and approval from others consequently enhanced academic year mean grade. 6.1% and 7.9% do not feel that they are worth, at least at an equal plane with others. These are students who experience more social pressure, stresses in universities and lack self-acceptance, a state that affects their academic achievement negatively. Consequently, it has been theorized by Knightly & Whitesock (2015) research that domain in which university students commonly invest their self-esteem including appearance, others approval, outperforming others, academics shape students emotions, thoughts, and behaviour and are most likely to be academically successful. This study tallies with Bandura (1986) study who stated in his social cognitive theory that self-efficacy has a powerful influence over behavior. It can also influence a student's choice of tasks, effort expended, persistence and achievement.

The findings of H_{O3} where 43.3% and 1% accepted that on the whole they are satisfied with themselves, is evidence that some third year university students have optimistic view about life hence tolerate external stresses without becoming excessively anxious therefore, have a strong effect on academic achievement. However, 5.1% and 13.9% stated that on the whole, they are not satisfied with themselves. Most of these students

exhibit symptoms of low self-esteem for instance, look confused in the lecture halls, hostels and other places while at the university, withdrawn and lonely, nervous when with others or even members of staff and sometimes abscond classes consequently their academic achievement is impacted on negatively. The above discussion is consistent with William (2014) study where he emphasized that self-esteem is strongly related to the sentimental character of daily life, with high self-esteem people reporting happier events, feelings of successes, positive effect, less hopelessness, and more life satisfaction.

In terms of ownership, a significant proportion of third year university students, 34.4% and 23.8% feel that they have much to be proud of with respect to H_{O3}. 12.1% of the respondents feel they do not have much to be proud of themselves an indication they suffer from low self-esteem which most likely affects their academic year mean grade negatively. This is attributed to intrapersonal conflicts experienced by such students. This is in agreement with William (2014) study where he stated that self-esteem is a belief of one person he or she holds about themselves. High self-esteem people believe they are intelligent, attractive and popular. They also believe they are superior to others in many domains and expect their futures to be rosy relative to others. Such students in the current study are known to be confident, aware of personal strengths, have the ability to solve their problems, self-directed, feel comfortable with a wide range of emotions and show good self-care, suggesting that they are also high academic achievers.

According to the results of $H_{03,}$ 47.3% of third year university students supported the fact that they feel that they have a number of good qualities. This implied that academic year mean grade is highly dependent on students' learning attributes and academic

environment. 4.8% and 6.4% feel that they do not have a number of good qualities. Such students have no idea of what their personal strengths are and have no good sense of personal limitations. In addition, generally they do not believe in themselves. This very small percentage of university students have their academic achievement compromised as a result of not being aware of whom they are. The above explanation is consistent with Bandura (1986) study where learning is a personal experience and requires active and dedicated participation by the student. He also argued that learning and performance of students are highly related to the classroom environment and students characteristics.

Results of H_{03} indicated that 58.4% feel that they are able to do things as well as most other people. Such students are motivated to construct an image of them as competent to maintain and enhance their self-esteem which positively affects their academic year mean grade. 6.6% and 5.9% of the respondents disagreed respectively that they are able to do things as well as most other people. This very small percentage of students isolate themselves from others hence loose friends and experience breakage in communication lines. Sometimes students with high self-esteem be little them and view them as less important. This leads to unsettled minds which has a negative impact on classwork. This is in agreement with a research conducted by Kersee-Griep, Hess & Tree (2003) on learning motivation and interaction in schools which shows that students' perception of instructional behavior sustains their involvement in classrooms. *Kersee-Griep, et al.*, (2003) found that cognitive motivation, school activity, and extracurricular activities and academic performance were highly correlated and they are associated with the level of self-esteem in terms of doing things as other people.

4.9 Relationship between Conflict Intervention Strategies and Selected Intrapersonal Conflicts in Public Universities in Western Kenya

The fourth objective sought to establish the relationship between conflict intervention strategies on selected intrapersonal conflicts in public universities in Western Kenya. Along with the fourth objective, the study was to answer the research question; to what extend are conflict intervention strategies related to selected intrapersonal conflicts in public universities in Western Kenya? Data was analyzed descriptively using frequency distribution and percentages. The summary of descriptive statistics of scores for objective four were as shown in Tables 4.6, 4.7, and 4.8 respectively. To effectively address this objective, the average application of traditional approaches, counseling techniques, and basic methods was further subjected to a correlation analysis. The results of the Spearman's rho correlation were summarized in *Appendix 5*.

Table 4.6: Traditional Approaches for Resolving Conflicts in Universities

Strategy		**Rarely**	**Sometimes**	**Occasionally**	**Mostly**
Negotiation	Count	137	121	43	70
	%	36.9%	32.6%	11.6%	18.9%
Problem solving	Count	98	126	80	61
	%	26.8%	34.5%	21.9%	16.7%
Counseling	Count	56	88	95	130
	%	15.2%	23.8%	25.7%	35.2%
Mediation	Count	144	86	65	66
	%	39.9%	23.8%	18.0%	18.3%

Average Application of Traditional Approaches	**Mean**	**%Mean**	**SE**	**SD**	**Skewness**	**SE**
	2.3636	**59% (sometimes)**	**.03945**	**.77408**	**.311**	**.124**

As shown in Table 4.6, 36.9% of the students claimed that their respective universities rarely apply negotiation to resolving the selected forms of conflicts, 32.6% claimed that their respective universities only but sometimes apply negotiation, while 11.6% of the students claimed that their respective universities occasionally apply this approach to resolving conflicts respectively and 18.9% most of the time apply it to resolving intrapersonal conflicts respectively. 26.8% claimed that their respective universities rarely apply problem-solving technique in solving intrapersonal conflicts respectively, 34.5% indicated that sometimes their respective universities apply problem-solving techniques in solving intrapersonal conflicts, while 21.9% of the respondents claimed that their respective universities occasionally apply this approach, and 16.7% in most cases do apply problem-solving technique in solving the selected forms of conflicts respectively. A significant proportion of the respondents, 35.2% claimed that most of the time their respective universities use counseling approach in solving intrapersonal conflicts, 25.7%, of the respondents claimed that their universities occasionally use it, 23.8% sometimes and 15.2% rarely apply counseling techniques in solving conflicts.

It was claimed by 39.9% of the students that their respective universities apply mediation to resolving the selected forms of conflicts, 23.8% claimed that their respective universities only but sometimes apply mediation, while 18% of the students claimed that their respective universities occasionally apply mediation to resolving conflicts respectively and 18.3% claimed that most of the time their universities apply mediation to resolving intrapersonal conflicts. On average, application of the traditional approaches in resolving the selected intrapersonal conflicts by universities was rated at 59%, a mean of 2.3636, SE .03945, Standard Deviation .77408, Skewness .311, and Standard Error .124

as revealed in Table 4.6 an indication that most of the universities only but sometimes apply the traditional approaches to conflict resolution. This is because the least reported approaches were negotiation, problem solving and mediation, while counseling is the most preferred by the sampled universities.

Table 4.7: Techniques Applied by University Counseling Service

Strategy		Rarely	Sometimes	Occasionally	Mostly
Withdrawal	Count	190	76	37	37
	%	55.9%	22.4%	10.9%	10.9%
Forcing	Count	179	74	34	59
	%	51.7%	21.4%	9.8%	17.1%
Avoidance	Count	139	105	45	52
	%	40.8%	30.8%	13.2%	15.2%
Compromise	Count	117	115	62	43
	%	34.7%	34.1%	18.4%	12.8%
Collaboration	Count	85	92	68	110
	%	23.9%	25.9%	19.2%	31.0%

Average Application of Counseling Techniques	**Mean**	**%Mean**	**SE**	**SD**	**Skewness**	**SE**
	2.0937	**52%**	**.03599**	**.69782**	**.683**	**.126**

Table 4.7 indicates that 55.9% of the students claimed that their respective universities rarely apply withdrawal strategy to resolving the selected forms of conflicts, 22.4% claimed that their respective universities only but sometimes apply it, while 10.9% of the students claimed that their respective universities occasionally apply this technique to resolving conflicts respectively and 10.9% most of the time apply withdrawal strategy to resolving intrapersonal conflicts. 51.9% claimed that their respective universities rarely apply forcing technique in solving intrapersonal conflicts respectively, 21.4% indicated that sometimes their respective universities apply this strategy in solving intrapersonal

conflicts, while 9.8% of the respondents claimed that their respective universities occasionally apply this approach, and 17.1% in most cases do apply forcing strategy in solving the selected forms of intrapersonal conflicts. Most of the respondents, 40.8% claimed that their respective universities rarely apply avoidance as an approach in resolving intrapersonal conflicts, 30.8%, of the respondents claimed that their universities sometimes use it, 13.2 occasionally, and 15.2% mostly apply avoidance technique in solving the selected forms of intrapersonal conflicts. 34.7% rarely apply compromise to resolving the selected forms of intrapersonal conflicts, 34.1% claimed that their respective universities only but sometimes apply it, while 18.4% of the students claimed that their respective universities occasionally apply compromise to resolving conflicts and 12.8% most of the time apply this approach to resolving intrapersonal conflicts respectively.

It was indicated by the respondents 23.9% that their respective universities rarely apply collaboration as a strategy in solving intrapersonal conflicts, while 25.9% of the respondents claimed that their respective universities sometimes apply this approach, 19.2% occasionally do apply collaboration as a strategy in solving the selected forms of conflicts and 31% mostly use it. Withdrawal, forcing, and avoidance were the least significant. This was also indicated by an average application of the counseling service in resolving the selected intrapersonal conflicts by public universities which was rated at 52%, a mean of 2.0937, SE .03599, Standard Deviation .69782, Skewness .683, and Standard Error .126. The average rating of application of counseling techniques as shown in Table 4.7 indicated that the universities only but sometimes apply the counseling services techniques. Counseling techniques applied by the selected universities are

applied in the course of a helping relationship between the counselor and client (student). Compromise and collaboration were the most significant techniques used since the consent of the student is key.

Table 4.8: Basic Methods for Resolving Conflicts in Universities

Strategies		**Rarely**	**Sometimes**	**Occasionally**	**Mostly**
Life skills training	Count	99	78	66	112
	%	27.9%	22.0%	18.6%	31.5%
Resource persons	Count	104	92	82	60
	%	30.8%	27.2%	24.3%	17.8%
Reconciliation	Count	78	104	87	71
	%	22.9%	30.6%	25.6%	20.9%
Climate of trust	Count	135	94	69	40
	%	39.9%	27.8%	20.4%	11.8%
Effective	Count	54	89	78	128
communication	%	15.5%	25.5%	22.3%	36.7%
Coercion	Count	113	109	63	54
	%	33.3%	32.2%	18.6%	15.9%
Average Application	**Mean**	**%Mean**	**SE**	**SD**	**Skewness**	**SE**
of Basic Methods	**2.3895**	**60%**	**.03871**	**.74756**	**.261**	**.126**

Table 4.12 indicates that the percentage of students was 27.9% who claimed their universities rarely apply life skills training, 22% indicated this approach is applied sometimes, however, 18.6% it is done occasionally and 26.9% and 31.5% respectively stated that it is a technique mostly used in their universities. A significant proportion of the respondents 30.8% claimed that their respective universities rarely invite resource persons, 27.2% sometimes apply this technique in resolving selected forms of intrapersonal conflicts respectively, 24.3% occasionally do, and 17.8% claimed that their respective universities mostly invite resource persons. 22.9% claimed that their respective universities rarely apply reconciliation technique in resolving intrapersonal conflicts

respectively, a significant proportion of the respondents, 30.6% stated that sometimes their universities apply this technique in resolving selected forms of intrapersonal conflicts. 25.6% of the students claimed occasionally their universities do use it as a technique, besides 20.9% claimed that their respective universities mostly use it. Most of the respondents, 39.9% claimed that their respective universities apply climate of trust as an approach to resolving conflicts in universities. 27.8% of the respondents claimed that their respective universities sometimes do apply it, and 20.4% claimed that their respective universities occasionally apply climate of trust as an approach to resolving conflicts in universities, and 11.8% stated it is mostly applied in universities.

A lower percentage of students 15.5% claimed their universities rarely apply effective communication, 25.5% indicated this approach is applied sometimes however, 22% stated it is used occasionally while 36.7% respectively stated that it is a technique mostly used in their universities. The highest percentage 33.3% claimed that their respective universities rarely use coercion to resolve intrapersonal conflicts, 32.2% sometimes apply this technique in resolving selected forms of intrapersonal conflicts respectively, 18.6% occasionally do use, and 15.9% claimed that their respective universities mostly apply it**.** Most of the universities apply effectively the basic methods for resolving conflicts in universities as indicated by the average rating of 60%, a mean of 2.3895, SE .03871, Standard Deviation .74756, Skewness .261, and Standard Error .126, an indication that the universities only but occasionally apply this basic methods in resolving conflicts. The results are the way they are since selected universities provide life skills training for their students and effectively apply reconciliation and effective communication as basic

methods for resolving intrapersonal conflicts. However, use of resource persons, climate of trust and coercion are applied when need arises.

4.9.1 In-depth Interview and Focus Group Discussions Findings

In response to questions (2), (3), and (4) in-depth interview indicated that the Deans of students' offices in all universities are well equipped to handle complaints and intrapersonal conflicts from students. They work closely with professional counselors employed by the university who advise on the best remedies to prevent more occurrence of such issues. A major disadvantage of handling these types of conflicts in such an office is that not all students may be willing and ready to share because of fear of publicity of their challenges. Although counseling helps to address the needs of university students, it involves a lot of paperwork which some students might not like thus conceal vital information. Traditional approaches mentioned in this study are used in resolving intrapersonal conflicts by universities however, problem solving is usually integrated in other techniques. Students' counselors reported that in order to address intrapersonal conflicts effectively, they make referrals. This is dictated by the nature of the problem or challenges. That basic methods to resolving intrapersonal conflicts are applied during large group talks. The disadvantages include, mobilizing students to attend is a challenge. Secondly, some student leaders become too combative and confrontational to members of staff thus complicating the conflict handling process.

The following were the random responses of the participants in the FGD as recorded by the researcher in reference to questions (7) and (8). In reference to the counseling

techniques to resolving conflicts by universities, there is a vibrant counselling office in place in all the universities to address student issues. Those with issues report to the counselling office and are noted down in certain forms as the counselor assists the student to resolve. However, a student leader began off by saying that, the student guiding and counselling department in particular has proved to be very effective. The usage of paperwork to record student issues makes those reporting to remain as truthful as possible because they fear that it might be a point of reference in case they give untrue information. According to the participants, university counseling services has been a success in handing issues and making conclusions as fast as possible.

While interjecting, another respondent was concerned that sometimes, some issues that are deemed minor are not recorded in the reporting forms and hence end up not being addressed with seriousness. According to the participant, this kills the moral of the client and discourages them to seek help from that office in case they face a similar challenge in the course of their studies. There are other cases that a counselor would just listen to and disregard them without making investigations to get an understanding of the students' issues. Such occurrences makes students to shy away from opening up whenever they have intrapersonal conflicts. In a rejoinder, a student leader in the FGD lamented that some issues that are raised by the student leaders are sometimes not taken with seriousness by the officers of the university. Finally, there was a participant who observed that some complaints and conflicts are so sensitive to be told to anybody else apart from thyself. Such students just confine to themselves and do not open up for fear of the reaction of third parties. Given the situation as it is student leaders suggested that universities should establish an effective intrapersonal conflict management system to

prevent destructive forms of conflicts and encourage early identification and resolution of such conflicts.

4.9.2 Inferential Analysis of the relationship between Traditional Strategies, Counseling Techniques, Basic Methods and Academic Anxiety, Academic Stress and Levels of Self-Esteem

A correlation analysis was used to describe the relationship between traditional strategies, counseling techniques, basic methods and academic anxiety, academic stress and levels of self-esteem. Lyndsay (2009) indicated that a coefficient between +1.0 and +0.5 or -1.0 and -0.5 indicates a strong relationship, $+0.5 > R \geq +0.3$ or $-0.3 \geq R > -0.5$ indicates a moderate relationship, $+0.3 > R \geq +0.1$ or, $-0.1 \geq R > -0.3$ indicates a weak relationship and $+0.1 > R \geq -0.1$ indicates none or very weak relationship between two variables. The results of the Spearman's rho correlation were summarized in *Appendix 5*.

All the three conflict intervention strategies had a statistically significant strong negative relationship with academic stress as a form of intrapersonal conflict; Basic methods (R = -.136, p – value = .008), counseling techniques (R = -.136, p-value = .008), and traditional strategies (R = -.190, p-value = .000). Spearman's rho correlation results concur with Lyndsay (2009) study which indicated that a coefficient between +1.0 and +0.5 or -1.0 and -0.5 indicates a strong relationship. This is an indication that use of these strategies in intervening intrapersonal conflicts is likely to lead to reduced academic stress among students hence, improved academic achievement in public universities in Western Kenya. From the results there is evidence that Kenyan public universities apply

the three conflict intervention resolutions effectively such that students are assisted to control academic stress levels. This in turn enables university students to perform on the academic mode. *The Information is contained in Appendix 5*.

Basic, traditional, and counseling intervention strategies had a statistically significant strong negative relationship with academic anxiety as a form of intrapersonal conflict. Basic methods (R = -.014, p-value = .783), counseling techniques (R = -.186, p-value = .000), and traditional strategies (R = -.158, p-value = .002). The results of spearman's rho correlation corroborated with Lyndsay (2009) study which indicated that a coefficient between +1.0 and +0.5 or -1.0 and -0.5 indicates a strong relationship. The findings revealed that use of these strategies in intervening conflicts is likely to lead to a reduction in the levels of academic anxiety among students hence, improved academic achievement in public universities in Western Kenya. Thus, there is evidence that Kenyan public universities apply the three conflict intervention resolutions effectively such that students are helped to cope with academic anxiety to the extent that university students are likely to realize their academic goals. *The Information is contained in Appendix 5*.

Low self-esteem was found to have insignificant weak correlation coefficient with basic methods (R = -0.079, p-value = 0.174), counseling techniques (R = 0.022, p-value = 0.701), and traditional strategies (R= -0.032, p-value = 0.549). This is a clear indication that use of these intervention strategies (basic, counseling and traditional strategies) in intervening intrapersonal conflicts is not likely to lead to improved self-esteem among students in public universities in Western Kenya. The three conflict intervention resolutions are only but sometimes applied by public universities in Western Kenya. Nevertheless, it is possible they might not have a significant influence on students

suffering from low self-esteem for such individuals require special continuous attention if they have to be helped using these resolutions. High self-esteem was found to have a statistically significant weak positive correlation coefficient with basic methods (R = -0.133, p-value = 0.021). Lyndsay (2009) indicated that a coefficient between $+0.3 > R \geq +0.1$ or, $-0.1 \geq R > -0.3$ indicates a weak relationship. This is a clear indication that use of these basic intervention strategies in intervening conflicts is likely to lead to high self-esteem among students hence improved academic achievement in public universities in Western Kenya. The study revealed that most universities effectively apply basic methods for resolving conflicts in universities which include; life skills training, resource persons, reconciliation, climate of trust, effective communication and coercion. Therefore, universities are able to reach some students when they employ basic methods for resolving intrapersonal conflicts.

Counseling techniques were found to have insignificant weak correlation coefficient with high self-esteem (R = -0.067, p -value = 0.240), and traditional approaches (R = 0.038, p -value = 0.482 respectively). This is a clear indication that use of these intervention strategies (counseling and traditional strategies) in intervening conflicts is not likely to lead to improved high self-esteem among students. From the results of the research, it was reported that the use of these strategies can be fruitful if applied in an established healthy relationship where the consent of those in need of assistance is sought and both parties feel safe in such a relationship. *The Information is contained in Appendix 5*.

4.9.3 Discussion on the Relationship between Conflict Intervention Strategies and Selected Intrapersonal Conflicts in Public Universities in Western Kenya

Conflict intervention strategies interacted with academic stress, academic anxiety, and levels of self-esteem. The findings were discussed with regard to studies reviewed as follows: traditional approaches, counseling techniques, and basic methods.

Traditional Approaches to Resolving Conflicts by Universities

Findings indicated that 36.9% of the students claimed that their respective universities rarely apply negotiation to resolve selected forms of conflicts, 32.6% claimed that their respective universities only but sometimes apply this approach while 11.6% of the students claimed that their respective universities occasionally apply this strategy to resolve intrapersonal conflicts and 18.9% most of the time apply it to resolving intrapersonal conflicts respectively. In an FGD, a student leader claimed:

> *My university rarely applies negotiation to resolve conflicts. In most cases, universities ignore intrapersonal conflicts yet they negatively affect students (FGD held on 1th May, 2018 at University Y).*

Third year university students referred to this as informed discussion which reduces pressure on the discussants brought by intrapersonal conflicts and may be helpful in avoiding barriers to resolutions experiences during a conflict management process. The students involved are usually invited by the university officer handling the conflict for a discussion. The issue is assessed and appropriate action taken after the affected parties have been talked to. This information is in agreement with Rank (2012) study where he highlights that Negotiation conducted by a lawyer or agent or by the parties can be

resolved by presenting the position, arguing the position, and disputing the position. It ends with an agreement or final breakdown of the negotiation.

In terms of applying problem-solving technique, 26.8% of the respondents claimed that their respective universities rarely apply problem-solving in solving intrapersonal conflicts respectively, 34.5% indicated that sometimes the technique is applied while 21.9% of the respondents claimed that their respective universities occasionally apply this approach and 16.7% in most cases their universities do apply problem solving technique in solving the selected forms of conflicts respectively. In an interview, a Dean of Students reported:

> *Application of problem solving in resolving intrapersonal conflicts is used in collaboration with other approaches, techniques and basic methods mentioned in this study. Therefore, it is an approach that is unnoticed during sessions (Interview held on 7th May, 2018 at University X).*

The procedure to follow is identification of the problem to find out the course of the problem, source of trouble, what is wrong, why the student is faced with the problem, how this happened, and how the student thinks things got this way. There is considerable evidence in the current study with regard to Rank (2012) research where he demonstrated that problem solving employed by an individual or delegated official of an organization identifies the problem, communicates with people as appropriate, develops alternatives, decides on alternatives, takes action, follow-up to ensure competition and evaluates the effectiveness of the action.

The current study indicates that some of the respondents 35.2% claimed that most of the time their respective universities use counseling approach in solving conflicts. 25.7% claimed that their universities occasionally use it, 23.8% sometimes and 15.2% rarely apply counseling techniques in resolving conflicts. The counseling programme has a critical role to play in assisting students to adjust in the university in order to be effective members of the society. In an interview, a counselor reported:

> *Counseling techniques helps to address the needs of students so as to enhance their adjustment to the immediate environmental challenges that affect their social growth and academic performance. But it involves a lot of paperwork, which some students might not like thus avoid to reveal critical details during counseling sessions (Interview held on May 4th 2018 at K University).*

The explanation above concurs with Wahhig, (2013) where he noted that counseling overseen by a counselor, therapist, or manager as a conflict resolution, the counselor first achieves rapport, and he or she assesses the real problems and applies intervention strategies.

About mediation technique 39.9% of the respondents claimed their respective universities apply it rarely. 23.8% claimed that sometimes it is applied while 18% of the students claimed that their respective universities occasionally apply mediation to resolving conflicts respectively and 18% stated that most of the time their universities apply mediation to resolving conflicts. Third year university students in Western Kenya stated that this technique is only but sometimes applied where an impartial third party helps disputants improve their relationships, clarify their fatal plans, resolve a dispute or plan a transaction, but does not have the power to impose a binding solution. Here the accused

student and the complainant are invited to state their cases before the relevant university officer. Evaluation is done before a ruling is passed on the issue such that in case of further investigations relevant referrals are made in order to address intrapersonal conflicts. According to Fisher (2012) study mediation conducted by a mediator or selected third party facilitator, the mediator or facilitator achieves rapport with the disputants, gathers facts and isolates issues, helps create alternatives, guides the negotiation and decision making, clarifies an agreement or plan, provides for legal review and processing and carries out follow-ups, reviews and revisions.

Counseling Strategies in Public University in Western Kenya

Concerning responses given, 5.9% of Kenyan university third year students claimed that the strategy is rarely applied to resolve selected forms of intrapersonal conflicts. 22.4% claimed that their respective universities only but sometimes apply it, while 10.9% of the students claimed their respective universities occasionally use it and 10.9% indicated that their universities mostly apply this technique to resolving conflicts. Referral services as a counseling instruction is applied when using this technique as a conflict management strategy. Sometimes when the cases that are brought to the attention of students' counselors are beyond their capacity to handle for example, psychiatric problem and financial challenges. In an interview, a student counselor reported:

> *I refer certain cases to fellow counselors or relevant professionals in the university when I feel the matter is beyond my ability. I do referrals depending on the nature of the problem (Interview held on 7th May 2018 at University Y).*

Information given above is not line with Johnson, David, and Frank (2014) study which stated that university counseling service use withdrawal as a strategy where by a person tries to solve a problem by denying its existence thus results in win-lose.

The current research with respect to objective four (4) where 51.9% stated that their respective universities rarely apply forcing technique in solving intrapersonal conflicts, 21.4% indicated that sometimes it is used, while 9.8% of the respondents claimed that their respective universities occasionally apply this approach, and 17.1% in most cases do apply forcing strategy in solving the selected forms of conflicts respectively. In Kenyan universities the student counselors and Dean of Students occasionally apply this strategy for university students who have been put on probation, students who have committed crimes and had appeared before a students' disciplinary committee to defend themselves. Failure to satisfy the disciplinary committee, the ruling may include, suspensions, expulsions etc. and force is applied. In addition, Identified clients are usually forced to seek counseling within the university to enhance character reformation and improve the students' academic year mean grade. To some extend this study is consistent with previous studies in that, Forcing as an approach to conflict resolution when used, one's authority, position, majority rule or a persuasion minority settles the conflicts (Johnson, David and Frank, 2014). It results in win-lose if the dominated party sees no hope for self.

A significant proportion of university students, 40.8% claimed that their respective universities rarely apply avoidance as a technique to resolving intrapersonal conflicts. 30.8% of the respondents indicated that it is sometimes used, 13.2% occasionally use it

and 15.2% mostly apply avoidance technique in resolving the selected forms of conflicts. In an FGD, a student leader retorted:

> *Majority of students tend to avoid dealing with intrapersonal conflicts. Thus, they fear and hesitate, afraid that the conversation will go worse than the conflict has gone. Therefore, students suffer within yet the effects of intrapersonal conflicts influence their academic achievement negatively (FGD held on 4th May 2018 at K University).*

These responses tally with this study which has illustrated that, avoidance is a common response to the negative perception of conflict. Generally all that happens is that feelings get pent up, views go an expressed and the conflict manifests itself until it becomes too big to ignore (Beherman, 1998).

According to the findings, 34.7% of the third year students stated that Kenyan universities rarely apply compromise to resolving the selected forms of conflicts, 34.1% claimed that their respective universities only but sometimes apply it, while 18.4% of the students stated that the technique is applied occasionally and 12.8% had noted that the technique is used most of the time. To some extend this research shows that compromising is a satisfactory approach when applied since students are able to benefit and give in a series of tradeoffs. However, compromise is generally not satisfying for both parties realm shaped by individual perceptions of their needs and does not necessarily enable the victims to understand the other side very well. University students often retain lack of trust and avoid risk-taking involved in more collaborate issues. It should be noted that the previous study agrees with the finding whereby Johnson, David, and Frank (2014), reported that compromise which when used each party gives up

something in order to meet midway results in win-lose if middle of the road ignores the real diversity of the issue. It can be used when both parties have enough leeway to give.

In relation to collaboration as a strategy in solving intrapersonal conflicts, 23.9% of the respondents agreed their respective universities rarely apply it. 25.9% of university students hinted to it that sometimes it is used, 19.2% claimed that it is applied occasionally while 31% mostly use it. Collaborating is the pooling of individual needs and goals towards a common goal therefore, university students encourage the university personal to apply it since it offers the chance for consensus, the integration of needs, and the potential to exceed the possibilities available that previously limited their views of the conflict. In addition, it brings new time, energy and ideas to resolve the dispute meaningfully. However, time consuming to plan and coordinate. Sometimes staff-student meetings to discuss various issues are not structured hence, causing commotions if not well coordinated. In an interview, a Dean of Students reported:

> *Organizing students meetings where the intention is to address issues raised by students is not an easy task. Not all students attend and those informed of the agenda well in advance and do not want it to succeed attempt to disrupt so that the address is not successful (Interview held on 7th May, 2018 at University X).*

Just as expounded in the present study, collaboration as a technique is where by abilities, values and expertise of all are recognized, each person's position emphasis is on group result and it results in win-win for able for all (Johnson, David, and Frank, 2014).

Basic Methods for Resolving Intrapersonal Conflicts in Public Universities in Western Kenya

With regard to life-skills training, 31.5% university students stated it is a technique mostly used in their universities, 26.9% confirmed that the training is occasional, 22% indicated this method is applied sometimes while 27.9% claimed their universities rarely apply life skills training. Universities in Western Kenya organize these trainings frequently in order to instill skills among university students to enable them to overcome the challenges of growing up and becoming adults. They also acquire decision making skills, assertiveness, setting goals, and resisting peer pressure. In addition, life-skills training reinforces and promotes attitudes and behaviors that should lead to a better quality of life for university students thus enhanced academic achievement. These findings are in agreement with the previous study, for life-skills training is expected to help university students explore skills that allow for balanced existence within the society. It is expected that at the end of the training, the students should be able to successfully apply various skills required in career progression, healthy social relationships, and self-understanding (Adolescent Reproductive Health and Life Skills Curriculum, 2005).

A significant proportion of the respondents, 30.8% claimed that their respective universities rarely invite resource persons. 27.2% of third year university students in Western Kenya stated that sometimes it is applied in resolving selected forms of intrapersonal conflicts and 17.8% claimed that their respective universities mostly invite resource persons. The disadvantages are that sometimes this technique when used can be boring and may not solicit group participation. Secondly, most university students might

have no idea when it was used. However, it economizes on time presence facts in an orderly manner and reinforces the relationship between learning experiences and complete concepts or application to students' life. A student counselor reported:

> *I organize mentorship hours, workshops for university students. Guest speakers are invited to share their Knowledge and experiences with students, however, mobilizing students to attend is a challenge (Interview held on 8th May 2018 at University X).*

As discussed above, this is in line with what has been revealed by the previous study whereby resource persons are invited from different walks of life to come and share their experiences with university students on campus (Counseling Report, 2014). Facilitators are also used to help make group processes more effective and efficient.

A significant proportion of respondents, 30.6% agreed that sometimes reconciliation technique is applied by their respective universities. 25.6% of the university students claimed it is used occasionally while 20% stated that their respective universities mostly apply it. However, 22.9% claimed that their respective universities rarely apply reconciliation technique in resolving selected forms of intrapersonal conflicts. It may also represent a pragmatic way to deal with profound changes involving past injustice in order to achieve some other resized purposes such as building peace, nurturing democracy, promoting human rights, and delivering justice among others. This explanation of the work undertaken is similar to Dan (2017) study which highlighted that reconciliation is the process of making two people or groups of people friendly again after they have argued seriously or fought and kept apart from each other or a situation in which this

happens. Some situations in the cause of resolving, reconciliation may be applied at a later date to restore healthy relationships with complainants.

Some university students, 39.9% indicated that their respective universities apply climate of trust as a technique to resolving conflicts in universities rarely. 27.8% of the respondents claimed that sometimes it is used, while 20.4% claimed that their respective universities occasionally apply climate of trust as a technique in resolving intrapersonal conflicts in universities. Lastly, 11.8% stated it is mostly applied in their universities. With regard to the above explanation, the office of the Dean of Students is mandated with the responsibility of ensuring the successful completion of Kenyan vigorous academic programmes which largely depend on the existence of a firm and supportive welfare service. This is the office that is dedicated to the creation of amble learning environment as well as facilitating an all-round development to address the holistic growth, development and well-being of students in support of the university vision, mission and objectives. In agreement a study done by Dan (2017) found out that climate of trust is an environment that cultivates mutual respect, honesty, and open communication. Application of this strategy promotes a safe, nonthreatening, and transparent atmosphere where information is shared, collaboration encouraged and team building is implemented.

In terms of effective communication while resolving intrapersonal conflicts as showed by the research findings of this study, a lower percentage of students 15.5% claimed their universities rarely applied communication skills. 25.5% indicated this method is applied sometimes, however, 22% stated it is used occasionally while 36.7% respectively stated that it is a strategy mostly used in their universities. In case of an issue to be addressed,

there is an elaborate arrangement to have the students' body represented in various decision making organs of the university such as senate, faculty boards and other committees. This is done through the annual elections of university students' organizations officials. Clubs and societies which form an important link between the administration and the students to supplement the students' executive council. Written communication to students is mostly done through memos, articles and notice boards. Depending on the nature of the information, non-verbal communication skills are applied whereby communication by means of elements and behaviors that are not coded on words are used sometimes. The present study tallies with a previous study which stated that communication skills refer to an aptitude for conveying information and ideas combined with good listening and comprehension skills (I Choose Life Africa, 2017).

This study revealed that 15.9% though a small percentage claimed that their respective universities mostly apply coercion while 18.6% occasionally do use it. However, the highest percentage 33.3% indicated that their respective universities rarely use coercion to resolve intrapersonal conflicts and 32.2% stated that this strategy is sometimes applied. In Kenyan universities, this method is mostly applied by the students' disciplinary committee both in examination irregularity and general misconducts when the committee imposes certain measures or applies certain verdicts. It is also applied on students who present themselves for individual counseling. Before students engage in certain criminal offences, this technique is employed to resolve negative behaviors e.g. deviant behaviours, aiding suicide, attempted suicide, and cheating in exams. A Dean of Students reported:

> *Coercion as one of the basic method is rarely used except when it is necessary in order to take precaution e.g. to minimize suicidal cases, demonstrations, riots and strikes by students (Interview held on 10th May 2018 at University Y).*
>
> *A Students' Counselor stated: the advantage of applying basic methods to resolving intrapersonal conflicts is that they work better with large groups of students. However, they cannot be used at personal level (Interview held on 10th May 2018 at University Y).*

In support of the findings, Anderson (2018) research stated that coercion is the practice of forcing another party to act in an involuntary manner by use of threats or force. It involves a set of various types of forceful actions that violate the free will of an individual to induce a desired response.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTION FOR FURTHER RESEARCH

5.1 Introduction

This chapter presents the summary, conclusions, and implications for Commission for University Education and recommendations for future research.

5.2 Summary

The summary of findings for the first objective, to determine the influence of academic stress on students' academic achievement in public universities in Western Kenya, depicted that approximately half of third year university students had experienced

academic stress during their studies at the university. This is a clear indication that academic stress among some students led to low academic achievement in public universities in Western Kenya. Therefore, academic stress used in this study had a significant negative relationship with academic achievement of students in public universities in Western Kenya such that increase in academic stress led to a drop in the academic year mean grade. In relation to the findings it is evident that a significant proportion of students and a mean of average level of academic stress, shows they have not learned how to make academic stress consequence factors manageable aspects to the extent that their academic achievement is influenced negatively.

The summary of findings for the second objective, to analyze the influence of academic anxiety on students' academic achievement in public universities in Western Kenya, showed that students had suffered academic anxiety during their studies at the university. The results indicated that academic anxiety had a significant negative influence on the academic achievement of some students in public universities in Western Kenya such that increase in academic anxiety led to a drop in the academic year mean grade of students in universities in Western Kenya These are students who are overwhelmed by academic anxiety influencing aspects and cannot stay calm as they accept and acknowledge how they feel in order to cope and enhance their academic achievement.

The summary of findings for the third objective, to examine the influence of self-esteem on students' academic achievement in public universities in Western Kenya depicted that approximately the level of self-esteem of third year university students in Western Kenya clearly indicated that, some of the students lacked confidence in most of the things they

do including their studies thus influenced their academic achievement negatively. This is a clear indication that low self-esteem among some of the students might have led to an average or below average academic year mean grade in some of the public universities in Western Kenya. However, the researcher found out that self-esteem variable was having a significant positive influence on the academic achievement of many university students. An improvement in self-esteem among students was associated with an increased likelihood of exhibiting an improved academic achievement among the students.

Summary of findings for objective four (4) which established the relationship of conflict intervention strategies on selected intrapersonal conflicts in public universities in Western Kenya, along with the research question: To what extend are conflict intervention strategies related to selected intrapersonal conflicts in public universities in Western Kenya? The study indicated that most of the Kenyan universities only but sometimes apply the traditional approaches, counseling services techniques and basic methods to conflict resolutions. Moreover, it is evident that all the three conflict intervention strategies had a statistically significant strong negative relationship with academic stress. Next, basic, traditional, and counseling intervention strategies had a statistically significant strong negative relationship with academic anxiety as a form of intrapersonal conflict. Therefore, use of these strategies in intervening conflicts led to reduced academic anxiety and academic stress among third year university students in Western Kenya. This means on overall, the three conflict intervention resolutions applied by universities are effective in resolving academic stress consequence factors and academic anxiety influencing aspects used in this study that inhibit students from achieving academically.

Low self-esteem was found to have a statistically insignificant weak correlation coefficient with basic methods, counseling techniques, and traditional approaches. This is a clear indication that use of these strategies in intervening conflicts is not likely to lead to improved self-esteem among students in public universities in Western Kenya. This was due to the fact that sampled universities provide life skills training for their students, reconciliation, effective communication, resource persons, climate of trust and coercion are applied when necessary as basic methods for resolving intrapersonal conflicts. With regard to counseling techniques (withdrawal, forcing, avoidance, compromise and collaboration) are applied in the course of a counseling process between a professional counselor and clients who willingly present themselves. Traditional approaches (negotiation, mediation) are interest based while (problem solving) is used in collaboration with other conflict intervention strategies, counseling is a directive approach. There is a possibility that these conflict resolutions might not have a relationship with low self-esteem since unless such students present themselves as individuals they may not get the attention required.

High self-esteem was found to have a statistically significant weak positive correlation coefficient with basic methods for resolving intrapersonal conflicts. Through these interventions most students are able to acquire knowledge and skills from the trainings, inspired by the experiences of significant resource persons who are invited to give talks. Students are also highly sensitized to their needs within campus and this has enabled them respond appropriately and adjust to the university environment by the university using effective communication, reconciliation, climate of trust and coercion. Kenyan

public universities effectively apply basic methods to resolving intrapersonal conflicts, a clear indication that use of these basic intervention strategies in intervening conflicts is likely to lead to high self-esteem among students hence improved academic achievement in public universities in Western Kenya. Nevertheless, counseling techniques were found to have a statistically insignificant weak correlation coefficient with high self-esteem. This was a clear indication that use of these strategies in intervening conflicts are not likely to lead to improved high self-esteem for most of the students considering that they are applied when need arises hence, not likely to influence the academic achievement of some students in public universities in Western Kenya.

5.3 Conclusions

In the light of the data analysis the researcher wishes to draw the following conclusions:-

In relation to the first objective, to determine the influence of academic stress on students' academic achievement in public universities in Western Kenya, the study concluded that academic stress had a significant negative influence on academic achievement of university students. The findings indicate that high academic stress among university students led to an average or below average academic year mean grade in public universities in Western Kenya. On three aspects majority of university students' academic achievement was influenced negatively, the need to do well, being anxious about how they will perform academically at college and studies being on hold for an extended period due to closure of universities. Moreover, almost every other aspect not mentioned in the conclusion, a significant proportion of university students' academic achievement was

influenced negatively by academic stress. However, the findings show that on almost all statements, a few students perceive academic stress as part of campus life and are encouraged towards change and growth thus better academic achievement.

Regarding the second objective, to analyze the influence of academic anxiety on students' academic achievement in public universities in Western Kenya, it was concluded that academic anxiety had a significant negative influence on academic achievement of university students. Excellent and very good academic achievement may not be realized by university students if they are over anxious. The influence of anxiety on academic achievement as regards all aspects was observed, particularly on three questions, I felt overwhelmed by the demands of the study, studying for tests and exams can be very stressful, and lack of praise and rewards. A significant proportion of third year university students alluded to them. Therefore, high academic anxiety among university students in public universities in Western Kenya led to low academic achievement. On the other hand, a few students are able to keep their arousal at an intermediate level, perform on academic mode as shown on all questions of this study.

With reference to the third objective, to examine the influence of self-esteem on students' academic achievement in public universities in Western Kenya, the study concluded that self-esteem as an intrapersonal conflict to a large extend had a significant positive influence on the academic achievement of many students in public universities in Western Kenya. This conclusion is demonstrated by some statements such as, at times I think I am not good at all, all in all I am inclined to feel that I am a failure, I certainly feel useless at times, to which most of the students strongly disagreed or disagreed. Some of

the students understand why they are at the university except for a small number who loose direction may be for reasons well known to them or it could be out of ignorance. Since most students believe in themselves and their ability then they are able to work very hard, reach set goals, and accomplish what they set out to do. This means enhanced achievement and good grades are sometimes positively associated with high self-esteem. Despite the above findings, the researcher noted that a few of the students who suffer from low self-esteem, their academic achievement is influenced negatively.

Concerning objective four, to establish the relationship between conflict intervention strategies on selected intrapersonal conflicts in public universities in Western Kenya in relation to the research question: To what extend are conflict intervention strategies related to selected intrapersonal conflicts in public universities in Western Kenya? The study concluded that all the three conflict intervention strategies (basic methods, counseling techniques, and traditional approaches) had a significant strong negative relationship with academic stress as a form of intrapersonal conflict. An indication that use of these strategies in intervening conflicts is likely to lead to reduced academic stress among students hence, improved academic achievement in public universities in Western Kenya. From the results there is evidence that Kenyan public universities apply the three conflict intervention resolutions effectively such that students are assisted to control academic stress levels. This in turn enables university students to perform on the academic mode.

The study concluded that basic methods, traditional, and counseling intervention strategies had a significant strong negative relationship with academic anxiety as a form

of intrapersonal conflicts. The findings revealed that use of these strategies in intervening conflicts is likely to lead to a reduction in the levels of academic anxiety among students hence, improved academic achievement in public universities in Western Kenya. Thus, there is evidence that Kenyan public universities apply the three conflict intervention resolutions effectively such that students are helped to cope with academic anxiety to the extent that university students are likely to realize their academic goals.

In conclusion, low self-esteem had an insignificant weak correlation coefficient with all the three conflict intervention strategies. This is a clear indication that use of these strategies, basic methods, counseling techniques, and traditional approaches in intervening conflict is not likely to lead to improved self-esteem among students in public universities in Western Kenya. This is because the three conflict intervention resolutions are only but sometimes applied by public universities in Western Kenya therefore, it is possible they might not have a relationship with students suffering from low self-esteem. Also such individuals require special continuous attention if they have to be helped using these resolutions.

The study concluded that, high self-esteem had a significant weak positive correlation coefficient with basic methods. This is a clear indication that use of this basic intervention strategies in intervening conflicts is likely to lead to high self-esteem among students hence improved academic achievement in public universities in Western Kenya. The study revealed that most universities effectively apply basic methods for resolving conflicts in universities which include; life skills training, resource persons,

reconciliation, climate of trust, effective communication and coercion. Therefore, universities are able to reach most students when they employ them.

However, the study concluded that, counseling techniques and traditional approaches have an insignificant weak correlation coefficient with high self-esteem. This is a clear indication that use of these strategies (counseling techniques and traditional approaches) in intervening conflicts is not likely to lead to improved high self-esteem among students hence not likely to influence the academic achievement in public universities in Western Kenya. From the results of this research, it was reported that the use of these strategies can be fruitful if applied in an established healthy relationship where the consent of those in need of assistance is sought and both parties feel safe in such a relationship.

5.4 Recommendations

In the fore going findings and conclusions reached in relation to the objectives, recommendations were made by the researcher as following:-

With regard to the first objective, to determine the influence of academic stress on students' academic achievement in public universities in Western Kenya, the following recommendations were made. First, the University Management should develop specific policies that will provide an insight on the need to equip students and staffs with appropriate intrapersonal conflict management strategies in relation to various needs of the student to avoid incoherence in handling such matters. Secondly, the University

Management should form a mental health task force to review the current mental health services available and make recommendations for improvement accordingly.

Concerning the second objective, to analyze influence of academic anxiety on students' academic achievement in public universities in Western Kenya, the following recommendations were made. That academic advising programme must be embraced as an integral part of higher education for academic advisory is a very important pillar in Academic and Student Affairs Division. It can be involved in pursuing ways to ease students' academic workload and involve faculty members in discussions about mental health.

In relation to the third objective, to examine the influence of self-esteem on students' academic achievement in public universities in Western Kenya, the following recommendations were made. First, Student welfare services, through its programmes should offer a model for promoting universities capacities and responsibilities for making decisions about students' lives, for building a sense of university community, for fostering mutual respect and cooperation and for developing the use of understanding and fairness. These are skills university students need in addressing the complexity of their individual and collective lives. If the Dean of Students office adopts these guidelines then all should be well on their way to creating adaptive, conflict friendly institutions that bring out the best Kenyan citizens within them who are their Alumni. Second, Public Kenyan universities should diversify the operations of the counseling office to include mental health services. Guidance and counseling services are important in all learning education institutions to address stress, anxiety, and challenges related to self-esteem.

Third, the counseling departments should liaise with resources available, including claims studies to help universities understand the risk associated with mental health issues principles and ways of resolving academic intrapersonal conflicts and measures for managing them by creating more awareness on such conflicts, resources available, necessary policies, and follow-ups to address emerging issues which must be prompt.

In relation to the findings and conclusions reached with regard to objective four (4) which established the relationship between conflict intervention strategies and selected intrapersonal conflicts in public universities in Western Kenya, along with the research question: To what extend are conflict intervention strategies related to selected intrapersonal conflicts in public universities in Western Kenya? It was recommended that public universities in Kenya should develop effective intrapersonal conflict management systems to prevent destructive forms of conflicts and encourage early identification and resolution of such conflicts. The process of designing an effective sustainable and integrated system of conflict management practices within the university is the most appropriate. Unique approaches such as self-regulation can be employed to overcome academic intrapersonal conflicts whereby students should be sensitized to develop the ability to stay calm, accept, and acknowledge how they feel, the sensations around them at individual level when facing such conflicts. They must also know mindfulness practices such as guided mediation to control their negative emotions, thoughts, and behaviours throughout university life, and continue to excel in their academics. Relaxation techniques and tools if employed by university students at personal level would be the best options for any student experiencing intrapersonal conflicts.

5.5 Future Research

The researcher wishes to suggest the following areas for future researches:

1. Further research could be extended to accredited private universities.
2. There is need to replicate the study in Kenyan universities in other parts of Kenya to confirm further the findings of the current study since very few studies have been conducted on this topic.
3. Intrapersonal conflicts as manifestations of interpersonal conflicts in Kenyan public universities.
4. Appropriate conflict intervention strategies and intrapersonal conflicts.

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APPENDICES

Appendix 1

Letter of Introduction

Dear Sir/Madam,

I am a PhD student at Masinde Muliro University of Science and Technology. I am in my initial stages of preparing a thesis undertaking a triangulation research design to fulfill the

following objectives; to determine the influence of academic stress on students' academic achievement in public universities in Western Kenya. To analyze the influence of academic anxiety on students' academic achievement in public universities in Western Kenya. To examine the influence of self-esteem on students' academic achievement in public universities in Western Kenya. To establish the relationship of conflict intervention strategies on selected intrapersonal conflicts in public universities in Western Kenya. The purpose of the study was to assess the influence of intrapersonal conflicts on students' academic achievement in public universities in Western Kenya. I request respondents to respond to this questionnaire openly and honestly. They are not to disclose their identity. The information provided here in would be treated with utmost confidentiality and used only for the purpose of this study.

Thank you.

Constance Malesi Amusala
PhD Candidate (EPY/H/08/2014)

Appendix 2

Questionnaire for Third Year University Students

The purpose for this questionnaire was to gain insight on intrapersonal conflicts and students' academic achievement in public universities in Kenya. Information gathered through this questionnaire was made available to legitimate and interested stakeholders in order to establish partners for the development of conflict resolving strategies in relation to intrapersonal conflicts. The questionnaire was not a test but merely an information exercise. In order to help address the conflict problem in universities, respondents'

contribution in this research was important. Respondents were kindly requested to provide accurate information. Their responses were treated with confidentiality. They did not write their names on the paper.

PART A: GENERAL INFORMATION

1. University
   a. Masinde Muliro University of Science and Technology ☐
   b. Jaramong Oginga Odinga University of Science and Technology ☐
   c. Kisii University ☐
2. Gender
   a. Female ☐ b. Male ☐
3. Age
   a. 18 – 24 years ☐
   b. Above 24 years ☐
4. Parents status
   a. Live together ☐ b. separated ☐ c. Divorced ☐ d. Parental loss ☐
5. The type of degree you are undertaking _____Faculty_____
6. PSSP/KUCCPS_____
7. I) Religion
   a. Muslim ☐ c. Others ☐
   b. Christian ☐
5 Indicate the denomination _____
8. How do you practice your religion?
   Rarely ☐ Sometimes ☐ Often ☐ Always ☐
9. Year of study_____

10. Average or mean grade obtained in the previous academic year

0 – 39% ☐ 40% - 49% ☐ 50% - 59% ☐ 60% - 69% ☐ Above 70% ☐

PART B: SELECTED INTRAPERSONAL CONFLICTS AND STUDENTS' ACADEMIC ACHIEVEMENT

Academic Stress Influence University Students Academic Achievement

The following are academic stress issues influencing students' academic achievement. Please indicate your reaction to each of the statements using: Strongly Disagree (1), Disagree (2), Undecided (3), Agree (4) and strongly Agree (5).

	Question	SD	D	U	A	SA
		1	2	3	4	5
1	I felt emotionally drained by university activities.					
2	I felt that competition with other fellow students makes me tense for a prolonged period of time.					
3	I am not sure whether I am studying the right degree.					
4	I need to do well.					
5	Anxious about how I will perform academically at college.					
6	My sleep is restless while at college and most of the time I feel fatigued.					
7	I find it difficult to deal with adverse effects of alcohol and drug abuse on my health and I feel disoriented frequently.					
8	I find it a challenge juggling study, personal life and making new friends.					
9	I deferred studies since I couldn't support myself financially and pay university fees					
10.	My studies put on hold for an extended period since the university was closed unexpected.					

11. Have you been put on hold for extended period of time at some point due to closing down of institution? Yes☐ No☐. If yes state why?

    a) _____

    b) _____

12. Have you ever deferred your studies at the university? Yes☐ No ☐.

If yes state why?

a) _____

b) _____

Academic Anxiety as a Form of Intrapersonal Conflict that Influence University Students Academic Achievement with Regard to Studying.

	Question	**SD**	**D**	**U**	**A**	**SA**
		1	**2**	**3**	**4**	**5**
1	My emotions stop me from studying such that occasionally the mean grade is adversely affected					
2	I procrastinated on assignments such that I didn't do what I set out to do in my studies.					
3	I get lower grades than anticipated.					
4	Worried about love or intimate relationships with others such that I can't maintain a suitable state of mind to study					
6	I face serious argument with a lecturer such that I face difficulties attending class.					
7	I felt overwhelmed by the demands of study.					
8	I felt worried about sitting for tests and exams.					
9	Studying for tests and exams can be very stressful.					
10	Lack of praise and rewards negatively affects my academic performance.					

Self-Esteem as a Form of Intra-Personal Conflict that Influences University Students Academic Achievement.

The following are self-esteem issues influencing students' academic achievement.. Please indicate your reaction to each of the statements using: Strongly Disagree (1), Disagree (2), Undecided (3), Agree (4) and Strongly Agree (5).

	Question	**SD**	**D**	**A**	**SA**
		1	2	3	4
1	At times I think I am not good at all				
2	I take a positive view of myself				
3	All in all, I am inclined to feel that I am a failure				
4	I wish I could have more respect for myself				
5	I certainly feel useless at times				
6	I feel that I am a person of worth, at least on an equal plane with others				
7	On the whole, I am satisfied with myself				
8	I feel I do not have much to be proud of				
9	I feel that I have a number of good qualities				
10	I am able to do things as well as most other people				

PART C: PUBLIC UNIVERSITIES CONFLICT INTERVENTION STRATEGIES

In your opinion how frequently has the university applied the following interventions in conflict resolutions?

Interventions	**Rarely**	**Sometimes**	**Occasionally**	**Mostly**
Traditional Approaches to Resolving Conflicts by Universities				
1. Negotiation				
2. Problem solving				
3. Counseling				
4. Mediation				
Strategies Applied by University Counseling Service				
1. Withdrawal				
2. Force				
3. Avoidance				
4. Compromise				
5. Collaboration				
Other Basic Methods for Resolving Conflicts in Universities				
1. Life skills training				
2. Resource persons				
3. Reconciliation				
4. Climate of trust				
5. Effective communication				
6. Coercion				

Appendix 3

Interview Schedule for Dean of Students, Chairpersons of Academic Departments, and Student Counselors

1. Does your university apply conflict resolving mechanisms in resolving the selected students' intrapersonal conflicts?

2. If yes, mention the conflict intervention strategies applied and for each state advantages and disadvantages.

3. How do the above strategies assist students?

4. What are some of the effects of academic stress and anxiety, self-esteem as forms of intrapersonal conflicts on students' academic achievement?

5. What situations are you able to identify those that portent students' academic stress and anxiety, self-esteem as forms of intrapersonal conflicts?

6. What challenges have you experienced in resolving academic stress and anxiety, self-esteem issues as forms of students intrapersonal conflicts

7. Have students' experienced intrapersonal conflicts to the extent of some dropping out of the university, deferring studies or committing suicide? Kindly avail the statistics if yes.

8. When students experience academic stress and anxiety, self-esteem as forms intrapersonal conflicts do they sometimes result to interpersonal conflict? Explain.

Appendix 4

Focus Group Discussion by Student Leaders

1. With regard to studying at university state intrapersonal conflicts related to academics.

2. State some of the causes of academic stress and anxiety.

3. State some of the academic problems associated with high or low self-esteem.

4. University education is geared towards helping the student unfold his or her potential in which way has academic stress and anxiety influenced your initiative to seek knowledge?

5. Self-esteem as forms of intrapersonal conflicts has it influenced your initiative to seek knowledge and manipulate the university environment?

6. Do the above mentioned implications affect your desire to complete university education? briefly explain

7. In general, what mechanisms have been applied by the university to resolve the intrapersonal conflicts mentioned above?

8. To what extent are the above mechanisms effective in terms of enhancing academic achievement? Mention their advantages and disadvantages.

Appendix 5

Tests for Model Fitness Used in the Inferential Analysis of Objective 1, 2, and 3

Table 4.9: Hosmer and Lemeshow Test

Step	Chi-square	df	Sig.
1	6.326	8	.611

Source: SPSS Version 20.0, 2019

From table 4.9 it is clear that we do not reject the null hypotheses [$x^2_{(8)} = 6.326$, $p = 0.611 > 0.05$], thus predictions made by the model fitted perfectly with observed group memberships. Therefore, we conclude that the data well fitted the model as indicated by the non-significant Chi-square value.

Table 4.10: Omnibus Tests of Model Coefficients

		Chi-square	df	Sig.
Step 1	**Step**	6.870	4	.006
	Block	6.870	4	.006
	Model	6.870	4	.006

Source: SPSS Version 20.0, 2019

From Table 4.10, "**Step** "was used to test the contribution of the specific variable(s) entered on this step, "**Block**" was used to test the contribution of all the variables entered with this block and "**Model**" was used to test the fit of the whole model. Since the Chi-

square for all; Step, Block, and Model were significant, (p =0.006 < 0.05), this implies that the contribution of specific variables and the contribution of all variables entered as a block were significant and that the model was good to predict the academic achievement.

Table 4.11: Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	124.788[a]	.029	.067

a. Estimation terminated at iteration number 4 because parameter estimates changed by less than .001.

Source: SPSS Version 20.0, 2019

From Table 4.11, the results of Nagelkerke R Square indicates that all the four predictors together (Academic Stress, Academic Anxiety, Low self-esteem and High self-esteem) explained 6.1% of the variation in the academic achievement of the students in public universities in Western Kenya.

Table 4.12: Variables in the Equation

Variables	B	S.E.	Wald	df	Sig.	Exp (B)
High Esteem	.173	.068	6.440	1	.011	1.189
Low Esteem	.098	-.106	.849	1	-.357	1.103
Academic Stress	-.009	.053	.032	1	.857	.991
Academic Anxiety	-.044	-.047	.889	1	.346	.957
Constant	-.196	1.574	.016	1	.901	.822

a. Variable(s) entered on step 1: Academic Stress, Academic Anxiety, Self-Esteem

Source: SPSS Version 20.0, 2019

To determine the influence of forms of intrapersonal conflicts (Academic Stress, Academic Anxiety and Self-esteem) on Academic Achievement of the students in public universities in Western Kenya, **a Binary Logistic Regression model** was used and the variables in the equation were as detailed in Table 4.12. The overall test of the model (in the Omnibus Tests of Model Coefficients, Table 4.10) and the coefficients and odds ratios (in the variables in the equation, Table 4.12) is specified as the binary logistic regression command.

Table 4.13: Correlation Matrix for Conflict Intervention Resolution in the Inferential Analysis of Objective 4

		Conflict Intervention Resolution			Forms of Intrapersonal Conflicts			
		Basic Methods	**Counseling Techniques**	**Traditional Strategies**	**Low Self-esteem**	**High Self-esteem**	**Academic Anxiety**	**Academic Stress**
Basic Methods	**Pearson Correlation**	1	.238**	.517**	**-.079**	**.133***	**-.014**	**-.136****
	Sig. (2-tailed)		.000	.000	**.174**	**.021**	**.783**	**.008**
	N	373	370	371	298	298	366	373
Counseling Techniques	**Pearson Correlation**	.238**	1	.076	**.022**	**-.067**	**-.186****	**-.136****
	Sig. (2-tailed)	.000		.144	**.701**	**.240**	**.000**	**.008**
	N	370	376	373	310	310	368	376
Traditional strategies	**Pearson Correlation**	.517**	.076	1	**-.032**	**.038**	**-.158****	**-.190****
	Sig. (2-tailed)	.000	.144		**.549**	**.482**	**.002**	**.000**
	N	371	373	385	351	351	376	385

****. Correlation is significant at the 0.01 level, (2-tailed).**

***. Correlation is significant at the 0.05 level, (2-tailed).**

Source: SPSS Version 20.0, 2019

Appendix 6

Letter of Permission from Masinde Muliro University of Science and Technology

MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY (MMUST)

Tel: 056-30870
Fax: 056-30153
E-mail: sgs@mmust.ac.ke
Website: www.mmust.ac.ke

P.O Box 190
Kakamega – 50100
Kenya

Office of the Dean (School of Graduate Studies)

Ref: MMU/COR: 509079

Date: 7th November, 2016

Constance Malesi Amusala
EPY/II/08/2014
P.O. Box 190-50100
KAKAMEGA

Dear Ms. Amusala

RE: APPROVAL OF PROPOSAL

Following communication from the Departmental Graduate Studies Committee and the Faculty Graduate Studies Committee, I am pleased to inform you that the Board of the School of Graduate Studies meeting held on 3rd November, 2016 considered and approved your Doctor of Philosophy proposal entitled: "***Intrapersonal Conflicts and Student Academic Achievement in Public Universities in Kenya***" andappointed the following as supervisors:

1. Prof. Peter Odera - Department of Education Psychology - MMUST
2. Dr. Judah Ndiku - Department of Educational Planning and Management - MMUST

You are required to submit through your supervisor(s) progress reports every three months to the Dean SGS. Such reports should be copied to the following: Chairman, Faculty of Education and Social Sciences Graduate Studies Committee and Chairman, Education Psychology. Kindly adhere to research ethics consideration in conducting research.

It is the policy and regulations of the University that you observe a deadline of three years from the date of registration to complete your PhD thesis. Do not hesitate to consult this office in case of any problem encountered in the course of your work.

We wish you the best in your research and hope the study will make original contribution to knowledge.

Yours Sincerely,

PROF. HENRY KEMONI
EXECUTIVE DEAN, SCHOOL OF GRADUATE STUDIES

Appendix 7

NACOSTI Permit

THIS IS TO CERTIFY THAT:
MS. CONSTANCE MALESI AMUSALA
of MASINDE MULIRO UNIVERSITY OF SCIENCE & TECHNOLOGY, 0-50100 KAKAMEGA,has been permitted to conduct research in *Kakamega , Kisii , Siaya Counties*

on the topic: *INTRAPERSONAL CONFLICTS AND STUDENT ACADEMIC ACHIEVEMENT IN PUBLIC UNIVERSITIES IN KENYA*

for the period ending:
11th May,2018

Permit No : NACOSTI/P/17/51817/17180
Date Of Issue : 12th May,2017
Fee Recieved :Ksh 2000

.....
Applicant's Signature

.....
Director General
National Commission for Science, Technology & Innovation

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471, 2241349,3310571,2219420
Fax: +254-20-318245,318249
E-mail: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref No: **NACOSTI/P/17/51817/17180** Date: **12th May, 2017**

Constance Malesi Amusala
Masinde Muliro University of
Science and Technology
P.O. Box 190-50100
KAKAMEGA.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Intrapersonal conflicts and student academic achievement in Public Universities in Kenya,"*** I am pleased to inform you that you have been authorized to undertake research in **Kakamega, Kisii and Siaya Counties** for the period ending **11th May, 2018.**

You are advised to report to **the Vice Chancellors of the selected public Universities, the County Commissioners and the County Directors of Education, Kakamega, Kisii and Siaya Counties** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

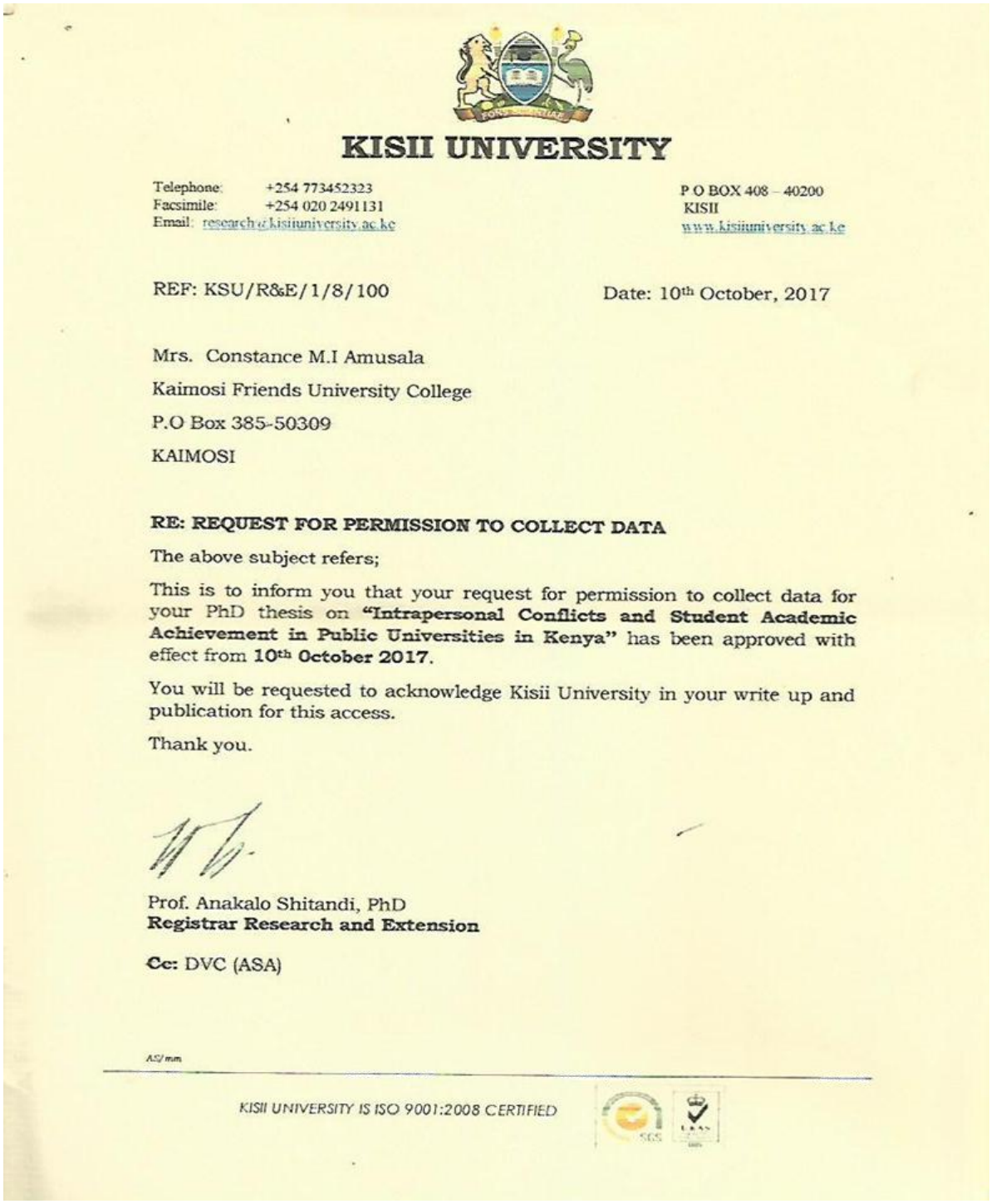
Copy to:

The Vice Chancellors
Selected Public Universities.

The County Commissioners
Selected Counties.

Appendix 7

Letter of Permission from Kisii University



KISII UNIVERSITY

Telephone: +254 773452323
Facsimile: +254 020 2491131
Email: research@kisiiuniversity.ac.ke

P O BOX 408 – 40200
KISII
www.kisiiuniversity.ac.ke

REF: KSU/R&E/1/8/100

Date: 10th October, 2017

Mrs. Constance M.I Amusala
Kaimosi Friends University College
P.O Box 385-50309
KAIMOSI

RE: REQUEST FOR PERMISSION TO COLLECT DATA

The above subject refers;

This is to inform you that your request for permission to collect data for your PhD thesis on **"Intrapersonal Conflicts and Student Academic Achievement in Public Universities in Kenya"** has been approved with effect from **10th October 2017**.

You will be requested to acknowledge Kisii University in your write up and publication for this access.

Thank you.

Prof. Anakalo Shitandi, PhD
Registrar Research and Extension

Cc: DVC (ASA)

AS/mm

KISII UNIVERSITY IS ISO 9001:2008 CERTIFIED

Appendix 8

Letter of Permission from Jaramogi Oginga Odinga University of Science and Technology

JARAMOGI OGINGA ODINGA
UNIVERSITY OF SCIENCE AND TECHNOLOGY

OFFICE OF THE DIRECTOR
CENTRE FOR RESEARCH, INNOVATION AND TECHNOLOGY

Tel. 057-2501804
email: dcrit@jooust.ac.ke
website: www.jooust.ac.ke

P.O. BOX 210 - 40601
BONDO

January 31st, 2018

Constance Malesi Amusala
EPY/H/08/2014
P.O. Box 190-50100
KAKAMEGA

Dear Ms. Amusala,

REF: APPLICATION TO COLLECT DATA

Reference is made to your letter on the above subject matter.

The Deputy Vice Chancellor (Research, Innovation and Outreach) has considered and approved your request to join Jaramogi Oginga Odinga University of Science and Technology to collect research data. This data collection is for a period of one (1) month with effect from 5th February, 2018 upto and including 2nd March, 2018.

You will report to Director, Centre for Research, Innovation and Technology (CRIT) for guidance.

Note that there are no any other benefits attached to this offer.

If you accept this offer on terms of this letter, please sign on the space provided below and return one signed copy of letter to the undersigned.

Yours sincerely

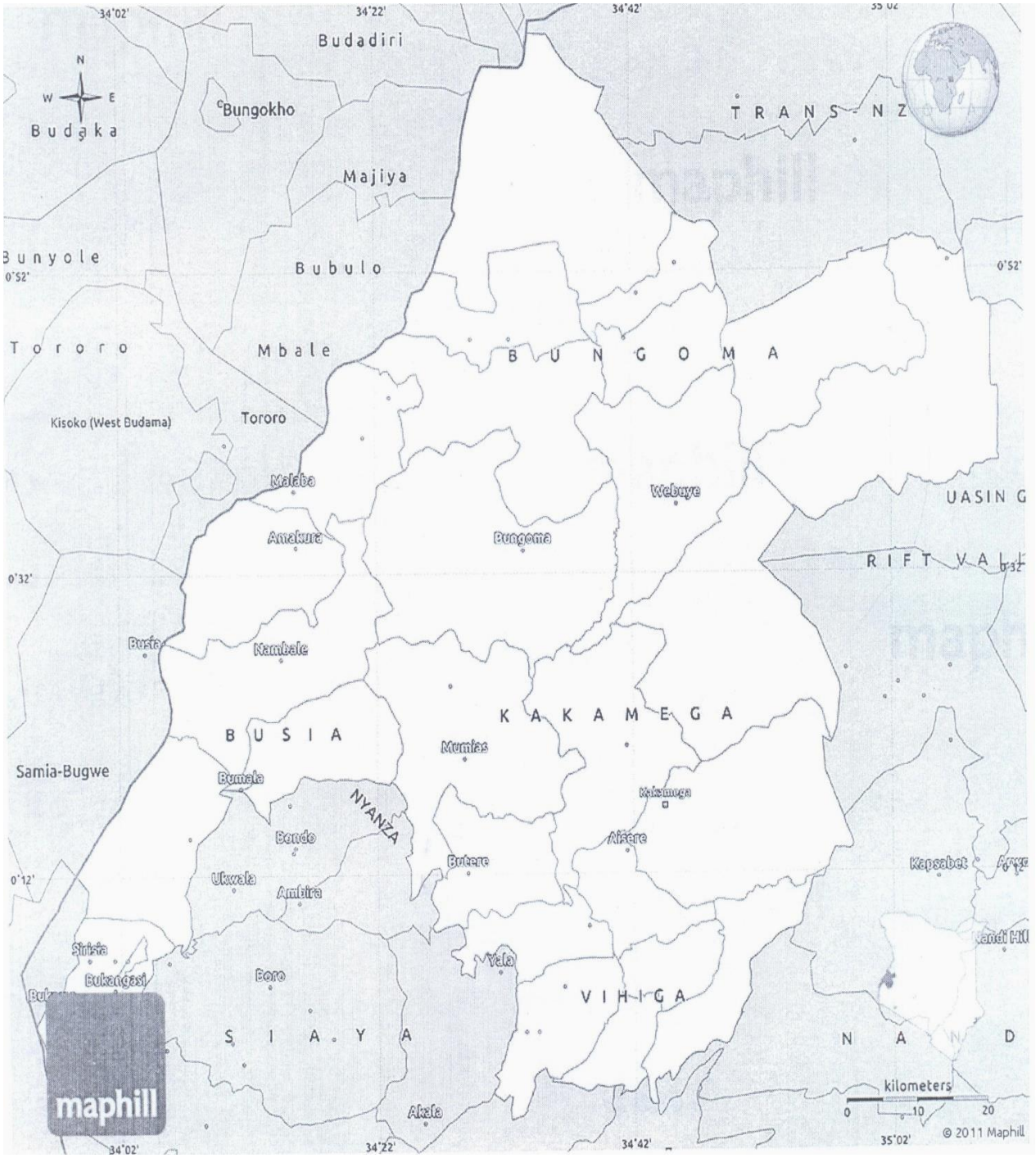
Dr. Benard Muok
DIRECTOR (CENTRE FOR RESEARCH, INNOVATION AND TECHNOLOGY)

I accept/do not accept the offer to _____ in the service of Jaramogi Oginga Odinga University of Science and Technology on the terms and conditions of service set out in this letter.

Name: Constance M. Amusala ID No.: 10415060

Date: 2/2/2018 Sign: _____

Copy to: Deputy Vice-Chancellor (RIO)

Appendix 9

A Map of Western Kenya