

The Influence of Selected Conflict Intervention Resolutions Applied in Kenyan Public Universities on Academic Stress, Academic Anxiety and Self-esteem as Forms of Intrapersonal Conflicts

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Abstract:

We recognize that one of the development strategy that the Government is determined to provide is quality university education to qualified Kenyans. Kenyan Universities can support its goal by addressing intrapersonal conflicts experienced by students through development of comprehensive, educational, integrated, and conflict friendly intervention resolutions to managing conflicts and disputes. Students who are able to resolve intrapersonal conflicts experienced while on campus display greater academic performance compared to those who have difficulty in resolving such conflicts. Academic achievement plays a significant role in assuring quality education. University students have a similar characterized life trend full of intrapersonal conflicts resulting into undesirable outcomes which affect academic achievement. The purpose of this study was to evaluate the influence of selected conflict intervention resolutions applied by Kenyan Public Universities in resolving academic stress, academic anxiety, and levels of self-esteem as forms of intrapersonal conflicts in order to enhance academic performance. Specific objective of the study was to: establish the effectiveness of conflict intervention resolutions in resolving selected intrapersonal conflicts. Social cognitive theory by Albert Bandura and developmental task theory by Robert Havighurst were used to guide the researcher. An ex-post facto research design was adapted. Simple random, stratified random, and purposive sampling techniques was used to select those cases that are typical and useful in this research in the respective universities. Cochran's sample size formula was used to calculate the sample size of the third year university students. Questionnaires were used to collect data from selected third year students. In depth Interview schedules were used to collect data from deans of students, student counselors, and chairpersons of academic departments. The researcher had a Focus Group Discussion with student leaders. The collected data was processed and analyzed using descriptive statistics and inferential statistics (Spearman's rho Correlation). The findings of this study indicated that when 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 performance is likely to be enhanced in public universities in Western Region, Kenya. Basing on the findings, the recommendations were that the University Management Board of Public Kenyan Universities need to address the issues raised by the third year university students in order to manage the academic environment for learning. This in collaboration with Commission for University Education, Deans of faculties or schools, Chairpersons of academic Departments (CoD's), Dean of Students Office, and Guidance and counseling.

Keywords: conflict intervention resolutions, Academic achievement, intrapersonal conflicts, students, academic stress, academic anxiety, and Levels of self-esteem

Article History: Received: 10th September 2019, Revised: 20th September 2019, Accepted: 20th September 2019, Published: 30th September 2019.

I. INTRODUCTION

Conflict can occur within a single individual who struggles with a personal conflict. For instance, students can potentially experience high levels of stress and anxiety. This can affect their health and academic performance due to the continually changing nature of the university environment [11]. Conflict in one's head between opposing motives or ideas is shown by an individual's internal dialogue. This is said to be at the intrapersonal level. Intrapersonal conflict becomes when the individual chooses and tries to reach the mutually exclusive purposes. Increased academic stress, and anxiety, high self-esteem, and, low self-esteem have an effect on general health, academic and co-curricular performance of university students. Upon entering the

university one has to realize that social life can also be destructive, therefore, as a student joins the university students' body there is need to exercise a deep sense of responsibility and good will to create the favourable condition for the development of a healthy intellectual life [8]. The bad influences that the students' body may have on a university student relate mainly to moral and ethical issues and such implications affect one's self-esteem.

Intrapersonal conflict potentials 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

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of conflicts. Therefore, it becomes necessary to examine the resultant effects of intrapersonal conflicts on the attainment of the goal of university education [13]. Regardless of the level of intrapersonal conflict, there are differing approaches to deal with the incompatibilities that exist. Conflict resolution hence 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; the traditional approaches which have sometimes been applied to resolving conflicts in social, business, institutional, legal and interpersonal relationships. They have been assigned to the following categories: Adjudication and arbitration, counseling, negotiation, problem solving, mediation [20]. Techniques for resolving conflict applied by University Counseling Service whereby according to [13] university counseling service supports the mental well-being of students, nurtures student success and contributes to safe welcoming and multicultural aware campus community by using five techniques for resolving conflicts as follows; withdrawal, smoothing, forcing, compromise, collaboration. 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 evaluation 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 evaluating the extent to which conflict resolution practice had been successful. Basic methods that are essential in resolving conflicts such as Life skills (Adolescent Reproductive Health and Life Skills curriculum, 2005), resource persons (Counseling Report, 2014), reconciliation, communication, and Coercion.

The researchers' report deviated from the current study due to the fact that he had concentrated on how the traditional approaches, counseling techniques, and basic methods are applied in resolving largely interpersonal conflicts, very little has been mentioned about intrapersonal conflicts but the present study would compare the current conflict resolution interventions engaged by Kenyan Public Universities with regard to personal conflicts. However, further research on the same is vital to understand their influence on university students' academic achievement in Public Universities in Western Region, Kenya.

II. RESEARCH METHODOLOGY

The purpose of this study was to evaluate the influence of selected conflict intervention strategies applied by Kenyan Public Universities in resolving academic stress, academic anxiety, and levels of self-esteem as forms of intrapersonal conflicts in order to enhance academic performance. Specific objective of the study was to establish the effectiveness of conflict intervention strategies in resolving selected intrapersonal conflicts. This study adopted ex post facto research design and therefore, cannot be manipulated by the researcher (Kerlinger, 2000). The design was found appropriate because it allowed the researcher to investigate the possibility of causal relationship between variables. In this study, selected conflicts intervention resolutions were students' independent variable while intrapersonal conflicts

were the dependent variable. Therefore, it was most suitable to investigate the influence of selected conflicts intervention resolutions on students' intrapersonal conflicts. The Target Population for this research was university students in main Masinde Muliro University of Science and Technology, Jaramogi Oginga Odinga University of Science and Technology (JOOUST) and Kisii University. The researcher's choice would enable him concentrate on instances which would display a wide variety possibly even focus on extreme cases to allow the study come up with appropriate information that is informative. The target population comprised of four thousand, four hundred and eight (4,408) third year university students, four (3) Deans of Students, one hundred and twenty (120) Student Leaders, four (4) Student counselors, sixty (60) Chairpersons of Academic Departments. All four thousand five hundred and ninety five (4,595) respondents served as participants in the 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 objective.

Simple random sampling technique was used to select three (3) counties namely; Kakamega, Siaya, and Kisii in Western Region of Kenya. Statistics sample size is important in determining the accuracy and reliability of research findings hence, according to James. C. 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 population of students for this study was obtained using Cochran (1963) formula.

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

Using this formula, (n) is the desired sample size of the study. (2) is the standard normal deviate. (p) is the proportionate of the user in the target population estimated that will be used, (d) is the degree of accuracy allowed. The study would use 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;

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%.

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

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

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

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

This formula was used to select four hundred and ninety six (496) third years from a total of four thousand, four hundred and eight (4,408) university third year students. 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 purpose of this study which was to evaluate the influence of selected conflict intervention resolutions applied by Kenyan Public Universities in resolving academic stress, academic anxiety, and levels of self-esteem as forms of intrapersonal conflicts in order to enhance academic performance. 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 she drew a random sample size. This step increased the probability that the final sample would be representative and comprehensive in terms of the stratified groups. Simple random sampling technique was used to select three (3) Deans of Students, three (3) Student Counselors. Purposive sampling technique was used to select thirty six (36) student leaders, eighteen (18) Chairpersons of Academic Departments in the respective universities. Last but not least simple random sampling was applied to select three public universities.

Data for the study was collected using questionnaire, this approach was used because questionnaires give the opportunity to collect large amount of information in reasonably quick space of time. The use of questionnaires promises a wider coverage since they can approach respondents easily than other approaches (Sarantakos, 1996). They were administered to university third year students from sampled uniform measures without variations. The questionnaire captured the influence of selected conflict intervention strategies applied by Kenyan Public Universities in resolving the selected forms of intrapersonal conflicts in order to enhance academic achievement. It contained closed ended questions. In their own opinion, third year university students were to indicate how frequently the respective universities applied the interventions indicated in the questionnaire. In-depth Interview Schedule was used to enable the researcher extract very sensitive information related to selected conflict intervention strategies and intrapersonal conflicts of students who were in the universities to clarify and elaborate the purpose of the research. It was used to supplement on what could be left out on using the university students' questionnaire. It was administered to Deans of Students, Students Counselors, student leadership and Chairpersons of Academic Department.

Focus Group Discussion was used to gather thirty three university student leaders to discuss academic stress, 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 in order to enhance academic achievement. 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 about the range of opinion and ideas, and the inconsistencies and variation that exists among university students in terms of their experiences and practices (Stewart, 2015). With regard to data collection procedures, 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 conducted interviews. The questionnaires were administered in person by the researcher with the help of research assistants to the respondents which were collected immediately after responding to them. The researcher explained the items which the students found challenging to understand.

Data collected was processed, coded, and analyzed to facilitate addressing the research objective. Data was analyzed to help the researcher interpret data for the purpose of providing meaningful insights about the problem being examined ((Marczyk, Dematteo & Festinger, 2005). Descriptive statistics, that is frequencies, percentages, means, standard deviations and variance of respondents' scores to all the statements in each of the sections of the questionnaire, interview schedule, and Focus Group Discussions were computed to allow the researcher describe the data and examine relationships between variables. Inferential statistics were used to enable the researcher examine causal relationships and even go beyond the parameters of present study sample and draw conclusions about the population from which the sample was drawn. Chi-Square, Spearman's rho Correlation, Regression analysis was used in objectives one, two and three to estimate the influence among variables. Spearman's rho Correlation was used to evaluate whether there is an influence between the population means of three or more independent (unrelated) variables are significant in objective four. The statistical package for Social Sciences (SPSS) version 20.0 for windows was used to aid in the data analysis (Ruane, 2010). All data was analyzed at a level of significance of 95% or $\alpha = 0.05$ and the degrees of freedom depending on the particular case determined.

III. RESULTS

Public Universities Conflict Intervention Strategies and Intrapersonal Conflicts

The researcher examined the influence of various conflict intervention strategies applied by Kenyan Public Universities in resolving the selected forms of intrapersonal conflicts in order to enhance academic achievement. The responses were as shown in Table 1, 2, and 3.

Table 1: The Traditional Approaches for Resolving Conflicts in Universities

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

Source: Field Data, 2019

On average, application of the traditional approaches (negotiation, problem solving, counseling, and mediation) in resolving the selected intrapersonal conflicts by universities was rated at 59%, a mean of 2.3636, Standard Error Mean .03945, Standard Deviation .77408, Skewness .311, and Standard Error .124 as revealed in table 1 an indication that most of the universities only but sometimes apply the traditional approaches to conflict resolution.

Table 2: Techniques Applied by University Counseling Service

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

Source: Field Data, 2019

Table 2 shows, most of the Universities seem not to be effectively applying Counseling Services techniques (withdrawal, forcing, avoidance, compromise, and collaboration) in conflict resolutions as indicated by majority of the respondents. This was also indicated by an average application of the counseling services in resolving the selected intrapersonal conflicts by public Universities which was rated at 52%, a mean of 2.0937, Standard Error mean .03599, Standard Deviation .69782, Skewness .683, and Standard Error .126. The average rating of application of counseling techniques as shown in table 4 is an indication that the universities only but sometimes apply the Counseling Services techniques.

Table 3: Basic Methods for Resolving Conflicts in Universities

Average application of other basic strategies	Mean	%Mean	SE	SD	Skewness	SE
	2.3895	60%	.03871	.74756	.261	.126

Source: Field Data, 2019

Table 3 reveals that most of the universities effectively apply the basic methods for resolving conflicts in universities as indicated by the average rating of 60%, a mean of 2.3895, Standard Error mean .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.

IV. INFERENTIAL ANALYSIS OF THE VARIABLES IN THE STUDY

To examine the effectiveness of conflict intervention strategies for influencing the selected intrapersonal conflicts in Kenyan Public Universities of Western Region a correlation analysis was conducted. The results of the Spearman's rho correlation were summarized in Table 4.

Table 4: Correlation Matrix (Spearman's rho Correlation) for Conflict Resolution Strategies

		Conflict Intervention Strategies			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: Field Data, 2019

Table 4 shows that all the three conflict intervention strategies had a significant negative relationship with academic stress as a form of intrapersonal conflict; Basic Methods ($R = -.136$, $p\text{-value} = .008$), Counseling Techniques ($R = -.136$, $p\text{-value} = .008$), and Traditional Strategies ($R = -.190$, $p\text{-value} = .000$). An indication that use of this strategies in intervening conflicts is likely to lead to reduced academic stress among students hence, improving academic performance in public Universities in western Region, 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.

Basic, Traditional, and Counseling intervention strategies had a significant negative relationship with academic anxiety as a form of intrapersonal conflict; Basic Methods ($R = -.014$, $p\text{-value} = .783$), Counseling Techniques ($R = -.186$, $p\text{-value} = .000$), and Traditional Strategies ($R = -.158$, $p\text{-value} = .002$). The findings revealed that use of this strategies in intervening conflicts is likely to lead to a reduction the levels of academic anxiety among students hence, improving academic performance in public Universities in western Region, 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.

Low self-esteem was found to have insignificant correlation coefficient with Basic Methods ($R = -0.079$, $p\text{-value} = 0.174$), Counseling Techniques ($R = 0.022$, $p\text{-value} = 0.701$), and Traditional Strategies ($R = -0.032$, $p\text{-value} = 0.549$) as shown in table 6 above. This is a clear indication that use of this strategies (Basic, Counseling and Traditional strategies) in intervening conflicts is not likely to lead to improved Self-esteem among students in Public Universities of Western Region, Kenya. The three conflict intervention resolutions are only but sometimes applied by Kenyan public

universities, Western region. 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 significant positive correlation coefficient with Basic Methods ($R = -0.133$, $p\text{-value} = 0.021$) as shown in table 6 above. 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 improving academic performance in Public Universities in Western Region, 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.

Counseling Techniques were found to have insignificant correlation coefficient with high self-esteem ($R = -0.067$, $p\text{-value} = 0.240$), and Traditional Strategies ($R = 0.038$, $p\text{-value} = 0.482$ respectively) as shown in table 4.14 above. This is a clear indication that use of this strategies (Counseling and Traditional strategies) in intervening conflicts is not likely to lead to improved high self-esteem among students hence not likely to influence the academic performance in Public Universities in Western Region, Kenya. 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.

V. DISCUSSION

Basing on the presentation and interpretation of results the influence of conflict intervention strategies applied by Kenyan Public Universities in resolving the selected forms of intrapersonal conflicts in order to enhance academic achievement, the findings were discussed as follows:

Traditional Approaches to Resolving Conflicts by Universities

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 [20]. This research is in agreement with the objective of the study where 36.9% of the students claimed that their respective universities rarely apply negotiation to resolve selected forms of conflict, 32.6% claimed that their respective universities only but sometimes apply the approach while 11.6% of the students claimed that their respective universities occasionally apply this strategy to resolve conflicts respectively and 18.9% most of the time apply it to resolving intrapersonal conflicts. Third year university students referred to this as informed discussion which reduces pressure on the discussants and may be helpful in avoiding barriers to resolutions experiences during a conflict management process. The students involved are 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.

According to [20] problem solving carried out 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. This is considerable evidence in the above study which has presented 26.8% of the respondents who claimed that their respective universities rarely apply problem solving as a technique 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. The procedure 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 think things got that way.

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 [6]. Results of the above mentioned study have been noted where majority of the respondents 35.2% claimed that most of the time their respective universities use counseling approach in solving intrapersonal 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. Therefore, the counseling technique 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. However, it is official thus involves a lot of paperwork, which some students might not like thus avoid to reveal critical details to the counselor.

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 [20]. 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 medication to resolving conflicts. Third year university students in Western Region, 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 referrals are made.

In relation to the above findings, traditional approaches to resolving intrapersonal conflicts had a strong significant negative relationship with academic stress, $R = -.190$, p -value = .000 and academic anxiety, $R = -.158$, p -value = .002. This implied when negotiation, problem solving, counseling and mediation are employed as approaches by Kenyan Public Universities of Western Region, third Year University students who experience more academic stress and anxiety shall not be at risk of having their academic performance affected negatively due to a reduction in the levels of these intrapersonal conflicts as indicated by the findings. However, self-esteem was found to have insignificant correlation coefficient with traditional approaches to resolving intrapersonal conflicts. Low self-esteem, $R = -0.032$, p -value = 0.549; high self-esteem, $R = 0.038$, p -value = 0.482. This indicates a weak relationship between the two variables. Self-esteem is based on a judgmental process in which the individual examines his performance, capacities, and attributes according to his personal standards and values and arrives at a decision of his own worthiness. Public universities in Kenya when they apply these approaches can only reach a few students facing a problem related to self-esteem, thus, the influence is most likely to be insignificant which cannot have a positive influence on academic performance considering the number of students assisted.

Techniques Applied by University Counseling Service

According to [13], 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. Information given above is in line with the objective of the study where 55.9% of Kenyan university third year students claimed that the strategy is rarely applied to resolve selected form 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 approach to resolving conflicts. Referral services as a counseling instruction is applied when using this technique as a conflict management strategy. This is because sometimes, the cases that are brought to the attention of students counselors are beyond their capacity to handle e.g. psychiatric problem, financial challenges etc. Student counselors also refer certain cases to fellow counselors when they feel convicted that the counselor would be in position to handle the case better. Referrals are done depending on the nature of the problem to Meet identified classified appropriate problems.

According to [13] forcing as an approach to conflict resolution when used, one's authority, position, majority rule or a persuasion minority settles the conflict. It results in win-lose if the dominated party sees no hope for self. To some extend this study is in agreement with the current research 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 have to appear 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. Identified clients are usually forced to seek counseling among others.

Avoiding is a common response to the negative perception of conflict. Generally all that happens is that feelings get pent up, views go unexpressed and the conflict manifests itself until it becomes too big to ignore [5]. His observations conquer with those this findings where majority of the university students, 40.8% claimed that their respective universities rarely apply avoidance as an approach to resolving intrapersonal conflicts. 30.8% of the respondents indicated that it is sometimes used, 13.2% occasionally and 15.2% mostly apply avoidance techniques in resolving the selected forms of conflicts. According to interviews and FGDs conducted, some third year university students stated that most of them tend to avoid dealing with conflict. For engaging in dialogue and negotiation around conflict is something students tend to approach with fear and hesitation, afraid that the conversation will go worse than the conflict has gone, thus far.

It was 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 [13]. It should be noted that this agrees with the research. 34.7% of the respondents 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 approach 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 gain 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.

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 [13]. Just as theorized in the above study, it has been revealed that 23.9% of the respondents agreed their respective universities rarely apply collaboration as a strategy in solving intrapersonal conflicts. 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 general, the study indicated that application of University Counseling Service techniques to resolving intrapersonal conflicts had a strong significant negative influence on academic stress, $R = -.186$, $p\text{-value} = .000$, and anxiety $R = .136$, $p\text{-value} = .008$. Therefore, effective use of these techniques in intervening intrapersonal conflicts is likely to keep these intrapersonal conflicts within the required levels. Consequently students in Kenyan public universities will perform in academics. University Counseling Service techniques to resolving intrapersonal conflicts had an insignificant correlation coefficient with self-esteem, low self-esteem $R = 0.022$, $p\text{-value} = 0.701$, high self-esteem $R = -0.067$, $p\text{-value} = 0.240$, thus the relationship between the two variables was weak. Students experiencing challenges with regard to self-esteem are expected to present themselves to the student counselors for counseling, seemingly very few do so considering the service relies on the willingness of the students to seek this service.

Basic Methods for Resolving Conflicts in Universities

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, 2010). These findings are in agreement with those of this study where 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 approach is applied sometimes while 27.9% claimed their universities rarely apply life skills training. Kenyan Universities in Western Region 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 performance.

Resource persons are invited from different walks of life to come and share their experience with university students on campus (Counseling Report, 2014). Facilitators are also used to help make group processes more effective and efficient has been revealed [4]. As theorized in the above reports, a significant proportion of the respondents, 30.8% claimed that their respective universities rarely invite resource persons. 27.2% of third year Kenyan university students in Western Region 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.

According to [9] reconciliation the process of making two people or groups of people friendly again they have argued seriously or fought 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 injustice in order to achieve some other resized purposes such as building peace, nurturing democracy, promoting human rights, and delivering justice among others. This is similar to the work undertaken in HO4 where majority of the 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. Among challenges students face in the university as interpersonal conflicts and cause them to appear before the students disciplinary committee include; assault causing bodily harm, fighting (affray), distraction of property, theft and other related offences, trespass, conducting illegal or unlicensed trade e.g. hawking and organizing unlawful demonstrations or processions or incitement. These situations in the cause of resolving, reconciliation may be applied at a later date to restore healthy relationships.

A significant proportion of university students, 39.9% indicated that their respective universities apply climate trust as an approach 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. In agreement a study done by [9] 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. Objective four 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 a conducive 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.

Communication skills refer to an aptitude for conveying information and ideas combined with good listening and comprehension skills (I choose life Africa, 2017). In terms of effective communication while resolving intrapersonal conflicts among university students as shown, a little lower percentage of students 15.5% claimed their universities rarely apply communication skills. 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. 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 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, adverts, 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.

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 [2]. The above research supports what has been revealed in this research where 15.9% though a small percentage claimed that their respective universities mostly apply it 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 approach is sometimes applied. In Kenyan universities, this strategy is mostly applied by the students disciplinary committee both examination irregularly and general misconducts when the committee imposes certain measures or applies certain verdicts. Students who present themselves for individual counseling, before they engage in certain criminal offences, this technique can be used to mitigate against such negative behaviors e.g. aiding suicide, attempted suicide, and cheating in exams.

Moreover, basic methods for resolving conflicts in universities had a significant negative influence on academic stress $R = -.136$, $p\text{-value} = .008$ and anxiety $R = -.014$, $p\text{-value} = .783$. However, academic stress had a strong relationship with academic achievement, while academic anxiety had a weak relationship with academic achievement. This meant that use of these methods in intervening intrapersonal conflicts is likely to lead to reduced academic stress and anxiety among students in Kenyan Public Universities of Western Region and this may have a positive effect on their academic achievement. On one hand, high self-esteem had a significant positive correlation coefficient with basic methods for resolving conflicts in universities though weak, $R = -.0133$, $p\text{-value} = 0.021$. The advantage of using these methods is that a public university that employs them, is able to reach students suffering from low self-esteem as well as those whose self-esteem is high. In addition, these methods are effective when applied to large groups. On the other hand, basic methods for resolving conflicts in universities had an insignificant influence on low self-esteem $R = -0.079$, $p\text{-value} = 0.174$, indicating there might have been none or weak relationship. When using these methods public universities may not address the needs of students experiencing low self-esteem since they are practical in group counseling.

VI. CONCLUSIONS

The three conflict intervention strategies, namely, traditional approaches, basic methods, and counseling techniques applied in Public Universities, Western Region, Kenya led to the right

kind of academic stress and anxiety hence, improvement in the academic performance of university students can be realized. Basic methods for resolving conflicts in universities were effective in raising and maintaining the students' self-esteem, which was not the case with traditional approaches and techniques applied by university counseling service to resolving conflicts by universities to the extent that such an influence would lead to an improved academic performance.

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