Correlation between Self-Efficacy and Psychosocial Well-Being among Students in Public Universities in the Upper Eastern Region of Kenya

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Abstract:- The impact that psychological challenges have on University students, their families, and society at large, are of worldwide significance. Government and non-governmental organizations have launched efforts to improve psychosocial well-being in response to this. Since attending college can be stressful, there is rising concern about the psychological challenges that university students face. Examining the correlation between university students' self-efficacy and psychosocial well-being is likely to provide an overview on their capacity to handle difficult situations and preserve good mental health. Self-determination theory and cognitive behavior theory were incorporated into the study. Correlational study design and descriptive survey were applied. Using purposive and stratified random sampling, a study sample of 395 was selected from 34,009 respondents, which included university students, student counselors, and deans of students from Tharaka University, Meru University of Science and Technology, and Chuka University. A psychological test instrument for students and an interview schedule for student counselors and deans of students were used to gather data. The instruments were piloted in a university outside the research prior to administration. With 382 respondents providing data, the study's response rate was 96.7%. Data were discussed and subjected to both qualitative and quantitative analysis. While quantitative data was examined both descriptively and inferentially using the Statistical Package for Social Sciences version 27.0 computer software, qualitative data was evaluated thematically. Frequency and percentages were employed as descriptive statistics, and Pearson's correlation was used to test hypotheses at the 95% significant level. The results of the study showed a strong and favorable correlation between psychological wellness and self-efficacy. Therefore, it is advised that university administration implement methods targeted at boosting students' self-efficacy to improve their wellbeing in coordination with other stakeholders. Encourage peer mentoring programs run by students so they can benefit from one other's experiences and develop useful problem-solving skills.

Keywords:- *Self-Efficacy, Psychosocial Well-Being, Correlation, Students.*

I. INTRODUCTION

One in four persons will experience mental illness at some point in their lives, either as a result of drug usage or mental illness. Mental illnesses are responsible for 14.3% of fatalities globally (WHO, 2020). This indicates a psychosocially maladjusted state. This statistic does not exclude university students. Psychosocial well-being and self-efficacy (SE) are linked terms that deal with a person's mental and emotional well-being. The idea of SE is useful in understanding and enhancing psychological well-being. Research has demonstrated a strong association between self-efficacy (SE) and several aspects of subjective well-being, including life satisfaction, positive affect, and overall well-being. University education represents the pinnacle of education, it is a remarkable accomplishment in the field of academia. In order to help highly skilled individuals, contribute to their future career opportunities as well as the well-being of their families and communities, it provides professional training and prepares them for the workforce, Bunoti (2011). High expectations are expected of beneficiaries due to the value placed on a university degree and the significant financial outlay that goes along with obtaining one. The high expectations set by stakeholders frequently have an impact on students' wellbeing, either positively or negatively. Excessive expectations can sometimes be detrimental, especially if they are irrational or overblown. Excessive expectations can lead to students experiencing anxiety and tension, which can have detrimental consequences (David, 2023; Andrea, 2023). One of the aspects of the students' well-being possibly affected by high expectations is psychosocial well-being.

Given the substantial influence that university students' psychological health has on their academic achievement, personal growth, and general quality of life, there has been an increase in research in this area in recent years. For students, their time in university is a critical time for identity, development and personal growth (George, Patrick, & Paul, 2019). Enhancing one's psychosocial well-being has a positive impact on pupils' total self-worth, resilience, self-efficacy, and emotional intelligence. These attributes not only help students feel more fulfilled and satisfied personally, but they also help them succeed in relationships and their future employment. Students' capacity to establish and preserve positive social relationships is greatly influenced by their psychosocial well-being. According to Eiroa-Orosa (2020), psychosocial well-being is the result of social and psychological components collaborating to promote a person's overall health and quality of life. Students' sense of social support, interpersonal skills, and sense of belonging are enhanced by their positive social relationships with peers, educators, mentors, and support systems. On the other hand, social exclusion, disagreement, or tense interpersonal bonds can have a detrimental effect on students' general mental health and wellbeing.

Over the years, there have been documented occurrences of psychosocial difficulties among university students culminating in suicide deaths. Since 2022, five cases have been documented in Kenya's upper eastern public universities. Records kept at the offices of student counselors indicate that within the same time frame, 67 suicidal attempts were reported. Too many lives should not be lost as a result of psychosocial difficulties. Along with rape incidents, drug and substance misuse cases have also been reported. Particular stress and difficulties associated with social relationships, financial limitations, academic expectations, and the formation of personal identities are often experienced by students (Mofatteh, 2021). By analyzing psychosocial well-being, research on psychosocial issues is anticipated to assist practitioners and scholars in identifying risk factors for psychological issues like depression, anxiety disorders, drug abuse, and suicidal thoughts (Orosa, 2020). The purpose of this particular study was to determine whether psychological well-being and self-efficacy are related. This focused the hunt for answers to psychological problems on people's ideas, opinions, feelings, and self-evaluation. The goal of counseling psychology is to strengthen a person's inner capacity so they can overcome life's obstacles. While we as humans may not be able to control the outer world, we do have influence over how we respond to its demands. In order to implement programs that increase university students' self-evaluation, it is critical to comprehend the correlation between self-efficacy and wellbeing. With early enhancement, more major mental health disorders can be averted and students' overall quality of life can be improved. The goal of the study was to close the information gap on the precise mechanisms via which university students' psychological well-being and self-efficacy are correlated.

A. Statement of the Problem

For university students, psychosocial well-being is critical since it affects their academic performance, personal growth, and general quality of life at this significant and life-changing stage of their education. It helps pupils overcome hardship and deal with uncertainty more skillfully. It also promotes resilience, avoids burnout, and supports personal growth. All of these things add to an overall sense of life satisfaction and happiness. Despite all of this, counseling offices have records of students experiencing mental, emotional, social, and spiritual hardship across campuses, which manifests itself in the form of drug and substance misuse, radicalization, toxic relationships, and suicidal ideation and suicides. Suicides are costing universities students. Psychosocial difficulties can make it difficult to obtain and maintain appropriate education, good mental health, wholesome relationships, a positive sense of self, and the capacity to completely participate in one's own growth. Although the majority of research has attempted to identify causes, impacts, and coping strategies, psychosocial difficulties are still present in universities. The study on the correlation between self-efficacy and psychosocial well-being among university students in public universities was necessary to highlight the individualistic view of self-evaluation as opposed to the external search for causes of psychosocial challenges because it revealed a knowledge gap. The research looked at internal beliefs and self-evaluation.

B. Research Hypothesis

$H_0 1$: There is no statistically significant correlation between self-efficacy psychosocial well- being among students in public universities in the Upper Eastern Region of Kenya.

C. Limitations of the Study

Considering that Self-reporting data collection methods can introduce bias or inaccuracies whereby students may provide responses that align with social desirability or underreport behaviors or feelings, the tool did not require any personal information to ensure anonymity. Further, respondents were assured confidentiality and that the information generated would be used only for academic purpose. Secondly the study was mainly psychological tests which limited access to detailed information on students' personal opinion of psychosocial wellbeing, to overcome this limitation the research collected data from students' counsellors and deans of students to enable triangulation.

**Special description of the title. (dispensable)

II. LITERATURE REVIEW

A. Psychosocial Well-Being

A person's mental and emotional state, including their degree of happiness, life satisfaction, sense of self-worth, and sense of purpose in life, are all components of psychological well-being (Francisco, 2020). The ability to engage with one's environment, make informed decisions, and build and maintain positive relationships are all components of social well-being (Chhabi, 2020). An individual's relationship to their cultural and spiritual beliefs is a component of psychosocial well-being, and it can have a beneficial effect on their overall well-being. This is known as cultural and spiritual well-being (Francisco, 2020). As a result, psychosocial well-being is a comprehensive idea that acknowledges the connections between different facets of a person's existence. It highlights how crucial internal (psychological) and exterior (social and environmental) elements are in fostering an individual's general well-being. Psychological interventions, social support, and environmental modifications to produce a comfortable and happy living environment are frequently used in combination as strategies to improve psychosocial well-being.

A student's overall health could be affected by the significant adjustments and challenges that come with going to college. Numerous mental health conditions, including stress, relationship troubles, low self-esteem, drug abuse, traumatic experiences, loneliness, anxiety, and depression, have been related in research to the psychosocial well-being of university students. These conditions also affect people's general functionality and their capacity to realize their full potential as members of society (Chhabi, 2020). Both internal and external elements, such as a person's characteristics, aptitudes, emotions, surroundings, and social circumstances, can affect their psychosocial wellness (Eghosa & Waqar, 2022). It is measured both objectively and subjectively, with objective metrics like money or educational achievement serving as benchmarks and subjective markers like self-rated happiness and life satisfaction offering a more accurate gauge of well-being (Marie & Farah, 2023). Furthermore, a sense of mastery or success, optimism for the future, happy emotions, and strong interpersonal relationships are all associated with psychosocial wellness and support healthy psychological well-being (Francisco, 2020). In today's globalized society, addressing the complex and multifaceted issues that affect individuals and social groups such as mental health, economic, gender, racial, and ethnic inequality, migration, demographic shifts, conflict, and the stigmatizing effects on marginalized groups—requires an understanding of and commitment to promot-

ing psychosocial wellbeing (Francisco, 2020). Thus, promoting healthy social interactions, managing daily stress, and achieving the potential of individuals, families, and communities all depend on understanding psychosocial wellbeing.

B. Self-Efficacy and Psychosocial Well-Being

Self-efficacy, according to Bandura, is crucial for motivation, conduct, and individual success. Based on Bandura (1997), environments create frameworks that impact self-efficacy beliefs. Self-efficacy describes a person's confidence in their ability to plan and carry out the actions necessary to handle future circumstances. It has an impact on psychosocial well-being, which is the sum of a person's social and psychological facets of life. Self-efficacy is the conviction that one can achieve particular objectives and activities on one's own. This self-belief allows people to influence their own motivation, leading to increased confidence, resilience, persistence, effort, and achievement (Schunk & DiBenedetto, 2021). It is the conviction that one can function well under a variety of circumstances. Because self-efficacy is domain-specific, it might differ in many spheres of life. For instance, a person could feel very confident in their career but less confident in their interpersonal connections. According to Yokoyama (2019), self-efficacy affected students' own views in their abilities to limit their behavior and prevent them from engaging in wrongdoing. He emphasized that young people's failure to cope with life's obstacles may lead to dangerous conduct and foster rebellion of parental authority. Confident people are more inclined to set high goals and stick with them when things get difficult, which improves their psychological well-being.

The link between self-efficacy and psychological well-being is receiving more attention in psychology and education. Albert Bandura's idea of self-efficacy relates to an individual's belief in their capacity to complete activities and objectives. Self-efficacy is a measure of an individual's ability to complete a goal or activity. Bandura's social cognitive theory, which says that human behavior is founded on observational learning, includes self-efficacy (Bandura, 1997). Bandura contends that the social environment has a significant impact on conduct. It is an important predictor of human behavior, determining how people handle obstacles, deal with stress, and persevere in their activities. Self-efficacy is especially important in the context of university students, since it may have a major impact on their academic achievement, overall contentment, and psychological well-being. Learners' objectives, motivation levels, and academic success all influence their sufficiency views in education and ability to get higher academic grades (Nartey, 2023). As a result, it is projected that older and more

experienced students would be better equipped in terms of self-efficacy beliefs.

A person's psychological well-being may be greatly influenced by their level of self-efficacy. Individuals who possess a strong sense of self-efficacy and confidence in their own skills are more inclined to participate in activities that enhance their general well-being. People who have a strong sense of their own abilities are more likely to make and accomplish significant objectives, manage stress well, and uphold healthy relationships. Their psychological well-being is influenced by these elements as well. Low self-efficacy, on the other hand, can result in demotivation and powerlessness, both of which can be detrimental to psychological well-being. Psychological notions of self-efficacy and psychosocial well-being are connected. While psychosocial well-being includes the more comprehensive facets of mental, emotional, and social health, self-efficacy represents a person's conviction in their capacity to carry out certain activities.

Although there is a dearth of empirical research on self-efficacy and psychological well-being in East Africa, several studies do offer valuable insights into these ideas. It has been shown that adherence self-efficacy—which is the belief in one's capacity to follow treatment plans—is a significant predictor of medication adherence in the context of HIV therapy (Zaida & Brian, 2022). Adolescents living with HIV can more easily transition to adult clinical treatment if they have high self-efficacy. Intercultural Attitudes, Self-Efficacy, and Ethnic Identity Douglas, (Mulugeta & Gelila, 2024). According to Yufei's study on self-efficacy and basic psychological needs theory, resilience among trauma survivors is fostered by self-efficacy, which also serves as a predictor of mental health. Higher psychological security and less symptoms of anxiety and depression have been linked to greater self-efficacy. Jens, Racheal, and Yufei (2023) finally, despite the paucity of empirical research on the relationship between self-efficacy and psychological well-being in East Africa, the studies that are available indicate that self-efficacy is a major factor in wellbeing and health outcomes. To fully comprehend these ideas and how they affect the people in the area, more study is required.

According to Aomo, Raburu, Aloka, and Ogolla (2018), who investigated the association between students' indulgence in behavioral problems in a sample of Kenyan secondary schools and their self-efficacy, a component of core-self evaluations. The study found a substantial negative association between students' self-efficacy and indulgence in behavior problems; high self-efficacy was associated with low levels of indulgence in behavior problems, and vice versa. According to the study by Aomo *et al.*

(2018), school administrators should take advantage of possibilities to create learning environments where all students can explore and complete fundamental self-evaluations in order to address students' unrest. The current research was carried out among university students as opposed to secondary schools and was to look at the correlation between core self-evaluation traits and psychosocial well-being.

III. METHODOLOGY

This study employed a correlational research design in addition to a descriptive survey. It focused on university students, student counsellors and Deans of students of Chuka University, Tharaka University and Meru University of Science and Technology. A sample of 395 students was estimated using Yamane formula (Nakamura, et al., 2012) and distributed proportionately across the universities based on stratified and simple random sampling. A sample of 6 student counsellors and 3 Dean of students were purposively sampled from the universities. The study variables were self-efficacy and psychosocial wellbeing among students in public universities. Data from students was collected using self-report psychological test instrument adopted from Schwarzer and Jerusalem self-efficacy test (1995), and Ryff and Keyes Psychosocial wellbeing test (1995). Information from student counselors and Dean of students were sought using key informant interview schedule. Prior to administration, the instruments were pre-tested using 39 respondents from University of Embu. Data obtained was edited, coded and analyzed quantitatively and qualitatively based on study objectives. Qualitative data was analyzed in themes based on the study objectives. Descriptive and inferential statistics were used to analyze quantitative data with the aid of Statistical Package for Social Sciences (SPSS) version 27.0 computer software. Hypothesis was tested using correlational analysis at 95% level of significance. The study was done in October 2024.

A. Sampling Size Determination

The study adopted Yamane formula in determining appropriate study sample. The total population comprises 34,009 students enrolled in the three public universities in the upper eastern region of Kenya. Yamane (1967) provides a simplified formula to calculate sample sizes: $n = N/1+N (e) 2$ (where n is the sample size, N is the population size, and e is the level of significance = 5%). When Yamane (1967) formula is applied, the sample size is calculated as follows:

$n = \{34009/ [1 + 34009(0.05) 2]\}$
$n \approx 395.45$
$n = 395$ students

The sample size for this study was 395 students, however the respondents reached in the actual study were 382.

The proportionate distribution of the sample calculated using the formula: Population x Sample/Target Population is provided in Table 1.

Table 1: Sampling Grid

University	Population	Sample Male	Sample Female	Total Sample Size
Tharaka University	7,350	51	34	85
MUST	12,096	83	58	141
Chuka University	14,563	96	73	169
Total	34,009	230	165	395

Source: Admissions Office Tharaka, Chuka & MUST Universities, 2023
Further proportionate sampling to identify male and female in each year was done.

B. Sampling Procedure

The study adopted Multistage sampling which incorporates stratified, proportionate, probability and purposive sampling. Stratified sampling procedure was employed to pick first years, second years, third years and fourth years. Proportionate sampling to identify the number of male and female in each year was used. Probability sampling was used to pick individual respondent in the different years. Tools such as random number generators were employed. The researcher was also employ purposive sampling to pick the students counselor and the deans of students. This is because the student counselors' and deans of students' expertise and insights are very valuable to our study and their numbers are few.

C. Research Instruments

The instruments to be used for this study was psychological tests for student respondents, an interview schedule for university student counsellors and deans of students.

D. Students Psychological Tests

Quantitative information was gathered from the university students using a self-report test based on the objectives of the study. This is because it is simple to administer to a big population in just a brief time. Self Efficacy test with 10 items each. The study used a self-efficacy test by Schwarzer. According to Schwarzer and Jerusalem (1995), General self-efficacy test is a self-report measure of self-efficacy. It's a 10-item test. It's a 4-point Likert scale ranging from not at all true to exactly true. The total score ranges between 10 and 40, with a higher score indicating more self-efficacy. Goal setting attribute of self -efficacy was be tested by question 3 and 9, persistency in the face of challenges by question 1 and 2, problem solving skills by 4 and 6, optimism and positivity by 5 and 10 and effective stress management 7 and 8. Appendix A shows the self-efficacy psychological test.

Psychosocial Wellbeing test has 18 items. For the psychosocial well-being scale, the Ryff PSWS was adopted, Ryff, & Keyes (1995) The 18-item scale was used. The subscale items for autonomy are Q15, Q17, and Q18. Q4, Q8, and Q9 are the subscale items for environmental mastery. Q11, Q12, and Q14 are the subscale items for personal growth. Q6, Q13, and Q16 are the subscale items for positive relations with others. The subscale items for "Purpose in Life" are Q3, Q7, and Q10. Q1, Q2, and Q5 are the subscale items related to self-acceptance. The scores for Q1, Q2, Q3, Q8, Q9, Q11, Q12, Q13, Q17, and Q18 need to be reverse scored. Items with reverse scoring have words that are interpreted to be the opposite of what the scale is assessing. An item can be scored in reverse using the following formula: ((Number of scale points) + 1) - (Respondent's answer) Q1, for instance, has a seven-point rating. You would recode a respondent's response to question (1) as follows: (5 + 1) - 3 = 3. To put it another way, you would enter a 5 for this respondent's response to question 1. Add up respondents' responses to each subscale question to determine each participant's subscale score. Higher psychological well-being levels are indicated by higher scores. Appendix B psychosocial well-being test for students, Appendix C contains interview schedule for Student Counsellors and Deans of Students.

E. Validity of Instruments

The capacity to carry out an accurate investigation under suitable conditions and with the appropriate instruments and obtain acceptable and consistent findings is known as research validity. For accurate measurements, researchers depend on accurately calibrated instruments. According to Thanasegaran (2009), validity is the level at which the items that are in the data collection tools and the data collection tool itself measure what the tool is meant to measure. The validity shows the accuracy level of the questionnaires and how the tools affect that accuracy. Data collection tools for this study was validated using construct assessing how well the tools measure the concept designed to measure, criterion validity how well the results accurately measure the concrete outcome they are designed to

measure, and content validity which are the most widely used measures of validity. Construct validity was verified by subjecting the items on the instrument to construct validity analysis based on Exploratory Factor Analysis (EFA). Only items whose factor loading were greater than 0.4 were retained for analysis while those less were omitted. Face validity was ensured by the researcher and supervisor's judgement whether there is appropriate font size, line spacing, logical, clarity and arrangement of the instruments was done. To achieve this, the supervisors and other experts in the field of counselling psychology at Chuka University were consulted to give their opinion on the instrument's validity. This is to ensure that the instruments cover the areas under study.

F. Reliability

Since measurement accuracy is so important in research, it is imperative that the study ascertains the instrument's reliability before using it to collect data. The degree or extent to which an evaluation instrument yields consistent and stable outcomes over time is known as its reliability (Cozby, 2023). Using the Cronbach's Alpha Coefficient technique, the study's instrument reliability was assessed. This internal consistency index was created to be used with exams that could feature questions with ambiguous or incorrect answers (Cronbach, 1990). Cohen and Swerdlik (2020) state that this approach has the benefit of just requiring one test administration. Pilot testing and

supervisors reviewed and enhanced the reliability of the instruments by identifying and addressing potential areas that needed clarity and interpretation. During pilot study items provided a dependability coefficient of 0.70 or above and they were deemed dependable.

IV. RESULTS

Results obtained showed that 382 students, 5 student counselors and 3 Deans of students participated in the study yielding a response rate of 96.7%. It was established that a majority of the students (57.1%) were males, mean age of the students was 21.33 (SD=1.906) years and were fairly spread across the various years of university education (second years were the highest (2nd year=28.8%, 1st year=24.6%, 3rd year and 4th year =23.8% each).

A. Psychosocial Wellbeing of University Students

The goal of the study was to ascertain whether students' psychological well-being and self-efficacy were correlated. The collected data was assessed in order to test the formulated null hypotheses. The results on psychosocial wellbeing, the study's dependent variable, are first presented in this section along with discussions of self-efficacy variable. Eighteen statements were used to measure the dependent variable. Table 2 displays the results for every statement.

Table 2: Psychological Wellbeing Students Responses (N=382)

Statements	SA	A	N	D	SD	Total
"I like most parts of my personality."	69.4	21.2	6.8	1.8	0.8	100.0
"When I look at the story of my life, I am pleased with how things have turned out so far."	53.7	29.8	9.2	6.0	1.3	100.0
"Some people wander aimlessly through life, but I am not one of them."	39.8	32.5	20.7	3.9	3.1	100.0
"The demands of everyday life often get me down."	28.5	30.6	23.0	10.2	7.6	100.0
"In many ways I feel disappointed about my achievements in life."	15.4	21.5	21.5	17.8	23.8	100.0
"Maintaining close relationships has been difficult and frustrating for me."	25.9	26.2	20.4	13.6	13.9	100.0
"I live life one day at a time and don't really think about the future."	18.3	20.2	22.8	15.4	23.3	100.0
. "In general, I feel I am in charge of the situation in which I live."	45.5	32.5	13.4	5.5	3.1	100.0
"I am good at managing the responsibilities of daily life."	45.3	32.5	16.0	4.5	1.8	100.0
"I sometimes feel as if I've done all there is to do in life."	21.7	24.3	23.3	15.7	14.9	100.0
"For me, life has been a continuous process of learning, changing, and growth."	61.8	22.0	9.7	5.8	0.8	100.0
. "I think it is important to have new experiences that challenge how I think about myself and the world."	59.7	23.0	9.4	4.7	3.1	100.0
. "People would describe me as a giving person, willing to share my time with others."	45.0	33.0	14.9	4.2	2.9	100.0
"I gave up trying to make big improvements or changes in my	17.3	22.8	19.2	15.6	25.1	100.0

life a long time ago"					
. "I tend to be influenced by people with strong opinions"	34.3	26.2	21.2	7.6	10.7	100.0
"I have not experienced many warm and trusting relationships with others."	26.1	27.0	25.4	11.3	10.2	100.0
"I have confidence in my own opinions, even if they are different from the way most other people think."	49.5	32.2	11.8	5.2	1.3	100.0
"I judge myself by what I think is important, not by the values of what others think is important."	50.5	30.1	12.6	3.7	3.1	100.0

According to the data, nearly all of the students (90.6%) stated they liked most aspects of their personalities; somewhat fewer (83.5%) claimed they were happy with how things have worked out so far in their life's journey, they are pleased with how things have turned out so far, while more than two thirds (72.3%) were convinced that although some people wander aimlessly through life, they are not some of them. Similarly, a majority (59.1%) of the students said they frequently feel down due to the responsibilities of daily life. A small percentage of students (39.9%) stated that their life accomplishments make them feel very disappointed, and slightly more than half (52.1%) reported that they have found it challenging and hard to have close relationships. The results also revealed that less than half of the students in the sample (38.5%) take things day by day and don't really consider the future, but more than three quarters said they generally feel in control of their circumstances (78%) and are adept at handling the obligations of daily life (77.8%). Less than half of the students (46%) said that they occasionally feel like they've accomplished everything in life. More than three quarters (83.5%) said that learning, growing, and changing have been constant aspects of life; 82.7 percent said it's important to have experiences that challenge one's beliefs about oneself and the world; and 78% said that others would characterize them as giving and willing to share their time. While more than three quarters of the students have confidence in their own opinions, even if they differ from the opinions of the majority of people (81.7%), less than half of the students (40.1%) indicated that they gave up trying to make significant improvements or changes in their lives a long time ago. Additionally, more than half (60.5%) tend to be influenced by people with strong opinions, and 80.6% of them judge themselves based on what they think is important rather than what others think is important. Findings therefore showed that though there is peer pressure and influence among students most of them (69.26%) judge themselves positively and have confidence in what they think and do. Overall, the results demonstrate the intricate interactions of societal factors, personal views, and unique experiences that shape university students' psychosocial wellbeing.

Qualitative data was also sought from deans of students and student counsellors as regards university The psychosocial well-being of students. Relationship problems, disputes with parents and love partners are among the psychological concerns that student counselors frequently handle, according to data collected from them. This was verified by SC2, SC3, and SC4, who stated that issues related to love and sexual relationships, drug and substance use problems, and financial and economic hardships

Results indicate that a variety of psychosocial problems, including as drug and substance misuse, relationship problems, and financial difficulties, were plaguing university students. The deans reaffirmed this and said that, in accordance with D1, some of the typical instances they handled were stress and depression, anxiety, marital problems, substance misuse, financial difficulty, and academic stress.

This was supported by D2 and D3, who said that drug and substance use disorders, relationship difficulties, family disputes, and financial difficulties are common issues that students in their institutions present with. The results indicated that in addition to the problems brought up by student counselors, there were instances of tension, worry, and depression brought on by relationships, financial difficulties, and drug and substance abuse. Consequently, SC2 observed that although few students seek counseling, the majority are aware of the psychosocial concerns affecting them. A study was conducted on the following dimensions of psychosocial wellbeing: self-acceptance, positive relationships, environmental mastery, personal progress, and autonomy. Regarding autonomy, interviewee SC1 noted that the majority of college students possess the ability to manage their own problems, including their own education. This was supported by SC2, SC3 and SC4 who held that students in their institutions are autonomous and know what they want but the influence of peers and parents' limits this.

B. Self-Efficacy and Psychosocial Wellbeing of University Students

The study also sought to ascertain the correlation between self-efficacy and psychosocial well-being among students in public universities in the upper eastern regions of Kenya. Self-efficacy was measured using a psychological test comprising ten items. Table 3 shows the percentages attained in each response. The responses are categorized into five levels: Not at all True (NT), Hardly True

(HT), Neutral (N), Moderately True (MT) and Exactly True (ET). The self-efficacy attributes that were tested included goal setting, persistency in the face of challenges, problem solving skills, optimism and positivity as well as effective stress management. Goal setting attribute was measured by item 3 and 9, persistency in the face of challenged item 1 and 2, problem solving skills item 4 and 6, optimism and positivity item 5 and 10, and lastly effective stress management was measured by item 7 and 8.

Table 3: Self-Efficacy Students Responses (N=382)

Statements	NT	HT	N	MT	ET	Total
I can always manage to solve difficult problems if I try hard enough.	16.5	13.4	11.5	16.0	42.7	100.0
If someone opposes me, I can find the means and ways to get what I want.	13.3	19.9	20.2	20.9	25.7	100.0
It is easy for me to stick to my aims and accomplish my goals.	12.0	13.6	12.0	23.4	39.0	100.0
I am confident that I could deal efficiently with unexpected events.	11.5	12.6	20.2	26.4	29.3	100.0
Thanks to my resourcefulness, I know how to handle unforeseen situations.	13.9	17.0	18.6	24.3	26.2	100.0
I can solve most problems if I invest the necessary effort.	8.4	14.1	13.6	19.9	44.0	100.0
I can remain calm when facing difficulties because I can rely on my coping abilities.	12.0	16.5	16.2	19.6	35.6	100.0
I actively practice self-care routines such as sufficient sleep and healthy eating.	12.0	13.1	21.5	22.8	30.6	100.0
I actively set specific, measurable, achievable, relevant and time bound (SMART) goals to guide my academic and personal development.	9.9	16.8	15.2	23.8	34.3	100.0
I can usually handle whatever comes my way.	12.0	15.7	16.5	25.7	30.1	100.0

According to Table 2 results, more than half of the students (58.7%) said that they can always manage to solve challenging problems if they try hard enough; slightly less than half (46.6%) said that they can find ways to get what they want even in the face of opposition while more than half (62.4%) insisted that it is simple for them to stay on track and achieve their goals. The findings also revealed that a majority of students (55.7%) are confident that they can deal efficiently with unexpected events, about a half of them (50,5%) indicated that thanks to their resourcefulness, they know how to handle unforeseen situations while a majority of the students (63.9%) believe that they can solve most problems if they invest the necessary effort. Similarly, more than half of the students (55.2%) indicated that they can remain calm when facing difficulties because they can rely on their coping abilities, slightly less than this proportion (53.4%) believed that they actively practice self-care routines such as sufficient sleep and healthy eating, while more students (58.1%) agreed that they actively set specific, measurable, achievable, relevant and time bound (SMART) goals to guide their academic and personal development though slightly less than this proportion

(55.8%) indicated that they can usually handle whatever comes their way.

A majority of students (63.9%) think that if they put in the required work, they can tackle the majority of difficulties. Similarly, (55.2%) of respondents said they can rely on their coping mechanisms to help them stay composed in the face of adversity. More than half 53.4% of the students agreed that they practice self-care routines such as sufficient sleep and healthy eating. Similarly, (58.1%) of students agree that setting specific, measurable, achievable, relevant, and time-bound (SMART) goals is something they actively do to guide their academic and personal development. Lastly, (55.8%) of the students said they can generally handle any situation that arises.

On the whole, findings showed that a majority of the students (60.5%) demonstrate the ability to set goals. They have the capacity to set and achieve SMART goals. Slightly more than a half (52.7%) of the students said they are persistent when faced with difficulties. They confessed having the ability to figure out how to accomplish their

goals and solve challenges. In a similar vein, slightly more than this proportion (58.8%) of students said they could solve problems. Just 53.2% of those exhibited optimism and positivity. Any problem that comes their way can be handled and resolved by them. Finally, nearly half of the respondents, 54.3%, said they can effectively manage their stress, maintain composure, and engage in self-care. Findings therefore illustrated that more than half of the sampled students (55.95%) confirmed possessing positive self-efficacy despite the coping abilities and goal setting behaviors.

Qualitative data was also sought from student counsellors and deans of students on their conception of university students' self-efficacy as well as its extent of contribution to their psychosocial wellbeing. Information obtained from student counsellors in the course of their interaction with students showed that:

> SC1, SC2 & SC3: *Some students have goals while others got lost and need help to refocus their life, drug and substance use as well as romantic sexual relationship to a great deal having contributed in killing goals of many. Many students also lack the persistence required in handling life challenges and want to be like their friends. A majority of students lack critical problem-solving skills and turn to drug and substance use to mask their problems which is a major challenge to their overall wellbeing. A majority of students turn to substance use to mask their problems while others hide in relationships due to lack of problem-solving skills which is a major challenge. Apart from religion and sports, a majority of students do not know how to manage stress. They rarely seek counselling and most often resort to drugs and illicit relationships.*

Deans of students on their part noted that;

> D1, D2 & D3: *When students set clear goals, they present a sense of purpose and direction and experience higher levels of satisfaction which build their self-confidence. Their ability to persist in the face of challenges help to build resilience and a sense of accomplishment which results in reduced anxiety and stress and enhanced self-confidence and self-efficacy. When students believe in their ability to deal with challenges they face, their level of self-confidence increases while levels of stress and anxiety decreases resulting in increased self-esteem. This results in enhanced optimism and the belief in ability to succeed and a sense of self-efficacy.*

Findings therefore show that both student counsellors and deans of students believe that goal setting, persistence, problem solving ability as well as optimism and positivity contribute to effective stress management and self-efficacy which ultimately contributes to the psychosocial wellbeing of university students.

Respondents' scores for each of the items of self-efficacy were computed to assess respondents' self-assessment of their levels of self-efficacy. Results obtained were as presented in Table 4.

Table 4: University Students' Level of Self-Efficacy

Level	Frequency	Percentage
LSE	91	23.8
HSE	291	76.2
Total	382	100.0

Key: LSE – Low Self-Efficacy; HSE – High Self-Efficacy

Data obtained show that very few (23.8%) had low levels of self-efficacy compared to those with high self-efficacy (76.2%). Data obtained was then subjected to Pearson' correlational analysis to test the relationship between students' self-efficacy and its five sub-scales with their psychosocial wellbeing. Findings were as summarized in Table 5.

Table 5: Relationship between Self-Efficacy and Psychosocial Wellbeing of University Students

Variable	Mean	SD		1	2	3	4	5	6	7
Goal Setting	3.5969	1.28989		-						
Persistence	3.4031	1.28480	Corr.	.780**	-					
			Sig.	.000						
PS	3.6322	1.22482	Corr.	.810**	.780**	-				
			Sig.	.000	.000					
OP	3.3901	1.23582	Corr.	.781**	.732**	.838**	-			

			Sig.	.000	.000	.000				
SM	3.4856	1.25614	Corr.	.786**	.736**	.779**	.758**	-		
			Sig.	.000	.000	.000	.000			
SE	3.5016	1.14107	Corr.	.918**	.890**	.927**	.905**	.895**	-	
			Sig.	.000	.000	.000	.000	.000		
PSWB	3.4277	.45523	Corr.	.363**	.343**	.302**	.244**	.314**	.346**	-
			Sig.	.000	.000	.000	.000	.000	.000	

**. Correlation is Significant at the 0.01 level (2-Tailed).

Key: GS – Goal Setting, PS – Problem Solving, OP – Optimism and Positivity, SM – Stress Management, SE – Self-Efficacy, PSWB – Psychosocial Wellbeing

Information in Table 4 show that university students scores for goal setting sub-scale was positively and significantly correlated with persistence ($R=0.780$, $p<0.001$), problem solving ($R=0.810$, $p<0.001$), optimism and positivity ($R=0.781$, $p<0.001$), stress management ($R=0.786$, $p<0.001$), self-efficacy ($R=0.918$, $p<0.001$) and ultimately their psychosocial wellbeing ($R=0.363$, $p=<0.001$). Findings mean that students' level of goal setting is positively and significantly related with persistent, problem solving, optimism and positivity, stress management, self-efficacy and their psychosocial wellbeing. Information obtained also showed that students' scores for persistence subscale was positively and significantly correlated problem solving ($R=0.780$, $p<0.001$), optimism and positivity ($R=0.732$, $p<0.001$), stress management ($R=0.736$, $p<0.001$), self-efficacy ($R=0.890$, $p<0.001$) and positively and significantly correlated with their psychosocial wellbeing. ($R=0.343$, $p<0.001$). Findings imply that students' score for persistence is positively and significantly related with their levels of problem solving, optimism and positivity, stress management, self-efficacy and psychosocial wellbeing.

Findings relative to problem solving show that respondents score for the variable is positively and significantly correlated with optimism and positivity ($R=0.838$, $p<0.001$), stress management ($R=0.779$, $p<0.001$), self-efficacy ($R=0.927$, $p<0.001$) and psychosocial wellbeing ($R=0.302$, $p<0.001$). It implies that university students' view of their problem-solving ability is positively and significantly related with optimism and positivity, stress management, self-efficacy and psychosocial wellbeing. Optimism and positivity was observed to be positively and significantly correlated with stress management ($R=0.758$, $p<0.001$), self-efficacy ($R=0.905$, $p<0.001$) and ultimately and psychosocial wellbeing ($R=0.244$, $p<0.001$). It implies that university students' feelings of optimism and positivity is positively related with stress management, self-efficacy and their psychosocial wellbeing

Stress management was found to be positively and significantly correlated self-efficacy ($R=0.895$ $p<0.001$) and psychosocial wellbeing ($R=0.314$, $p<0.001$) implying that the variable is positively and significantly related with both self-efficacy and psychosocial wellbeing of university students. Ultimately, data obtained relative to self-efficacy indicated that the variable is positively and significantly correlated with psychosocial wellbeing ($R=0.346$, $p<0.001$) implying that self-efficacy of university students is positively and significantly related with their psychosocial wellbeing. Findings also showed that university students' aspects of goal setting, problem solving, optimism and positivity as well as aspects of stress management are positively and significantly correlated with the students' psychosocial wellbeing. Therefore, the hypothesis H_01 which stated that there is no statistically significant correlation between self-efficacy and psychosocial well-being among students in public universities in the Upper Eastern Region of Kenya was rejected.

V. DISCUSSIONS

The study sought to ascertain the correlation between self-efficacy and psychosocial well-being. Various aspects related to students' self-efficacy such as goal setting, problem solving, persistency, problem solving skills, optimism and positivity as well as effective stress management. Descriptive findings indicate that a majority of students are persistent in pursuing their goals (60.3%) and therefore also possess strong resourcefulness and coping mechanisms. Qualitative findings showed that some students have goals while others got lost and need help to refocus their life, drug and substance use as well as romantic sexual relationship to a great deal having contributed in killing goals of many. When students set clear goals, they present a sense of purpose and direction and experience higher levels of satisfaction which build their self-confidence. Inferential analysis illustrated that university students scores for goal setting sub-scale was positively and significantly correlated with persistence ($R=0.780$, $p<0.001$), problem solving ($R=0.810$, $p<0.001$), optimism and positivity ($R=0.781$, $p<0.001$), stress management ($R=0.786$, $p<0.001$), self-ef-

ficacy (R=0.918, p<0.001) and ultimately their psychosocial wellbeing (R=0.363, p=<0.001). Findings mean that students' level of goal setting is positively and significantly related with persistent, problem solving, optimism and positivity, stress management, self-efficacy and their psychosocial wellbeing. Jing and Qingsheng (2017) observed that students who actively set specific, measurable, achievable, relevant, and time-bound (SMART) goals tend to exhibit higher levels of persistence and effective problem-solving skills. They also maintain a positive outlook and manage stress well, which collectively enhances their self-efficacy and contributes to better psychosocial well-being.

Findings with respect problem solving to showed that descriptively, a majority of the students perceive themselves as capable problem solvers (59.8%) implying that that many students possess strong resourcefulness and coping mechanisms. Data obtained show that very few (23.8%) had low levels of self-efficacy compared to those with high self-efficacy (76.2%). Qualitative findings showed that many students turn to substance use to mask their problems due to lack of appropriate problem-solving skills. When students believe in their ability to solve their problems, their level of self-confidence is enhanced which promotes their self-esteem and self-efficacy. Inferential findings relative to problem solving show that respondents score for the variable is positively and significantly correlated with optimism and positivity (R=0.838, p<0.001), stress management (R=0.779, p<0.001), self-efficacy (R=0.927, p<0.001) and psychosocial wellbeing (R=0.302, p<0.001). It implies that university students' view of their problem-solving ability is positively and significantly related with optimism and positivity, stress management, self-efficacy and psychosocial wellbeing. Daniels, Beesley, Wimalasiri and Cheyne (2013) in a study on problem solving and well-being observed that discussing problems with others to solve problems (DIS-SP) was inversely associated with subsequent negative affect and that there were curvilinear relationships between changing aspects of work activities to solve problems (CHA-SP) and subsequent levels of negative affect, fatigue, and cognitive failure, such that only high levels of CHA-SP were associated with lower levels of negative affect, fatigue, and cognitive failure. Fatigue was inversely associated with subsequent levels of DIS-SP and CHA-SP. Contrary to expectations, there was a positive association between cognitive failure and subsequent CHA-SP.

As regards persistence, descriptive data showed that more than half of the students (52.3%) are adequately resilient, feel capable of navigating challenges and maintaining composure during stressful situations, which is crucial for their overall resilience. Qualitative findings illustrated that a majority of students possess the ability to persist in

the face of challenges help to build resilience and a sense of accomplishment which results in reduced anxiety and stress and enhanced self-confidence and self-efficacy. When students believe in their ability to deal with challenges they face, their level of self-confidence increases while levels of stress and anxiety decreases resulting in increased self-esteem. Inferential analysis showed that students' scores for persistence subscale was positively and significantly correlated problem solving (R=0.780, p<0.001), optimism and positivity (R=0.732, p<0.001), stress management (R=0.736, p<0.001), self-efficacy (R=0.890, p<0.001) and positively and significantly correlated with their psychosocial wellbeing. (R=0.343, p<0.001). Findings imply that students' score for persistence is positively and significantly related with their levels of problem solving, optimism and positivity, stress management, self-efficacy and psychosocial wellbeing. Mtshweni (2022) in a study entitled the effect of psychosocial factors on the academic persistence of undergraduate university students concluded that findings of this study showed that sense of belonging, academic motivation, and the generation status of students significantly predicted academic persistence, whereas academic anxiety, perceived social support, and the socioeconomic status of students was not predictive of academic persistence. Marjorie and Brooks (2016). found a positive correlation between persistence and success in problem solving suggesting that persistence is an important contributor to problem solving abilities

Information obtained on optimism and positivity illustrated that descriptively, more students (53.2%) demonstrate optimism, positivity and confidence in handling unexpected situations, which reflects a level of self-efficacy. Qualitative findings confirmed that several students are optimistic. When students maintain a positive outlook and believe in their ability to succeed, they experience low level of stress and anxiety. Optimism and positivity was observed to be positively and significantly correlated with stress management (R=0.758, p<0.001), self-efficacy (R=0.905, p<0.001) and ultimately and psychosocial wellbeing (R=0.244, p<0.001). It implies that university students' feelings of optimism and positivity is positively related with stress management, self-efficacy and their psychosocial wellbeing. Wani and Dar (2017) examined the level of optimism, happiness, and self-esteem among University students and found that there is positively significant correlation between optimism, happiness, and self-esteem. Concurrently, gender is negatively significant correlated with optimism, happiness, and self-esteem, whereas age was found negatively insignificant correlated with optimism, happiness, and self-esteem respectively.

Descriptive findings also showed that more than half of the students underscore the importance of self-care (54.3%) and goal setting which enhances effective stress management. Engaging in self-care practices contributes to their overall wellbeing, while setting SMART goals helps them stay focused and motivated in both academic and personal endeavors. Qualitative findings showed that apart from religion and sports, a majority of students do not know how to manage stress. They rarely seek counselling and most often resort to drugs and illicit relationships. Stress management was found to be positively and significantly correlated self-efficacy (R=0.895 p<0.001) and psychosocial wellbeing (R=0.314, p<0.001) implying that the variable is positively and significantly related with both self-efficacy and psychosocial wellbeing of university students Kvintová, and Sigmund, (2012) in a study on psychosocial aspects of stress in current university students found that the student population has poorer health than the non-studying population of the same age. Analyzing the profile of a university student appears to be an important aspect that can contribute to the creation of preventive programs to reduce or compensate the burden in the student's population and to identify topics for effective intervention in university counseling.

Findings therefore illustrated that more than half of the sampled students (55.95%) confirmed possessing positive self-efficacy despite the coping abilities and goal setting behaviors. Qualitative findings showed that both student counsellors and deans of students believe that goal setting, persistence, problem solving ability as well as optimism and positivity contribute to effective stress management and self-efficacy which ultimately contributes to the psychosocial wellbeing of university students. Inferential analysis relative to self-efficacy indicated that the variable is positively and significantly correlated with psychosocial wellbeing (R=0.346, p<0.001) implying that self-efficacy of university students is positively and significantly related with their psychosocial wellbeing. Findings also showed that university students' aspects of goal setting, problem solving, optimism and positivity as well as aspects of stress management are positively and significantly correlated with the students' psychosocial wellbeing. Chýlová and Natovová (2013) investigated the correlation between stress, self-efficacy and well-being of the university students and found that students perceived their general self-efficacy to be significantly heightened, while they were less satisfied with their lives than the normal population. Furthermore, the study found significant correlations between self-efficacy and stress coping strategies, which induce, that the concept of self-efficacy is a strong and useful concept that deserves to be included into psychological seminars and contact lessons in education of our students.

Findings confirm that universities can benefit from promoting programs and interventions that enhance students' self-efficacy. This can include workshops on goal setting, problem-solving skills, resilience-building activities, and academic support services. Counseling services can play a pivotal role in supporting students who struggle with self-efficacy issues, providing strategies to boost confidence and manage academic stress effectively.

VI. CONCLUSION AND RECOMMENDATIONS

A. Conclusion

Self-efficacy is positively and significantly correlated with psychosocial wellbeing implying that self-efficacy of university students is positively and significantly related with their psychosocial wellbeing. It can therefore be concluded that university students' self-efficacy is positively and significantly correlated to their psychosocial well-being. The objective sought to ascertain the correlation between self-efficacy and psychosocial well-being among students in public universities in the Upper Eastern Region of Kenya. Study findings showed that relative to self-efficacy indicated that the variable is positively and significantly correlated with psychosocial wellbeing implying that self-efficacy of university students is positively and significantly related with their psychosocial wellbeing. It can therefore be concluded that university students' self-efficacy is positively and significantly correlated to their psychosocial well-being.

B. Recommendations

The positive and significant correlation imply that strategies directed at strengthening the self-efficacy would result in enhanced wellbeing of the students. It is therefore recommended that university management, student counselors in collaboration with other education stakeholders should put in place strategies aimed at strengthening the self-efficacy. In particular, they could Create interventions that improve and reinforce students' ability to create goals and their sense of self-efficacy. Workshops on effective stress management techniques, problem-solving techniques, and goal-setting for both academic and personal success may be part of this. Promote student-led peer mentorship programs that allow them to gain practical problem-solving skills and learn from each other's experiences.

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APPENDIX A

Self-Efficacy Test

Guided by the scale provided, respond to the following questions on Self- Efficacy (1= Not at all true 2= Hardly True, 3=Neutral 4= Moderately True 5=Exactly True).

	Statements	1 NT	2 HT	3 N	4 MT	5 ET
SEF 1	I can always manage to solve difficult problems if I try hard enough.					
SEF2	If someone opposes me, I can find the means and ways to get what I want.					
SEF3	It is easy for me to stick to my aims and accomplish my goals.					
SEF4	I am confident that I could deal efficiently with unexpected events.					
SEF5	Thanks to my resourcefulness, I know how to handle unforeseen situations.					
SEF6	I can solve most problems if I invest the necessary effort.					
SEF7	I can remain calm when facing difficulties because I can rely on my coping abilities.					
SEF8	I actively practice self-care routines such as sufficient sleep and healthy eating.					
SEF9	I actively set specific, measurable, achievable, relevant and time bound (SMART) goals to guide my academic and personal development.					
SEF10	I can usually handle whatever comes my way.					

APPENDIX B

Psychosocial Well-Being Test

Instructions: Indicate how much you agree or disagree with the following psychosocial well-being statements. Answer Format: 1 = Strongly Agree; 2 = Agree; 3 = Neither Agree nor Disagree (Neutral); 4 = Disagree; 5 = Strongly Disagree.

	Statements	1 SA	2 A	3 N	4 D	5 SD
PSWB1	"I like most parts of my personality."					
PSWB 2	"When I look at the story of my life, I am pleased with how things have turned out so far."					
PSWB 3	"Some people wander aimlessly through life, but I am not one of them."					
PSWB 4	"The demands of everyday life often get me down."					
PSWB 5	"In many ways I feel disappointed about my achievements in life."					
PSWB 6	"Maintaining close relationships has been difficult and frustrating for me."					
PSWB 7	"I live life one day at a time and don't really think about the future."					
PSWB 8	. "In general, I feel I am in charge of the situation in which I live."					
PSWB 9	"I am good at managing the responsibilities of daily life."					
PSWB 10	"I sometimes feel as if I've done all there is to do in life."					
PSWB 11	"For me, life has been a continuous process of learning, changing, and growth."					
PSWB 12	. "I think it is important to have new experiences that challenge how I think about myself and the world."					
PSWB 13	. "People would describe me as a giving person, willing to share my time with others."					
PSWB 14	"I gave up trying to make big improvements or changes in my life a long time ago"					
PSWB 15	. "I tend to be influenced by people with strong opinions"					
PSWB 16	"I have not experienced many warm and trusting relationships with others."					
PSWB 17	"I have confidence in my own opinions, even if they are different from the way most other people think."					
PSWB 18	"I judge myself by what I think is important, not by the values of what others think is important."					

APPENDIX C
Student Counsellors and Deans of Students Interview Schedule

Introduction

Welcome and thank you for participating in this interview. The purpose of this interview is to explore the correlation between core self -evaluation traits and psychosocial well-being among university students.

➢ *Section 1*

- Indicate your gender. Male (   ) Female (   )
- Indicate your age bracket Below 25 (   ) 25-35 (   ) 36-45 (   ) 46-55 (   ) Above 55 (   )
- How long have you worked as a Student Counsellor? Less than 5 years (   ) 5-10 Years (   ) More than 10 Years (   )
- For how long have you served in this current station Less than 5 Years (   ) 5-10 years   (   ) More than 10 years (   )
- What are the most common psychosocial issues you handle as a student counsellor? ....

➢ *Section 2*

- *Comment on each of the Following Aspects of Your Students' Psychological Wellbeing*

✓ Autonomy
✓ Environmental Mastery
✓ Personal growth
✓ Positive relation
✓ Purpose of life
✓ Self-acceptance
✓ Overall psychosocial wellbeing

- *In Your Opinion what is the Contribution of Each of the Following Aspects of Self-Efficacy to University Students' Psychosocial Wellbeing*

✓ Goal setting
✓ Persistence
✓ Problem solving
✓ Optimism and positivity
✓ Effective stress management