

**CORRELATION BETWEEN CORE SELF-EVALUATION TRAITS AND  
PSYCHOSOCIAL WELL-BEING AMONG STUDENTS IN PUBLIC  
UNIVERSITIES IN THE UPPER EASTERN REGION OF KENYA**

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Requirements for the Award of the Degree of Doctor of Philosophy in  
Counseling Psychology of Chuka University**

**CHUKA UNIVERSITY**

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## DECLARATION AND RECOMMENDATION

### Declaration

This Thesis is my original work and has not been presented for an award of diploma or conferment of degree in this or any other University.

Signature.....  
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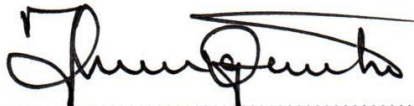
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### Recommendations

This Thesis has been examined, passed and submitted with our approval as the University Supervisors

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## **DEDICATION**

This Thesis is dedicated to my husband Nicholas Macharia, my children Francis Mucheke, Lennox Mwandagha, Eileen Mary Wangare and Roan Waiyaki. I further dedicate this thesis to my parents Eriminah Mghoi and Fredrick Mwandagha .

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## ABSTRACT

Psychosocial well-being among university students is a situation where students experience a sense of overall well-being to be able to navigate academic and social life. However, while many students succeed during their time in the university, others may encounter serious difficulties that influence their psychosocial well-being. Psychological challenges are a global concern due to their effects on university students, their family members and the society at large. Exploring the correlation between core self-evaluation traits and psychosocial well-being among university students is likely to provide insight into students' abilities to manage psychosocial challenges and maintain positive mental health. The purpose of this study was to examine the correlation between core self-evaluation traits and psychosocial wellbeing among university students. The study sought to determine the correlation between self-esteem and psychosocial well-being, determine the correlation between self-efficacy and psychosocial well-being, determine the correlation between the locus of control and psychosocial well-being and establish the correlation between emotional stability and psychosocial well-being among students in public universities in the Upper Eastern region of Kenya. The study adopted cognitive behavior theory and self-determination theory. The study adopted descriptive survey and correlational research design. Study sample of 395 was drawn from 34,009 respondents including university students, student counsellors and deans of students from Tharaka University, Meru University of science and Technology and Chuka university using purposive and stratified random sampling. Data was collected using psychological test instrument for students and interview schedule for student counsellors and deans of students. Prior to administration, the instruments were piloted at a university not in the main study. Data was obtained from 382 respondents giving the study a response rate of 96.7%. Data obtained was analyzed qualitatively and quantitatively and discussed based on study objectives. Qualitative data was analyzed thematically while quantitative data was analyzed descriptively and inferentially with the aid of Statistical Package for Social Sciences version 27.0 computer software. Descriptive statistics used included frequency and percentages while hypotheses were tested using Pearson's correlation at 95% level of significance. The study established that university students' core self-evaluation traits including self-esteem, self-efficacy, locus of control and emotional stability are positively and significantly correlated to their psychosocial wellbeing. The study also established an average and slightly above average prevalence appreciation of the core self-evaluation traits by university students. Its findings can help counselors create effective programs and support strategies for personal development and self-improvement. Similarly, they can better address mental health challenges and design targeted care plans. Identifying risk factors for poor psychological health can inform preventive measures. The research also provides insights for parents to help their children develop self-evaluative traits early on. Ultimately, this study contributes to the field of counseling psychology and enhances knowledge about student well-being in educational settings. It is therefore recommended that university management, the student counsellors, students, parents in collaboration with other stakeholders put in place strategies aimed at strengthening the core self-evaluation traits of the students to enhance their wellbeing. They should launch initiatives aimed at improving and encouraging students' initiative to develop their self-esteem. Create interventions that reinforce students' ability to create goals and their sense of self-efficacy. Design interventions to help students develop internal

locus of control and put in place programs that emphasize on resilience and controlling emotions.