

**PERCEIVED INFLUENCE OF SELF-ASSESSED BODY IMAGE ON
SELF-ESTEEM AMONG UNDERGRADUATE STUDENTS OF KABARAK
UNIVERSITY IN NAKURU COUNTY, KENYA**

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**A Thesis Submitted to the Institute of Postgraduate Studies of Kabarak University
in Partial Fulfillment of the Requirements for the Award of Master of Education
(Guidance and Counseling) Degree**

KABARAK UNIVERSITY

NOVEMBER, 2024

DECLARATION

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This thesis entitled” **Influence of Perceived Self- Assessed Body Image on Self Esteem among Undergraduate students of Kabarak University, Nakuru County. Kenya.**” and **written by Nelly Jebet Murgor** is presented to the Institute of Postgraduate Studies of Kabarak University. We have reviewed the thesis and recommend it to be accepted in partial fulfillment of the requirement for the award of the degree of Master of Education Guidance and Counseling.

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DEDICATION

I dedicate this study to all immediate and extended family members. I dedicate this study specially to my loving husband Rev. Dr Julius Kiprono Langat for his continuous support throughout my academic journey and to our dear children Jared, Jair, Nelvin and Neria who stood with me always. I dedicate this study to my loving mother Hannah Kabon and my late maternal grandmother Martha Talai Chepkurui who encouraged me to always be strong in life.

ACKNOWLEDGEMENT

I wholeheartedly appreciate God and glorify Him in His ever-sufficient grace and strength. Thanks too to my able supervisors Dr. James Kay and Prof. Gladys Jerobon Kiptiony for their constructive critique, guidance, counsel, encouragement, availability and support in facilitating the entire learning process. Thanks to Kabarak institute of postgraduate studies for allowing me to carry out this study. I appreciate KUREC and NACOSTI team for giving me the permit to collect data, Director of Education Nakuru County, and Nakuru County Commissioner for giving me permission to collect data in the Kabarak university in Nakuru County.

I appreciate the respondents who participate in the study by filling to the questionnaires and returning faithfully. I also thank the peer counsellors who participated actively in the focused group discussion (FGD) and university counsellors who responded to the interview schedules. I thank all who supported directly and indirectly during this academic journey may God bless you all.

ABSTRACT

Body image encompasses an individual's body which is related to self-perceptions and self-attitudes and is linked to self-esteem, interpersonal confidence, eating and exercise behaviours, sexual experiences, and emotional stability. Body image and self-esteem are of concern to undergraduate students this is due to the fact they are keen on how they look this is enhanced by the pressure of media. The purpose of this study was to determine the perceived influence of self-assessed body image on self-esteem among undergraduate students of Kabarak University, Nakuru County, Kenya. The objectives of the study were to establish perceived influence of self-perception on self-esteem; to determine perceived influence of self-affection on self-esteem; to examine perceived influence of self-cognition and to assess perceived influence of appearance management on behaviour among undergraduate students of Kabarak University, Nakuru County, Kenya. The study was guided by Psychosocial Theory by Erik Erikson which focuses on ways individuals are shaped by and react to their social environment. The CBT by Aaron Beck was used since this theory encourages clients to recognize how what they think and how they behave impact on how they feel. The study had 3rd year undergraduate students, two university counsellors and ten peer counsellors as the respondents of the study. The target population was 8225 while the accessible population was 2509. Out of this population, a sample of 333 was selected through simple random sampling. The researcher used questionnaire for undergraduate students, FGD guide for peer counsellors and interview schedule for university counsellors. Validation of research instruments was done through peer and expert review and through pilot testing which was done at Kabarak City Campus. The pilot sample consisted of 10 undergraduate students, 5 peer counsellors and 1 student counsellor. The reliability and validity of items was established using Cronbach Alpha Coefficient. The pilot results of the variable Self-esteem yielded 0.705 while body image yielded 0.937. The response rate was 96.39%. The data collected was analysed using frequencies and percentages. The data analysis used SPSS version 25. The researcher considered ethics of confidentiality and informed consent. The outcome indicated that most of the sampled students and university counsellors jointly agreed that self-perception, self-affection, self-cognition and appearance management behaviors influence self-esteem among undergraduate students of Kabarak university. The study concluded that self-assessed body image has statistically significant perceived influence on self-esteem among undergraduate students of Kabarak university. Therefore, the study recommends that the key stakeholders in counselling department include in their policies and strategies ways on how to address concerns about self-assessed body image and self-esteem. Such policies and strategies would help in improving the efficiency of interventions to address the adverse effects associated with negative body image for example depression, low self-esteem and eating disorders. The study recommends increasing of awareness on body image thus helping students to appreciate their bodies and feel comfortable in their own skin and know that there is more to their worth than just physical appearance.

Keywords: *Influence, Body Image, Self-Esteem and Undergraduate Students*

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ABBREVIATIONS AND ACRONYMS

CBT:	Cognitive Behavioral Theory
NACOSTI:	National Commission for Sciences, Technology and Innovation
BI-AAQ:	Body Image Acceptance and Action Questionnaire
RSES:	Rosenberg Self Esteem Scale
FGD:	Focus Group Discussion
EDs:	Eating Disorders
BIAT:	Body Image Approach Test
SPSS:	Statistical Package for Social Sciences
KUREC:	Kabarak university research and ethics committee
PC:	Peer Counselor

OPERATIONAL DEFINITION OF TERMS

Influence: Refers to the power to change that body image has on self-esteem of undergraduate students.

Body Image: Refers to how an individual sees their own body and especially how attractive and how they feel about their bodies.

Undergraduate Students: Refers to students undertaking first degree programs in university

Self-perception: Refers to how we perceive our self and includes the process of being aware in relation by way of sense organs.

Self-cognition: Refers to the understanding of your own needs, desires, shortcoming, habits, strengths and weaknesses.

Self-Affection: Refers to the way one feels about how they look.

Third Years: This refers to undergraduate students who are in their third year of their study.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter presents the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, assumptions of the study, limitation of the study and the scope of the study. This study focused on the perceived influence of self-assessed body image on self-esteem among undergraduate Students of Kabarak University in Nakuru County, Kenya.

1.2 Background of the Study

Human beings have given a lot of importance to the beauty associated to their bodies thus the term body image. Pooja & Karrak (2020) argue that youthful grown-ups are worried about their physical appearance undergraduate students included suffer from trying to impress others and themselves with body image.

According to a study by Mirror, mirror it posits that we are all obsessed with our appearance than we like to admit. Concerns about appearance is normal and understandable. The study further argues that attractive people have distinct advantages in our society and gives some cases that attractive children are popular with both their teachers and classmates, attractive applicants have a better chance of getting jobs and receiving higher salaries and in court attractive people are found guilty less often. When found guilty, they receive less severe sentences (Kate Fox, 2019). Many people do many things to improve body image including extremes like having plastic surgeries and extreme make overs in their bid to change their appearance and personal character by trying to impress the public. We are bombarded every day with images of perfection, perfect lives, perfect bodies and perfect children. According to Caradan (2019), young

people are the most affected by the physical and psychological changes which influence perceptions of and satisfaction with body image, both of which are key elements in the development of self-esteem and social adjustment among youth (Gatti, Ionio, Traficante et al, 2014).

Throughout history mankind have given a lot of importance to the beauty of the human body there has been concerns about body image and the focus is on weight, skin, shape or size of certain body parts (Brazier, 2020). This is seen in the significant rise in referrals for cosmetic surgery, concerns about unhealthy eating and drugs designed to make men more muscular. For women slimness is seen as a desirable attribute which is associated with self-control, elegance, social attractiveness and youth. Women show a preference for an “hourglass” shaped figure with an underweight body mass index and large breast as well as toned muscle (Grogan, 2016). Studies previously done showed that repeated exposure to thin-idealized media images resulted in greater body dissatisfaction body anxiety, and lower self-esteem (Ui-Jeen & Jaehee, 2018).

Self refers to a warm sense or feeling that something is “about me” or “about us”. It is an “I” that thinks and a “me” that is the content of those thoughts (Leary & Tangney, 2012). The self is a social construct which is formed through our interactions. It is constructed maintained and changed through our interaction with others (Morf & Koole, 2018). The self is our home base that guides all our actions. Self colors how we interpret the world, the interaction, partners we chose and how we present ourselves to others. Self is a social product this is we learn who we are through our interaction with others, but at the same time we influence how these others react to us by behaving toward them in certain ways (Morf & Koole, 2018).

Body image is dynamic perception of one's body, how it looks, feels and moves. It is shaped by perception, emotions, physical sensation and is not static, but can change in relation to mood, physical experience and environment (Shetty, 2018). In the same vein Pelegrini et al (2014) posit that body image is characterized by one's mental perception of measures, contours and shapes of the body and parts of it and feeling associated with characteristics. Body image development is very critical for the young people. According to Cristina Georgiana Voicu (2014) she defines body image to refer to the self-representation of the body psyche in terms of its potential presence and effective expressive in front of other people. The study further points out that body image and self-esteem are the fundamental elements of self-image (Voicu,2014). The changes that occur channel individuals' attention towards their developing bodies thus body image and self-esteem are variables to be studied in this study.

Body image encompasses an individual's body which is related to self-perceptions and self-attitudes and is linked to self-esteem, interpersonal confidence, eating and exercise behaviors sexual experiences and emotional stability (Shetty 2018). Self-perception about appearance is important in development of self-esteem especially during youthful stage. Research has shown that inappropriate perception of body image and dissatisfaction can lead to physical psychic problems among the youth. The society today is grappling with the ever-increasing sense of ideal body image. Adolescents and young adults try to lose or gain weight to get a perfect body (Virk & Singh, 2020).

Self-esteem entails beliefs and emotions. Self-esteem is viewed as "a feeling of self-appreciation" while ethical and philosophical conventionally view it as "the awareness of the absolute value of one's own personality or dignity". Thus, self-esteem is the feeling of self-appreciation and it's an indispensable emotion for people to adapt to society and live their lives (Hosugi, Okada, Fujii, Noguchi & Watanabe, 2012). For the purpose of

this study body image would refer to self-perception, self-affection, self-cognition and appearance management behaviors and self-esteem will be dependent variable of the study.

There is a lot of literature on body image and on self-esteem which has been published but most of these are on the western world. There are some studies which has been done in African continent but much of the studies done have focused on H.I.V/AIDS, reproductive health and early marriages. Studies on body image has been carried in Kenya one of the studies was done in the United States International University- Africa (USIU-A), Nairobi. The study analyzed the factors that impacted body image dissatisfaction among young adults in Kenya. The results of the study showed that those studied had low levels of both body image consciousness and dissatisfaction (Evelyne Arasa, Josephine Arasa & Munyae Mulinge (1991). Another study by (Waswa, 2018) points out that individuals with body image dissatisfaction might affect an individual's eating behaviors and if the issue is not addressed then it may affect their self-esteem hence academic performance is affected. Nakuru County is not left out in this issue of body image since there are undergraduate students who are in this County. Yager, Halliwell, and Ricciardelli (2012) points out that government's schools and curriculum authorities are increasingly recognizing that body image for young adults is a public health issue that warrants attention in learning setting. It is against this background that this study sought to determine the influence of self-assessed body image on self-esteem among undergraduate students of Kabarak University, Nakuru County. Kenya.

1.3 Statement of the Problem

Human beings are concerned with their body image. Body image issues affects people of all ages especially the youth and the middle-aged adults. The most influenced are

theyoung people undergraduate students included. The media is giving an impression that there is a perfect body image which makes many young people try all possible means to fit to that expectation. Models, fashion industry and celebrities have put pressure to young people making them to bow to these pressures this is confirmed by the ever-growing need for the gym it is a trending in Kenya. The main purpose for working out in a gym is maintaining a desirable body image. The females are more conscious of their body image which is manifested in their dressing style, application of make-up and dieting. Males have not been left out since they are also putting more effort to achieve a positive outlook by engaging in the same routines done by their female counterparts. All these activities are geared to having a desirable body image as portrayed by the media.

The problem of body image if not addressed can lead to low self-esteem which in turn manifest itself in aggressive behaviors, eating disorders, engaging in risky sexual behaviors and even delinquency. Many studies done on body image and self-esteem have been done mostly in the western world yet the problem also affects the African continent Kenya included. Therefore, this study sought to address this gap by investigating perceived influence of body image on self-esteem among undergraduate students of Kabarak University in Nakuru County, Kenya.

1.4 Purpose of the Study

The purpose of the study was to determine the perceived influence of self-assessed body image on self-esteem among undergraduate Students of Kabarak University in Nakuru County, Kenya.

1.5 Specific Objectives of the Study

The study was guided by the following objectives:

- i. To establish influence of self-perception on self-esteem among undergraduate Students of Kabarak University in Nakuru County, Kenya.
- ii. To determine the influence of self affection on self-esteem among undergraduate students of Kabarak University in Nakuru County, Kenya.
- iii. To examine the influence of self cognition on self-esteem among undergraduate students of Kabarak University in Nakuru County, Kenya.
- iv. To assess the influence of appearance management behaviors on self-esteem among undergraduate students of Kabarak University in Nakuru County, Kenya.

1.6 Research Questions

To achieve the objectives, the study formulated the following questions:

- i. What is the influence of self-perception on self-esteem among undergraduate students?
- ii. How does self-affection influence self-esteem among undergraduate students?
- iii. What is the influence of self-cognition on self-esteem among undergraduate students?
- iv. How do appearance management behaviors influence self-esteem among undergraduate students?

1.7 Significance of the Study

The outcome from this research poses significant implications to Students, Counsellors, University policy makers and management bodies with regard to addressing the influence of self -assessed body image on self-esteem among undergraduate students. The research data serves to strengthen efforts by the university policy makers and

management bodies to enhance the counselling departments through coming up with policies and strategies. such policies and strategies would help in improving the efficiency of interventions to address the adverse effects associated with negative body image for example depression, low self-esteem and eating disorders. The research output has also added to the field of knowledge thus will contribute towards understanding of the subject body image in Kenyan context since most of the studies on the subject have been done in the western world hence a key basis in which other researchers may refer. It is hoped that if the students interact with the study, they will be able to understand the perceived influence of self-assessed body image on self- esteem and consequently appreciate their bodies and feel comfortable in their own skin and know that there is more to their worth than just their physical appearance especially in the university setting since the young adults just like any other human beings have concerns about body image. It also benefits university counsellors on adding knowledge on the perceived influence of self-assessed body image on self-esteem.

1.8 Assumptions of the Study

The study was based on the following assumptions:

- i. Data provided by the respondents in their respective questionnaire, Focused Group Discussion (FGD) and interview schedule was genuine indicators of perception of undergraduate students on the influence of self-assessed body image on self-esteem among undergraduate students.
- ii. All the respondents selected for the study had adequate knowledge on perceived influence of self-assessed body image on self- esteem among undergraduate students.

1.9 Limitations of the Study

The study encountered the following limitation: -

- i. The measures in the study were based on undergraduate students' perceptions, and the extent to which these perceptions accurately reflected the perceived influence of self-assessed body image on self-esteem. The researcher analyzed raw information from the responses of the sample.
- ii. The study was focused on undergraduate students in Kabarak University in Nakuru County thus the findings will be specific to Kabarak University thus generalizations of results should be done with caution.

1.10 Scope of the Study

The study was done in Kabarak University Main Campus which was purposively selected. The focus of the study was on perceived influence of self-assessed body image on self-image among undergraduate students of Kabarak University in Nakuru County, Kenya. The study focused on third years students, ten peer counselors for focus group discussions and two university counselors for interview schedule. The study took one month that is September 2022.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed relevant literature on the overview of literature on perceived influence of body image on self-esteem among undergraduate students of Kabarak University, Nakuru County, Kenya. These were on the influence of self-perception on self-esteem. Influence of self-affection on self-esteem, influence of self-cognition on self-esteem and influence of appearance management behaviours on self-esteem. The chapter also included conceptual and theoretical framework for the study.

2.2 Influence of Self-Perception on Self-esteem

Body image is a concept which has been researched in the global arena. Human beings have always been curious about their bodies much research has been on health issue less on body image. Thus this study focused on body image. According to Quittkat et al (2019) the perceptual component of body image involves the perception of body characteristics which include estimation of one's body size or weight. Self-perception means and includes how we perceive our self. It is defined by their self- concept, self-knowledge, self-esteem and social self. The perception of self states that, we are all not really self-aware (Ur, Khan & Shaikh, 2014), its widely assumed that people have rose colored glasses on when they consider their own personality. In many times our perception of our own personality is that which matches that of our peers. People are not particularly good judges of their own natures. Hosseini & Padhy (2021) posits that the perceptive component of body image involves the identification and estimation of the body, and it indicates the accuracy of the individuals' evaluation of their body size, shape, and weight compared to their actual proportions.

Body perception refers to what is seen or recognized about the body on a conscious level (Calogero & Thompson, 2015). Pop (2016), point out that physical appearance is one of the first individual characteristics noticed by others and has an important impact on social interaction. He argues that poor opinions of our bodies' cause low self-esteem and self-confidence. In the same vein another author posits that body image is related to psychological health and happy life which includes the attitude of individual toward himself or judgment about self and ability to feel his or her influence on life (Lama, 2016).

Gallivan (2014) points out that, studies on body image point out that many adolescents are dissatisfied with their body weight and shape. He further states that over 80% of 10-year-old are afraid of being fat, 53% of 13-year-old American girls are unhappy with their bodies. This numbers grows to 78% by the time girls reach 17 years. This body dissatisfaction affects the adolescent's self-confidence. Savi, Firders, Savi-Kaeayol and Sevil (2015) conducted a study among the Turkish Adolescents 164 students 90 females and 74 males. The results pointed out that adolescents' self-esteem and body image affect their subjective wellbeing. This agrees with Nnaemka and Agu (2014) who posit that body image contributes to our perception of self in the society it affects emotions, feelings, self-worth and recognition.

The prevalence of body dissatisfaction in developed countries varies between 35% and 81% in girls and from 16% to 55% in boys. Studies show that younger adults tend to overestimate their body. In general women perceive their body heavier and larger than it actually is, this is likely due idealization of thin body. On the other hand, men tend to undervalue their body size probably idealization of a muscular and larger body (Hosseini & Padhy, 2020).

A study was done in India Virk & Sing to find out the proportion of students dissatisfied with their body image, and the associations of various determinants with body image dissatisfaction and self-esteem. The method used was cross-sectional study done among 125 first years' medical students in rural Haryana. A semi-structured questionnaire was used to collect data. The results showed that body image dissatisfaction was present among 16.8% of the students. Low self-esteem was observed among 21.6% of the students. Low body mass index (<18.5) was found to be significantly related with body image dissatisfaction. A moderately positive correlation ($r=0.384$, $p<0.001$) was observed between self-esteem and body image satisfaction (Virk & Sing, 2020). The study was similar to the study since it was on body image dissatisfaction and self-esteem.

A study was done to assess the level of agreement between body size self-perception and actual body size determined by body mass index (BMI) Z-score and body fatness measured by the deuterium dilution method (DDM) in South African children aged 6-8 years. A sample of 202 children was taken. The results showed that out of the 202 children, 32.2%, 55.1%, 8.8% and 2.4% perceived their body size as underweight, normal and obese respectively. (Moeng-Mahlangu, Monyeki, Reilly, Mchiza, Moleah, et al, 2021). The study was done on young children but this study was focused on perceived influence of self-perception on self-esteem among undergraduate students of Kabarak University, Nakuru County, Kenya.

2.3 Influence of Self-Affection on Self esteem

Every individual has feelings about their body. Self-affection basically is the way you feel about the way you look. According to Calogero and Thompson (2015), body feelings refer to how people feel about their bodies which is the affective domain of body image. Agathangelou (2015) posits that human beings are influenced a lot by what they

see and hear such as images of models and celebrities with perfect bodies and faces. We are conditioned to believe that people should look a particular way to be attractive that is damaging thus it affects how we feel about our body.

The society has set social expectation for males to be more muscular which is associated with social power thus feeling of affections. There is pressure for females to have a very thin body (Toselli & Spiga, 2017). Ucar, Ayhan, Cakiroglu, Neriman and Aral (2010) points out that young people have a need to assert themselves, become accepted be admired and popular, which include body shape and appearance. The study further argues that if an individual's body structure is substantially different from the ideal body structure they create in their mind and their felt weight, denial of body image may emerge. Thus, this will affect the way one feels about the body. In this age, personal image is a means of gaining a distinct place in the social environment. In order to achieve this status, they invest in body appearance like cosmetic products and procedures, piercing and tattoos among both boys and girls all these are done to enhance body image thus feeling of affection (Pop, 2016).

A study was done in Nepal by Karmacharya (2016) of 130 students from different school in Kathmandu with 58 boys and 72 girls. The results of the study showed that over half of the adolescents were dissatisfied with their body image among which percentage was more for girls who wanted to change something about their physical appearance if they could compare to boys.

A cross-cultural study was done among United States and West African young Adults. The study explored ethnicity and sex role ideology influences on self-esteem among young adults contrasting self-reports data by university students from West Africa (n=144; females=58.33%) and the United States (n=57 females=73.68%). The students

(n=201) completed measures of sex role ideology and personal and collective self-esteem. United States students scored higher than West African students did in self-esteem measures (Anum, Akotia and Akin-Olugbade, 2018). The study focused on ethnicity and sex-role ideology but this study focused on influence of self affection on self-esteem among undergraduate students of Kabarak University in Nakuru County, Kenya.

A study by Virk et al (2020) argued that individuals with high self-esteem are less likely to have negative feelings about their body and appearance. They have less fear of others judgments regarding their body as whether they are overweight, underweight or normal weight. They tend to feel positive about their body. On the other hand, those with low self -esteem tend to appraise their appearance in a more negative way. This study sought to determine the influence of self- affection on self-esteem among undergraduate students of Kabarak University.

2.4 Influence of Self-cognition on Self-esteem

Cognition refers to the mental processes involved in gaining knowledge and comprehension. It includes all of the conscious and unconscious processes involved in thinking, perceiving and reasoning (Cherry Kendra,2023). Self-cognition affects every aspect of life it impacts everything from our daily life to our overall health

The media places a lot of emphasis on appearance advertisements, magazines, TV, and the fashion industry tell us how we “should” look to be beautiful. Gupta (2011) highlights that our society today portrays a very twisted image of beauty for women and men of all ages. When adolescents view these images, they get torn between their own actual body image and the perceived body image thus it challenges the feeling of competence among adolescents. The images portrayed by media are unrealistic thus it

sends wrong message that beauty is an ideal that many of us cannot achieve many images are touched-up and slimmed down using computer technology. They do not represent real healthy people (Gattario & Frisen, 2019). Pressure and unrealistic expectations from media, peer and society leads adolescents to believe that they must go through any hurdles to make themselves look like what the media want them to look like and not what they already are (Gupta, 2011).

Body image is important component of the individual self-concept that provides the opportunity to reach a healthier physical and mental state. Body image affects self-esteem, individuals with high self-esteem are characterized by high satisfaction of their life, independence and optimism. In most cases females achieve their self-esteem through the attractiveness and beauty of their bodies while males do that through authority and position. Individuals who are satisfied with their body image have competence which is reflected in self trust (Lama, 2016)

A study was done among freshman nursing students in medical college in Yantai city China. They used a stratified random sampling to conduct a questionnaire survey. The results showed that the students held relatively positive body self-esteem physical health, appearance, obesity, flexibility and the whole body while holding relatively negative body self-cognition in coordination, strength, endurance, athletic ability and physical actions (Han & Qu, 2019) thus self-cognition. This study sought to examine the influence on self - cognition on self-esteem among undergraduate students of Kabarak University.

A study was done in Bahauddin Zakariya University Pakistan, Multan aimed at investigating the association between self-concept and self- esteem among university students. A sample of 244 university students randomly selected, 72 male and 173

females' students of Bahauddin Zakariya University, Multan. The results revealed slightly significant positive correlation between self –concept and self-esteem among university. The study further showed that there was significant difference between the scores of self-concepts but there was no significant difference between the scores of self-esteems. The study concluded that self-concept and self-esteem have positive relationship (Batool, Ajmal, Abid & Iqbal, 2018). This study therefore sought to examine the influence of self cognition among undergraduate students of Kabarak University.

A study was done to identify the prevalence of distortion and dissatisfaction with body size of Brazilian university students, and establish their relationship with the demographic and academic characteristics and the anthropometric nutritional status. The sample was from a public university in the state of Sao Paulo. A total of 365 students (women=71.63%) with a mean age of 20.95(SD=2.55) years participated. There was a high prevalence of distortion with body size among individuals with low weight. Students who distorted their body size underestimated their body size. The research further showed that students dissatisfied with the body wished to reduce the body size. The prevalence of body size underestimation was higher among men, students who practice physical activity, those using dietary supplements and underweight individuals. The wish to decrease body size was higher among women and overweight individuals (Dos Santos, Da Silva, Santana & Bonini, 2020). This study focused on establishing the influence of self cognition on self-esteem among undergraduate students of Kabarak University Nakuru County.

2.5 Influence of Appearance Management Behaviours on Self- Esteem

Appearance management behaviors is both the process of thinking about how one looks and any activities carried out pertaining to the way one looks. Any activities and

thoughts that lead to the purchase and wearing of clothing, body modification process like dieting, cosmetic use, weight training and exercising are part of appearance management behavior (Sonal & Radha, 2020). Appearance management through clothing is an attempt to display a predetermined “acceptable” self and social identity to others to fit with a group or social network. Clothing forms a significant part of a person’s every day the appearance (Kempen & Mamina, 2022).

Societal standards of attractiveness in the western world often focus on a thin appearance for women and a mesomorphic but muscular appearance for women. These standards are internalized through various media outlets which is recognized as a primary predictor of body dissatisfaction and risk appearance management behaviors which include eating problems among women, muscle enhancement and disordered eating behaviors among men, tattooing among young adults and tanning among adolescents. (Lennon & Rudd, 2014).

Studies done on appearance management behaviors show that there are several risky appearance behaviors which include extreme body makeovers, cosmetic procedures on male and female private parts, multiple cosmetic procedure, disordered eating, muscle enhancement and tattooing. (Lennon & Rudd, 2014). A study done by Hosseini & Padhy, (2020) defines behavioral aspect of body image as the way you do in relation to the way you look. It is the actions that people perform to check on, tend to alter or conceal their body (Hosseini & Padhy, 2020). A disturbed body image with fluctuating behavioral patterns of body related avoidance (BA) and body checking (BC) characterizes individuals with eating disorders.

A study done in Germany by Legenbauer et al (2020) investigated a behavioral assessment task of body related avoidance (BA) body checking (BC) in a sample of

patients with diagnosed eating disorders and healthy controls. The sample consisted of 40 women diagnosed with either bulimia nervosa (N=19) or anorexia nervosa (N=21; ED sample) and 24 non-eating disordered healthy formal controls (HC). Within the Body Image Approach Test (BIAT) participants viewed photos of their own body (self- image) and a matched control body (another image) by zooming the photo closer towards them. The results showed that despite strong body dissatisfaction and clearly negative ratings to other images in both eating disorder (EDs) no group difference was found in approach to self- images on zoom-level as measured with the BIAT (Legenbauer, Radix, Naumann & Blecherts, 2020). This study differed with the study investigated a behavioural assessment task of BA and BC on patients with disordered eating while the current study was on body image and self-esteem.

Body image is a mental concept but it is observable as a social phenomenon. Both male and females attempt to present and maintain themselves in socially desirable body shape. It is the nature of people to be socially accepted; it's a critical component of the lifecycle and is key to wellbeing (Hosseini & Padhy, 2020). They further argue that in response to this need of social acceptance, individuals develop behavioral responses that promote their social desirability. People will observe, imitate, and reinforce their behaviors to enhance social acceptance which is done by social learning process (Hosseini & Padhy, 2020).

A study was done to investigate factors affecting body image and body mass index among Korean adults aged 19-39 years. Methods Data (N=59,361) from the 2014 Korean community health survey was analyzed using descriptive analysis, chi-square test and logistic regression analysis. The results showed men tend to underestimate thus had fair to good self-related health and demonstrated healthy weight control behavior. The over estimators tended to be 19-29-year group had signs of depression (Jang, Ahn, & Jeon,

2018). This study was similar to the current study only it differs in terms age of the respondents. The study was on body image and body mass index while this study was on body image and self-esteem.

A study was done U.S.A to investigate how various dimensions of body dissatisfaction of men in Generation Y or millennials influenced their clothing related behavioral responses, including clothing image avoidance and clothing purchase behavior. The results of the study showed that men who are unhappy with their weight attempt to utilize clothing as a way to concealing the body parts they are not satisfied with. (Sung & Yan, 2020).

Another study was done in Seoul Japan to review the status of appearance satisfaction and appearance management behaviors in teenagers and how such factors affect their self-esteem through correct perception of their body image and reasonable appearance management behaviors. The study used a questionnaire survey on students enrolled in middle school or high school, 223 copies of questionnaires were analyzed. The correlation analysis of appearance management behaviors, appearance satisfaction and self-esteem in teenagers showed that appearance satisfaction had a positive correlation with the pursuit of clothing styles, hair management and appearance management behaviors. Self-esteem, also had a statistically positive correlation with the pursuit of clothing styles, hair management behaviors. The conclusion of the study was that a higher degree of pursuit of clothing styles and hair management behaviors in the appearance management behavior category was correlated with higher degree of appearance satisfaction and self-esteem. (Kim & Kim, 2018).

This study was on teenagers but this study focused on undergraduate students of Kabarak university, Nakuru County, Kenya.

2.6 Theoretical Framework

This study was guided by two theories these are psychosocial Theory by Erik Erikson and cognitive behavioral theory by Aaron Beck.

2.6.1 Psychosocial Theory by Erik Erikson

The study was guided by psychosocial theory by Erik Erikson whose focus was on the ways that individuals are shaped by and react to their social environment. This theory helped the researcher to understand and explain the developmental stage which human beings go through. Each developmental stage is crucial in influencing how we grow thus it contributes much on how we respond to various issues in life which include body image and self- esteem. This theory was relevant to this study in that focuses on stages of development stage six which is about Intimacy and Isolation. The stage covers the period of early adulthood where people are exploring personal relationships. Success leads to strong relationships while failure results in loneliness and isolation. Erikson believed that a strong sense of personal identity was important for development of intimate relationship. Poor sense of self tends to have less committed relationships and are more likely to have emotional isolation, loneliness and depression.

The strength of this theory is that it provides a broad framework which all lifespan developmental stages can be viewed and it allows emphasis on the social nature of human being and the important influence these social relationships have on development. The weakness of this theory is that it is more descriptive rather than analytic, it is culturally biased and it oversimplifies complex human behaviour thus limiting its applicability and generalizability.

2.6.2 Cognitive Behavioural Theory by Aaron Beck

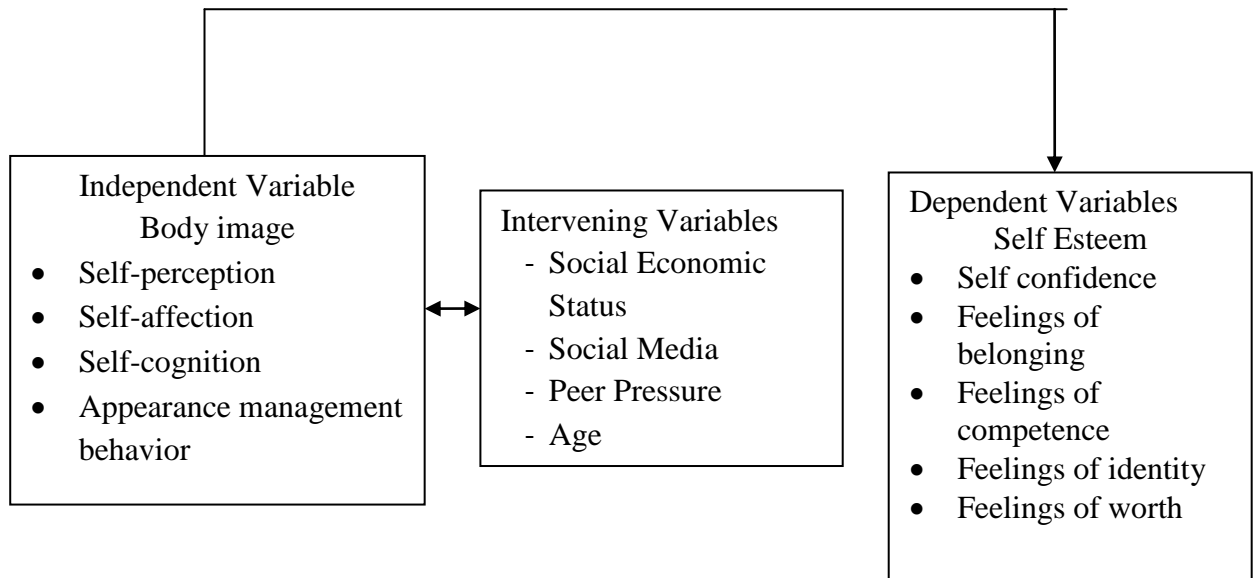
This theory is a short-term goal oriented therapeutic approach to problem solving; CBT approaches encourage clients to recognize how what they think and how they behave impact on how they feel. CBT helps people to distinguish between problem that can and cannot be resolved and develop better coping skills. The strength of CBT has been known to be efficacious in the treatment for conditions from anxiety and depression to pain, low self-esteem and insomnia and it is helpful across the lifespan and it is flexible. By changing these thoughts, the behavior changes as do emotional response. The weakness of the theory it can take a lot of time and due to its structured nature, it may not be suitable for people with more complex mental health needs or learning difficulties. This theory was of great help in the study since the respondents were young people who are having a distorted cognition of their body image which in turn was perceived to influence self-esteem and confidence.

2.7 Conceptual Framework

The figure below indicates conceptual framework.

Figure 1

Conceptual Framework indicating Interaction of Study Variables



Source: Author (2024)

Conceptual framework is a research tool which assists the researcher to develop awareness and understanding of the situation under scrutiny and to communicate this. A concept is defined as abstract or generic idea generalized from particular instances according to Merriam Webster Dictionary. The conceptual framework shows the relationship between the dependent variables, the intervening variables and the independent variable. The independent variables are the self-assessed body image: self-perception, self-affection, self-cognition and appearance management behavior whereas the dependent variables are self-esteem: self-confidence, feelings of belonging, feelings of competence feelings of identity and feelings of worth.

The intervening variables affects student's perception of influence self-assessed body image and self-image. These intervening variables include social economic status which determines how undergraduate students handle self- esteem concerns, social media

exposure affects how they view their body image and in turn affects their self- esteem, peer pressure contributes to how undergraduate view their bodies. The comments or opinions of peer affects self- esteem and age determines how they make decision on self- esteem, if affirmed early they will have a positive perception thus positive self-esteem.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter discusses the procedure that was used to attain the objectives of the study. The methodology used to investigate the perceived influence of self-assessed body image on self-esteem among the undergraduate students of Kabarak university in Nakuru County, Kenya was discussed. This chapter also covers the research design, location of the study, target population, sample and sampling procedures. The other areas, which are discussed, are research instruments, data collection procedure, data analysis procedure and ethical considerations. The description of research methods and procedures used to achieve the purpose of the study has been divided into seven sections as follows presents the research design, location of the study, target population, sampling procedure, instrumentation, data analysis procedures and ethical consideration.

3.2 Research Design

According to Kothari (2004), a research design stands for advanced planning of the methods to be adopted for collecting the relevant data and the techniques to be used in their analysis, keeping in view the objectives of the research and the availability of staff, time and money.

The researcher applied survey design since the study involved finding relationship between body image and self-esteem. The design was relevant to the study because the researcher investigated the opinions of the respondents on the perceived influence of self-assessed body image on self-esteem. Survey design is a quantitative and qualitative method with important characteristics that is variables of interest are measured using self-reports. The respondents report directly on their own thoughts, feelings and

behaviors. The design was appropriate since it's flexible and has the capacity to evaluate multiple relationships for the study (Gupta, 2011). In summary, this study used a survey design to obtain both quantitative and qualitative data at one point in time from participating undergraduate students, peer counsellors, and student counsellors in Kabarak university in Nakuru County, Kenya. Therefore, the researcher carried out the study among the undergraduate students of Kabarak University, Nakuru County. Kenya.

3.3 Location of the Study

The location of the study was Nakuru County where undergraduate students from Kabarak University within the county were targeted. Nakuru County is one of the 47 counties of the Republic of Kenya as per the Constitution of Kenya 2010. The county lies within the Great Rift Valley and borders eight other counties namely; Kericho and Bomet to the west, Baringo and Laikipia to the north, Nyandarua to the east, Narok to the south-west and Kajiado and Kiambu to the south. The county covers an area of 7,495.1 Km² and is located between Longitude 35 ° 28` and 35° 36` East and Latitude 0 ° 13 and 1° 10` south. The county headquarter is Nakuru Town.

The education sector comprises of at list 1,120 ECD centers, 717 public Primary Schools, 350 Secondary Schools, 1 Public University, 1 Private University, several Public and Private university campuses and a number of tertiary colleges (Nakuru County Annual Development Plan (ADP) 2018-2019). The study was carried out in Kabarak University in Nakuru County. The university being an institution of learning admits students from different communities in Kenya and also international students thus it was chosen as the location of the study since the University has undergraduate students who have concerns about self-esteem and body image.

3.4 Population of the Study

The target population were undergraduate students of Kabarak University. The target population was 8225. The researcher targeted third year students because they responded to questionnaires freely and they had already adjusted to university life, hence they were the accessible population. The accessible population was 2509. The peer counsellors and University counsellors were sampled because of their experience in offering counselling services to students who may have experienced body image and self-esteem related issues. Thus, the involvement of undergraduate students, peer counsellors and student counsellors' contributions added value to this study.

3.5 Sampling Procedures and Sample Size

This section covers sampling procedure and sample size of the respondents.

3.5.1 Sampling Procedures

Sampling is a way of selecting a portion of the population such that the selected portion of the population represents the population adequately (Emil, 2004). The study used Simple random sampling in selecting the third-year students. According to McLeod (2019), Simple Random sampling is characterized by the idea that the chance of selection is the same for every member of the population. The advantage of simple random sampling is that the sample represented the target population and it eliminated sampling bias. The university counselors and peer counselors were selected using purposive sampling.

3.5.2 Sample Size

The sample size for third-year students in the study was determined using the formula developed Krejcie and Morgan (1970). The sample size for accessible population of

2509 undergraduate students is 333. The sample size formula for finite population below was used to determine the sample size.

$$S = \frac{X^2 NP(1-P)}{D^2 (N-1) + X^2 P (1-P)}$$

Where:

S = Required Sample Size

X = Z value (e.g., 1.96 for 95% confidence level)

N = Population Size

P = Population proportion (expressed as decimal) (assumed to be 0.5(50%))

d = Degree of accuracy (5%), expressed as a proportion (.05); it is margin of error.

The researcher used simple random sampling technique to select the respondents for the study. Simple random sampling is randomly selecting a certain number of individuals from the population (Kenneth, Bordens & Bruce Abbot, 2018). The researcher interviewed two university counselors and had ten peer counselors for the FGD. Thus, the total respondents were 345. This sample size was formulated following the table which Krejcie & Morgan developed (Appendix V).

3.6 Research Instrumentation

The researcher used questionnaires, Focused Group Discussion (FGD) and Interview Schedule. The researcher used standardized test as part of the questionnaires (Rosenberg Self-esteem scale and Body Image-Acceptance and Action Questionnaire). The researcher adapted the Rosenberg Self-esteem Scale for the questionnaire where the students were the respondents. The scale was developed in 1965 and is the most widely used scale for the measurement of self-esteem. The scale has gone through extensive reliability and validity tests. The scale is a ten-item self-report measure of global self-

esteem. It consists of ten statements related to overall feelings of self-worth or self-acceptance. The items are answered on a four-point scales ranging from strongly agree to strongly disagree.

The Body Image –Acceptance and Action Questionnaire (BI-AAQ) this was developed by Sandoz, and Wilson (2013). This is a 12-item questionnaire that assesses the acceptance of one’s thoughts, feelings and emotions towards the body in the service engaging in behaviors that are important to the individual. The items are answered on a seven-point scale ranging from 1 (never true) to 7 (always true). All items were reverse – coded so that higher score reflected higher levels of body image flexibility.

3.6.1 Questionnaire

Questionnaires make it possible to measure a person’s likes and dislikes, attitudes and beliefs (Tuckman, 1994). Questionnaire gives room for respondents to give more information and it’s cheaper in terms of time and finances (Gray, 2004). The respondents for the two questionnaires were the third-year students of Kabarak University. The instrument is attached as Appendix II. The undergraduate students’ questionnaire had a short introduction letter (Appendix I) that was attached to it that explained the purpose of the research. The questionnaire for undergraduate students (Appendix II) comprised of section A and section B. Section A consisted of Socio-Demographic Characteristics including: Gender and age bracket. Section B consisted of statements seeking responses on undergraduate students ‘perceptions on the influence of self-assessed body image on self- esteem.

This section used Likert scale: Strongly Disagree (SD) Disagree (D) Neutral (N) Agree (A) Strongly Agree (SA) to measure perception of undergraduate students ‘perception on the influence of self-assessed body image on self-esteem among undergraduate students.

This Likert scale was for Rosenberg self-esteem scale. The Body image Action and acceptance questionnaire also had Likert scale: 1) Never true (2) Very seldom true (3) Seldom true (4) Sometimes true (5) frequently true (6) Almost true (7) Always true

3.6.2 Interview Schedule

In-depth interviews were used to collect qualitative data in form of opinions, perceptions and experiences of student counselors. Qualitative data is necessary in a study to supplement the quantitative data (Cohen & Swerdlik, 2005). Therefore, the interviews conducted provided the necessary qualitative data from the student counselors from Kabarak University main campus on their perception on the influence of body image on self-esteem of undergraduate students of Kabarak University in Nakuru County. The interview schedule for student counsellors was helpful in obtaining detailed qualitative information that would not have been possible to get through questionnaires. This was due to the flexibility of face-to-face interview with the student counsellors, which accommodated probing questions to better comprehend the perceived influence of self-assessed body image on self-esteem among undergraduate students.

The interview of each campus university counsellor took an estimate of one hour. The instrument is attached as Appendix IV. Section A consisted of Socio-Demographic Characteristics including: Gender, age bracket and length of service as a counsellor. Section B consisted of questions seeking responses on undergraduate students 'perceptions on the influence of self- assessed body image on self-esteem. The questions were as follows: What are your beliefs on the influence of body image in your university? What are the students' opinions on the perceived influence of self-assessed body image on self-esteem? What are the effects of self- assessed body image on self-esteem? What are some of the actions which students tend to do that show they are aware

of their body image? In your counseling department, what are the average cases of clients who seek help on issues concerning body image and self-esteem?

3.6.3 Focused Group Discussion (FGD)

Focus group is a small- group discussion guided by a trained leader. It is used to learn about opinions on a specific topic and to guide future action. Krueger and Casey (2000) point out that FGD is carefully planned series of discussion designed to obtain perceptions on a defined area of interesting a permissive, non-threatening environment. The peer counselors were the respondents for the FGD. The instrument is attached as Appendix III. The FGD was used to collect qualitative data from peer counsellors in form of opinions, perceptions and experiences of peer counsellors on the perceived influence of self-assessed body image on self-esteem among undergraduate students.

The guide included the following questions: In your opinion how does body image influence self-esteem among your peers? What are your peers' beliefs or impression on the influence of body image on self-esteem? How do your peers' feel about their bodies? How do your peers understand and think about influence of body image on self-esteem? What are the effects of self-esteem among your peer'? and how often do you peers' raise concerns about body image and self-esteem? The focused group discussion guides for peer counsellors were helpful in obtaining detailed information that would not have been possible to get through questionnaires. This was due to the flexibility of face-to-face discussions, which accommodated probing questions to better comprehend the perceived influence of self-assessed body image on self-esteem among undergraduate students. The approximate time used during the focus group discussions with peer counsellors was one hour.

3.7 Pilot Testing, Validity and Reliability of Research Instruments

This section covers pilot testing, validity of the instruments and Reliability of the instruments

3.7.1 Pilot Testing of Research Instruments

To ensure reliability of the research instruments, a pilot study was done. Kabarak University-Town campus in Nakuru County was chosen for piloting the research instruments which was included in the final study. The instruments were tested on 10 undergraduate students, 5 peer counsellors and 1 counselor. Cronbach's coefficient alpha method was used to determine internal consistency of the items.

3.7.2 Validity of the Research Instruments

Validity is the degree to which a test actually measures the variable it claims to measure and it is an accurate representation of the total population under study (Golafshani, 2003). The researcher ensured that the items in the questionnaire covered the full range of the issues relevant to the study and the questions were clear as well as suitable for the study. The researcher also consulted with the supervisor to ensure the validity of the instruments.

3.7.3 Reliability of the Research Instruments

Reliability is the measure to which research instruments give constant results after replicated trial (Kothari, 2005). Reliability was considered acceptable because the items yielded reliability co-efficient of 0.7 and above.

Table 1

Measures of Internal Consistency

Study Variable	Number of Items	Cronbach's Alpha Coefficient
Self Esteem	8	0.705
Thoughts, Feelings and Emotions	12	0.937

3.8 Data Collection Procedures

Data collection is a systematic process of gathering and measuring information on variables of interest in a manner that enables one to answer stated research question and evaluate (Bhandari, 2020). After the researcher was cleared by the Kabarak University Institute of Post Graduate studies for collection of data, the researcher sought an introduction letter from Kabarak university which was be used to seek permit from KUREC. The researcher applied to Kabarak University Scientific and ethics Review Committee (KUREC) and was cleared. The permit from KUREC was used to apply for research permit from the National Commission of Science, Technology and Innovation (NACOSTI) to collect data for the study and the permit was given. The researcher sought permit from the management of Kabarak University where the study was conducted and she was cleared.

The researcher sought permit from the county commissioner and the Director of Education in Nakuru County the permits were given. After getting permission, the researcher engaged assistant researchers to administer questionnaires to the undergraduate students of Kabarak university. The assistant researchers were trained on how to administer the instruments. The respondents were given between two to four days

to fill the questionnaires at their convenience after which they were collected. Face to face, focus groups with peer counsellors and interviews with the student counsellors were done by the researcher herself after booking appointments with the peer counsellors and the student counsellors respectively participating in the study. During the focused group discussions with the peer counsellors and interviews with the student counsellors, the researcher listened, observed and formed an empathic alliance with the group and interviewees respectively; remained watchful of themes presented; and resisted any temptation to analyse the meanings of an observation prematurely. The data was collected in the month of September 2022.

3.9 Data Analysis Procedure

Data analysis is the process of organizing collected data in order to draw helpful conclusions. The process uses analytical and logical reasoning to gain information from the data. The researcher organized the data into quantitative and qualitative data. Quantitative data were solicited through close-ended items in the questionnaire received from the undergraduate student's responses. Focused group discussion guides generated qualitative data for the peer counsellors and interview schedules for the student counsellors. This data was analyzed by obtaining detailed information about phenomenon being studied and establishing patterns and trends from the information to be gathered (Frankfort- Nachmias, 2006).

This also involved giving meaning the mass information collected by organizing the data and creating categories and themes. Descriptive statistics which include percentages and frequencies was used to analyze the data. Quantitative data came from the questionnaire filled by the students and is expressed in numbers. The researcher-analysed data in different categories beginning with personal information of the respondents as stated in the questionnaire, focus group discussions guide and in-depth interview schedule. The

researcher used codes, which provided a link between the raw data and conceptual framework. The researcher used regression and chi-square test. Data was then evaluated and analysed to determine the adequacy of information and the credibility, usefulness and consistency.

3.10 Ethical Considerations

Ethics deals with one 's conduct and serves as a guide to one's behaviour. In this study the researcher was required to keep confidentiality and privacy in order to protect the respondents. Upon approval of the research proposal, the researcher obtained a letter of introduction from the Director of Postgraduate studies (Appendix I) from Kabarak University to embark on research, clearance letter from KUREC was sought (Appendix VI). The letter from KUREC was used to seek permit from NACOSTI (Appendix X), which was subsequently received. Research authorization letters were also obtained from the County Commissioner of Nakuru County (Appendix VIII), Director of Education in Nakuru County (Appendix IX), and permissions to collect data from Kabarak university (Appendix XI).

Having received these legal documents, the researcher accessed the study participants. In the study the researcher acknowledged and gave credit to authors whose work was be quoted to avoid plagiarism. The researcher considered the anonymity of the subjects of study in that codes were used as follows peer counsellor was coded Peer Counselor 1-10 and university counselors was coded University Counselor 1 and University Counselor 2. The researcher sought informed consent from the respondents of the study as well as encouraged voluntary participation from the participants of study.

The raw data collected was anonymous and was handled with care and with high confidentiality in order to safeguard the data from leaking of sensitive information. The

interview and FGD data were entered in a systematic way to reduce distortion of data. The data collected has been stored and have a backup system to ensure no loss of data. The raw data was stored in a secure place after the analysis and shall be disposed after duration of time when the raw data will no longer be required.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter presents the findings of the research. The findings were achieved through the data collected from the undergraduate students, peer counsellors and university counsellors of Kabarak university in Nakuru County, Kenya. The quantitative data was analysed and presented using descriptive statistics and inferential statistics. The quantitative data was derived from the Likert scale as follows: Rosenberg Self-esteem scale Strongly Disagree (SD) Disagree (D) Neutral (N) Agree (A) Strongly Agree (SA) to measure perception of undergraduate students 'perception on the influence of self-assessed body image on self-esteem among undergraduate student. The Body image Action and acceptance questionnaire also had Likert scale: 1) Never true (2) Very seldom true (3) Seldom true (4) Sometimes true (5) frequently true (6) Almost true (7) Always true.

The qualitative data was acquired from the in-depth interview schedule for the university counsellors and from the focus group discussion by the peer counselors. The qualitative data collected were summarized and presented as narrative thematically. The qualitative data served to compliment the quantitative data.

4.2 Response Rates of the Respondents

The number of questionnaires administered was three hundred and thirty-three (333) while the number returned was three hundred and twenty-one (321). The researcher obtained a high questionnaire rate of return. The response rate was 96.39%, the female participants were 163 (50.8%) of the total respondents. The male respondents were 158

(49.2%) of the total respondents. The study therefore indicated that there were slightly more female respondents as compared to male respondents.

4.3 The Demographic Characteristics of the Respondents

This section discusses the demographic characteristics. The respondents were required to indicate both their age and gender. The information on age and gender of the respondents was of great importance in that it helped the researcher to obtain the characteristics of the respondents. These characteristics of respondents helps readers and researcher to understand the findings and know how to generalize the information and how the information can be compared or replicated ion other studies.

The study used the frequency and percentage to illustrate the demographic characteristics of the respondents.

Table 2

Distribution of the Gender of the Respondents

Gender	Frequency	Percent (%)
Female	163	50.8
Male	158	49.2
Total	321	100.0

From the study results, it was observed that the number of female participants was 163 (50.8%) of the total respondents. The study also indicated that the number of male respondents was 158 (49.2%) of the total respondents. The study therefore indicated that there was larger proportion of female respondents than that of male respondents.

Table 3*Distribution of Age of the Respondents*

Age	Frequency	Percent (%)
below 18 years	4	1.2
18-19 years	53	16.5
20-21 years	142	44.2
22 years and above	122	38.0
321		100.0

The results of the study indicate that the number of respondents below 18 years was 4 (1.2%) of the total respondents. The study also indicates that the number of respondents between the age of 18-19 years was 53 (16.5%) of the total respondents. The results also indicated that the number of respondents between 20-21 years was 142 (44.2%) of the total respondents. Finally, the results indicate that the number of respondents above the age of 22 years was 122 (38%) of the total respondents. The study therefore concluded that the majority of the respondent were between the age of 20-22 years.

4.4 Overview of Self-esteem Concerns among Undergraduate Students

This section covers an overview of self-esteem concerns among undergraduate students due to perceived influence of self-assessed body image. It covers undergraduate students' responses on the self-esteem concerns that is of self-perception, self-affection, self-cognition and appearance management behaviors among undergraduate students.

From the questionnaires the findings indicated that student self-perception boosts their self-esteem in feeling worth, feeling of having number of qualities, feeling of failure, feeling they could have more respect towards themselves and feeling not being good at all times. The findings of the study indicate that self-affection influence self-esteem among undergraduate students in that how they feel about themselves affects their self-esteem feeling that they shut down when they feel bad about their body shape and

weight. Worrying about my weight makes it difficult for me to live a life that I value this shows that undergraduate students do not love how they look like because of their body shape and size. This indicates that self-affection has influence on self-esteem.

From the findings of the study self-cognition has influence on self-esteem among undergraduate. In that the feeling of weight makes it difficult to live a life that they value hence affecting their self-esteem. self-cognition on caring too much about weight and shape influenced the self-esteem feeling that their thought of their body weight and shape need to change before other steps in life. Undergraduate student's self-cognition influences their self-esteem since they feel worrying about their body takes up too much of their time. self-cognition influences the student self-esteem in that before they make serious plan, they must feel better about their body.

The findings of the study on the influence appearance management behaviors on self-esteem indicates that, appearance management behaviors do not affect self-esteem. In addition, qualitative data from peer counsellors and student counsellors on self-esteem concerns among undergraduate student was also included. From the in-depth interview schedule the university counselors pointed out that body image affects undergraduate students both positively and negatively that is those who have plus size and undersize are affected. This agreed with what was derived from the opinions of the peer counsellor during the FGD.

Excerpt one

Peer Counsellors' and Student Counsellors' Verbatim Report on body image and self-esteem Some Peer Counsellors' Responses during Focus Group Discussions (FGD)

Researcher: What are your beliefs on the influence of body image in your university?

Counselor 1: body image is a real issue in our university, it affects students positively and negatively. Most of the cases I handle in the department arise because of issues related to body image and self-esteem. The most affected are the ladies because they equate beauty with body image.

Counselor 2: Undergraduate students' belief that obese students are from rich backgrounds who have no time for physical activities and they tend to eat starchy and fast food. Some think that the slim/slender come from poor background.

Researcher: In your opinion how does body image influence self-esteem among your peers?

Peer counselor 1: yes, body image does influence self-esteem some students go through depression in the process of trying to fit in other people's life and wondering if they were like others.

Peer counselor 2: body image leads to both low self-esteem and over self-esteem. Body image can build or destroy self-esteem depending on an individual's perception. Many undergraduate students struggle to fitting in to the group.

4.5 Findings According to the Research Objectives

The findings of this study were related to the four objectives and the responses attained from undergraduate students through questionnaires, focused group discussions (FGD) with peer counsellors and interviews with university counsellors. The study findings on the research objectives covered aspects of self-assessed body image in the following areas: Self-perception, self-affection, self-cognition and appearance management behaviors, which are related to undergraduate student's self-esteem.

4.6 Influence of Self-Perception on Self-Esteem

This section of the study analyses the influence of self-perception on self-esteem among the undergraduate students of Kabarak University. The study in this section used the chi square test of agreement to investigate the perception of undergraduate students at Kabarak University that influences their self- esteem. The table gives the respondents perception on the influence of Self-perception on Self- esteem.

Table 4*Undergraduate Perception of the Influence of Self- Perception on Self-Esteem*

Variable	Categories	Frequency	Percentages	Chi-square	P-value
Self-esteem 1	Strongly disagree	14	4.4	518.196	0.000
	Disagree	11	3.4		
	Neutral	27	8.4		
	Agree	71	22.1		
	Strongly agree	198	61.7		
Self-esteem2	Strongly disagree	8	2.5	314.969	0.000
	Disagree	8	2.5		
	Neutral	21	6.5		
	Agree	145	45.2		
	Strongly agree	138	43		
Self-esteem 3	Strongly disagree	164	51.1	217.167	0.000
	Disagree	55	17.1		
	Neutral	25	7.8		
	Agree	25	7.8		
	Strongly agree	43	13.4		
Self-esteem 4	Strongly disagree	10	3.1	260.424	0.000
	Disagree	8	2.5		
	Neutral	36	11.2		
	Agree	113	35.2		
	Strongly agree	149	46.4		
Self-esteem5	Strongly disagree	114	35.5	65.65	0.000
	Disagree	42	13.1		
	Neutral	33	10.3		
	Agree	72	22.4		
	Strongly agree	53	16.5		
Self-esteem 6	Strongly disagree	10	3.1	312.583	0.000
	Disagree	8	2.5		
	Neutral	36	11.2		
	Agree	83	25.9		
	Strongly agree	175	54.5		
Self-esteem 7	Strongly disagree	17	5.3	229.516	0.000
	Disagree	22	6.9		
	Neutral	32	10		
	Agree	88	27.4		
	Strongly agree	159	49.5		
Self-esteem 8	Strongly disagree	75	23.4	67.777	0.000
	Disagree	33	10.3		
	Neutral	35	10.9		
	Agree	65	20.2		
	Strongly agree	111	34.6		
Self-esteem 9	Strongly disagree	110	34.3	67.787	
	Disagree	21	6.5		
	Neutral	48	15		
	Agree	74	23.1		
	Strongly agree	66	20.6		

	Disagree	45	14	
	Neutral	34	10.6	
	Agree	44	13.7	
Self-esteem 10	Strongly agree	84	26.2	69.719

Table 5

Chi-Square Statistical Tests of Perceived Influence of Self-perception on Self-esteem

	selfeste em1	selfeste em2	selfeste em3	selfeste em4	selfeste em5	selfeste em6	selfeste em7	selfeste em8	selfeste em9	selfeste m10
Chi-Square	518.196314	969217.167260	424	65.650 ^e	312.583229	516	64.777 ^g	67.787 ^g	69.719 ^b	
	a	b	c	d	c	f				
Df	5	4	4	4	4	4	4	4	4	4
selfeste em1	selfeste em2	selfeste em3	selfeste em4	selfeste em5	selfeste em6	selfeste em7	selfeste em8	selfeste em9	selfeste m10	.000

Self-perception is means and includes how we perceive our self. It is defined by self-concept, self-knowledge, self-esteem and social self. The perceptual component of body image involves the perception of body characteristics which include estimation of one's body size or weight. The researcher used the Rosenberg self-esteem scale to measure the respondents' perceived influence of self-perception on self-esteem.

The Rosenberg self-esteem scale is rated as follows: Strongly Disagree (SD) Disagree (D) Neutral (N) Agree (A) Strongly Agree (SA). The undergraduate students were asked to respond to statements perceived influence of self-perception on self -esteem. The qualitative data from the focus group discussion with the peer counselors and the in-depth interview schedule with the university counselors was used to supplement the quantitative data.

The undergraduate students rated their perception on perceived influence of self-perception on self -esteem through the following statements.

From the results of the study, it was observed that the feeling of the student that “I feel that I am a person of worth, at least on equal plane with others” was significant since the chi square = 518.196, with p-value=0.000<005 significance level. This implied that majority of the undergraduate students perceive that they are a person of worth. This indicate that the student self-perception boosts their self-esteem in feeling worth.

The response rates from the questionnaire showed that the majority of undergraduate students, 145(42.5%) and 198(61.7%) indicated agree and strongly agree respectively, while those who did not support the statement by indicating strongly disagree and disagree were 8(2.5%) and 8(2.5%) respectively. Those respondents who indicated neutral were 21(6.5%). Undergraduate students perceive themselves as people of worth and are at least on equal plane with others. Their perception of their worth contributes to their self-esteem. From the psychosocial stages of development by Erik Erikson stage six of intimacy versus isolation is applicable to the undergraduate students in that self-perception influence whether they engage in intimate relationships or become isolated.

The university counselors pointed out that students with positive perception about themselves had high self-esteem while those with low perception had low self-esteem. They further posited that majority of undergraduate students feel that they have a certain look in order to fit in the society. One of the counselors mentioned the case of cultural week (beauty pageant) which has certain set standards about what ideal beauty should be. This standard contributes to student’s self-perception which in turn affect their self-esteem.

The results indicate that, the chi square value for student “I feel that I have a number of good qualities” was 314.969 with p-value=0.000<0.05 significance level. This means that there was significant evidence that the student self-perception influences the student

feeling of having number of qualities. The majority of the students strongly disagreed with the statement 164(51.1%) and 55(17.1%) disagree, those who agreed were 25(7.5%) strongly agree 138 (43%) and those who were neutral were 25 (7.5%) This means that there was significant evidence that the student self-perception influences the student feeling of having number of qualities.

The results indicate that the feeling of student “All in all, I am inclined to feel that I am a failure” had a chi square = 217.167, with p-value = 0.000<0.05 significance level. This means that there was significant evidence that student perception influences the student self-esteem on feeling of failure. The response rate shows were as follows: Majority of the students strongly disagree 164(51.1%), disagree 8 (2.5%), strongly agree 43 (13.4%), agree 113(35%) and neutral 25(7.5) %. From this response rates it shows that those who are not inclined to the feeling of being a failure are slightly higher than those who are inclined to the feeling of being failure and the neutral is a small number. This implies that most students tend to perceive that they are not inclined to the feeling of being a failure. The response on the test scored almost on equal basis in that those who strongly disagree was slightly over half.

The researcher used the statement “I am able to do things as well as most other people” to test students perceived influence of self- perception on self-esteem and the results indicated that the feeling of student “I am able to do things as well as most other people” had a chi square = 260.424, with p-value = 0.000<0.05 significance level. This means that there was significant evidence that student perception influences the student self-esteem on feeling of doing all things as others can do.

The response rate on the above statement had 149(46.6%) strongly agree, 72(22.4%) agree, 114 (35.5%) strongly disagree, 42(13.1%) and 33(10.3%) neutral. These results

concur with what the counselor pointed out that most undergraduate students will go an extra mile to do things that will enable them to fit with the group. The peer counselors also agree that most of their peer will try all means to fit into the group to prove that they are able to do as their peers are able to do. This agrees with a study done by Nnaemka and Agu (2014) who point out that body image contributes to our perception of self in the society and it affects emotions, feelings, self-worth and recognition.

The influence of self-perception on self-esteem was tested using the statement “I feel I do not have much to be proud of”. From the results of the study, it was observed that the feeling of the student that “I feel I do not have much to be proud of” was significant since the chi square = 65.650, with p-value=0.000<005 significance level. This indicate that the student self- perception influences the student feeling of not having much to be proud of. The response rate of the undergraduate students indicated that majority of them strongly agree 53(16.5), agree 83(25.9%), strongly disagree 10(3.1%), disagree 8(2.5 %) and neutral 36(11.2%). The response rate was at 59.2%. The peer counselors highlighted that most of their peers are not proud of their bodies while others are proud, they feel that they need to have a particular shape and weight which will enable them be proud of themselves which in turn contribute to their self-esteem.

The findings concur with a study done which was done to find out the proportion of students dissatisfied with their body image, and the associations of various determinants with body image dissatisfaction and self-esteem. The method used was cross-sectional study done among 125 first years’ medical students in rural Haryana. A semi-structured questionnaire was used to collect data. The results showed that body image dissatisfaction was present among 16.8% of the students. Low self-esteem was observed among 21.6% of the students.

Low body mass index was found to be significantly related with body image dissatisfaction. The other statement used to test the perceived influence of self-perception on self-esteem was “I take a positive attitude towards myself”. The results indicate that the feeling of student “I take a positive attitude towards myself” had a chi square = 229.516, with p-value = 0.000<0.05 significance level. This means that there was significant evidence that student perception influences the student self-esteem on feeling positive attitude towards self. The response rate of the statement showed that majority of the undergraduate students strongly agree 175(54.5%), agree 88(27.4%), strongly disagree 17(5.3%), disagree 22(6.9%) and neutral 32(10%). The peer counselors pointed out that their peer tend to have negative attitude towards themselves based on the comments from what their fellow peers say about them. They also argued that others tend to have positive attitude towards themselves especially the men.

The findings of the study agree with a study done which indicated that the prevalence of body dissatisfaction in developed countries varies between 35% and 81% in girls and from 16% to 55% in boys. Studies show that younger adults tend to overestimate their body. In general women perceive their body heavier and larger than it actually is, this is likely due idealization of thin body. On the other hand, men tend to undervalue their body size probably idealization of a muscular and larger body (Hosseini & Padhy, 2020).

The researcher further used the statement “On the whole, I am satisfied with myself”. The results indicate that the feeling of student “On the whole, I am satisfied with myself” had a chi square = 64.777, with p-value = 0.000<0.05 significance level. This means that there was significant evidence that student perception influences the student self-esteem on feeling of being satisfied with self. The response rate indicated that majority were satisfied with themselves those who strongly agree 159(49.5%), agree 65(20.2%),

strongly disagree 75(23.4%), disagree 33(10.3%) and neutral 35(10.9%). University counselors opined that most of their clients are not satisfied with their bodies those who are underweight feel they need to put on weight while those who are overweight feel that they need to lose weight. The peer counselor also concurred with the counselor by saying that their peers are not satisfied with themselves. One of the peer counselors said that “*when you appreciate a peer, they do not take the appreciation to be true.*” This implies they perceive themselves lowly which affects their self-esteem.

The response rate on the test of the statement, “I wish I could have more respect for myself” indicated that majority of the undergraduate students perceived the need to have more respect for themselves in that those who strongly agree 111(34.6%), agree 74(23.2%), strongly disagree 110(34.3%) disagree 21(6.5%) and neutral 48 (15%). The results indicate that the feeling of student “I wish I could have more respect for myself” had a chi square = 67.787, with p-value = 0.000<0.05 significance level. This means that there was significant evidence that student perception influences the student self-esteem on feeling they could have more respect towards themselves.

The researcher used this statement also to test the perceived influence of self-perception on self-esteem “At times I think I am no good at all” the response rate was 26.2% who strongly agree that they think that I am not good at all, the results indicated that that the feeling of student “At times I think I am no good at all” had a chi square = 69.719, with p-value = 0.000<0.05 significance level. This means that there was significant evidence that student perception influences the student self-esteem on feeling not being good at all times. The results of the study therefore imply that self-perception influences self-esteem among undergraduate students. In summary the research findings and related literature indicate that there is significant correlation between self-perception and self-esteem among undergraduate students. The findings indicate that majority of the

respondents have a strong perception of self by perceiving that they are a person of worth, have a number of good qualities, have much to be proud of, are not inclined to feel that they are a failure, are able to do things as well as most other people, have positive attitude towards self, are satisfied with themselves and have more respect for themselves. In the same note they are those with low perception of themselves.

This information can be useful in devising effective interventions and measures to enhance self-perception in order to enhance self-esteem. Therefore, counsellors, policy makers and university management should enhance self-perception among undergraduate students in order to enhance high self-esteem among undergraduate students.

4.7 Influence of Self-affection on Self-Esteem

This section of the study analysis the self-affection on self-esteem among the undergraduate students of Kabarak University. The study used Binary logistic regression to investigate self-affection of undergraduate student at Kabarak University influences their self-esteem. Binary logistic regression in this model the response or dependent variable is dichotomous in nature in that it has only two possible outcomes (<https://www.ibm.com/topics/logistics-regression>). From the study, it was observed that the coefficient of self-affection was 0.045 with Wald-test statistics= 5.510, p- value = 0.019<0.05 significance level. This means that the self-affection among the undergraduate students of Kabarak university influences their self-esteem.

The response from the undergraduate students indicate that they are aware of their body image. Self -affection basically is the way you feel about the way you look. According to Calogero and Thompson (2015), body feelings refer to how people feel about their bodies which is the affective domain of body image.

Table 6*Undergraduate Perception of the Influence of Self-affection on Self-esteem*

Variable	Category	Frequency	Percentage	Chi-Square-Test
Body image 1	Never true	117	36.4	200.58
	Very seldom true	22	6.9	
	Seldom true	21	6.5	
	Sometimes true	57	17.8	
	Frequently true	14	4.4	
	Almost true	14	4.4	
	Always true	72	22.4	
Body image 2	Never true	70	21.8	71.798
	Very seldom true	25	7.8	
	Seldom true	27	8.4	
	Sometimes true	52	16.2	
	Frequently true	20	6.2	
	Almost true	80	24.9	
	Always true	43	13.4	
Body image 3	Never true	130	40.5	239.975
	Very seldom true	18	5.6	
	Seldom true	21	6.5	
	Sometimes true	37	11.5	
	Frequently true	17	5.3	
	Almost true	20	6.2	
	Always true	75	23.4	
Body image 4	Never true	174	54.2	431.009
	Very seldom true	23	7.2	
	Seldom true	21	6.5	
	Sometimes true	36	11.2	
	Frequently true	15	4.7	
	Almost true	16	5	
	Always true	34	10.6	
Body image 5	Never true	220	68.5	804.487
	Very seldom true	33	10.3	
	Seldom true	16	5	
	Sometimes true	26	8.1	
	Frequently true	5	1.6	
	Almost true	6	1.9	
	Always true	10	3.1	
Body image 6	Never true	202	62.9	784.556
	Very seldom true	28	8.7	
	Seldom true	25	7.8	
	Sometimes true	27	8.4	
	Frequently true	12	3.7	
	Almost true	8	2.5	
	Always true	12	3.7	
	Never true	183	57	
	Very seldom true	24	7.5	

	Seldom true	16	5	
	Sometimes true	40	12.5	
	Frequently true	19	5.9	
	Almost true	18	5.6	
Body image 7	Always true	18	5.6	494.925
	Never true	155	48.3	
	Very seldom true	19	5.9	
	Seldom true	24	7.5	
	Sometimes true	29	9	
	Frequently true	22	6.9	
	Almost true	23	7.2	
Body image 8	Always true	46	14.3	318.868
	Never true	191	59.5	
	Very seldom true	31	9.7	
	Seldom true	20	6.2	
	Sometimes true	27	8.4	
	Frequently true	15	4.7	
	Almost true	17	5.3	
Body image 9	Always true	14	4.4	557.911
	Never true	202	62.9	
	Very seldom true	28	8.7	
	Seldom true	17	5.3	
	Sometimes true	23	7.2	
	Frequently true	22	6.9	
	Almost true	12	3.7	
Body image 10	Always true	13	4.0	637.009
	Never true	231	72	
	Very seldom true	27	8.4	
	Seldom true	17	5.3	
	Sometimes true	14	4.4	
	Frequently true	12	3.7	
	Almost true	10	3.1	
Body image 11	Always true	8	2.5	885.521
	Never true	218	67.9	
	Very seldom true	18	5.6	
	Seldom true	13	4.0	
	Sometimes true	21	6.5	
	Frequently true	18	5.6	
	Almost true	13	4.0	
	Always true	17	5.3	765.899

Table 7*Wald-test Statistical Test on Influence of Self-affection on Self-esteem*

Model Summary

Step	-2 log likelihood	Cox& Snell R Square	Nagelkerke R square
1	251.338 ^a	.019	.033

a. Estimation terminated at iteration number 5 because parameter estimates changed by less

Variables in the Equation

	B	S.E	Wald	df	Sig.	Exp(B)
Step 1 ^a Sself_affection	.45	.019	5.510	1	.019	1.046
Constant	-3.266	.727	20.207	1	.000	.38

a. Variables(s) entered on step 1: self_affection

The findings were drawn from the responses in the Body Image- Action and Acceptance Questionnaire this was developed by Sandoz and Wilson (2013). This is a 12-item questionnaire that assesses the acceptance of one's thoughts, feelings and emotions towards the body in the service engaging in behaviors that are important to the individual. The items are answered on a seven-point scale ranging from 1 (never true) to 7 (always true). All items were reverse -coded so that higher score reflected higher levels of body image flexibility.

To determine whether undergraduate students were influenced by self-affection on self-esteem, the respondents were asked to rate various aspects on self-affection that is "I shut down when I feel bad about my body shape or weight" Always true and almost true was 75(23.4%) and 16(5%) respectively, never true and very seldom true was 174(54.2%) and 23(7.2%) respectively, seldom true and sometimes true was 21(6.5%) and 36(11.2%)

respectively and frequently true was 15(4.7%). From this it indicated that nearly half of the respondents shut down when they feel bad of their body shape and weight while over half do not shut down when they feel bad about their body shape and weight.

The researcher used this statement “my thoughts and feelings about my body weight and shape must change before I can take important steps in my life”. Always true and almost true was 34(10.6%) and 6(1.9%) respectively, seldom true and sometimes true was 16(5%) and 26(8.1%) respectively, never true and very seldom true was 220(68.5%) and 33(10.3%) respectively and frequently true was 5(1.6%). This shows that the thoughts and feelings of majority of undergraduate students do not influence their decision making.

Another statement used was “if I start to feel fat, I try to think about something else”. The response rate was always true and almost true was 12(3.7%) and 18(5.9%) respectively, seldom true and very seldom true was 16(5%) and 24(7.5%) respectively, never true and sometimes true was 183(57%) and 40(12.5%) respectively and frequently true 19(5.9%). The response shows that undergraduate students self-affection influences their self-esteem. The respondents responded to this statement “before I can make any serious plans, I have to feel better about my body”. Always true and almost true was 18(5.6%) and 23(7.2%) respectively, never true and sometimes true was 155(48.3%) and 29(9%) respectively, seldom true and very seldom true was 24(7.5%) and 19(5.9%) respectively and frequently true 22(6.9%). The response indicates self-affection influences self-esteem among undergraduate students.

The researcher also used this statement to “feeling fat causes problems in my life” to test perceived influence of self-affection on self-esteem. The response rate was as indicated. Always true and almost true was 13(4.0%) and 10(3.1%) respectively, never true and

sometimes true was 231(72%) and 14(4.4%) respectively, seldom true and very seldom true was 17(5.3%) and 27(8.4%) respectively and frequently true was 12(3.7%). This indicate that self-affection influences self -esteem among undergraduate students. From the study, it was observed that the coefficient of self-affection was 0.045 with Wald- test statistics= 5.510, p-value = 0.019< 0.05 significant level. This means that the self-affection among the undergraduate students of Kabarak university affect their self-esteem.

The peer counselors pointed out that their peers are concerned about their body image especially how they look. PC 10 gave an example of himself on how self-affection influence self-esteem. He pointed out that “*he was calleda mosquito because he is very slim and tall*”. This statement made him feel bad about himself and has affected his self-esteem. The words of PC 10 concurred with the feelings of PC5 who also said that she has handled cases of their peers who felt out of place in the university because of broken relationships which are associated to body image concerns. They peer counselors agreed that majority of their peers felt dissatisfied with their bodies because what other people say. The findings of the study agree with a study done which posited that the society has set social expectation for males to be more muscular which is associated with social power thus feeling of affections. There is pressure for females to have a very thin body (Toselli & Spiga, 2017).

The findings also concur with a study done by Ucar, Ayhan, Cakiroglu, Neriman and Aral (2010) which points out that young people have a need to assert themselves, become accepted be admired and popular, which include body shape and appearance. The study further argues that if an individual’s body structure is substantially different from the ideal body structure they create in their mind and their felt weight, denial of body image may emerge. Thus, this will affect the way one feels about the body. In this

age, personal image is a means of gaining a distinct place in the social environment. The university counselors argued that most of the cases they handle in their department spring from the perceived influence of self-affection on self-esteem. Counselor 1 pointed out that the clients who are plus size tend to become antisocial which in turn leads to depressive moods due to separation from the social way of life. The counselor further said that university life is a time for them to interact, socialize and belong to a certain class for growth. The isolation affects the students some even become suicidal. This agrees with the psycho-social theory stage 6 of Intimacy versus Isolation.

The undergraduate students according to counselor 1 who feel rejected because of their body image are affected immensely in that some resort to abuse of drugs and substance to cover the shame of their rejection. The society label and classify them in regard to their body image. The slimmer you are the more attractive, the lighter skin the more acceptable you are. The findings on the influence of self-affection on self-esteem is indicate that how students perceive their self-affection influences their self-esteem. The peer counselors and university counselor agree that self- affection do affect self-esteem they all agreed that self-affection if not addressed it manifest itself in certain behaviors which include abuse of substance and drugs, stress, antisocial behaviors, suicidal ideations, poor academic performance and sometimes exam malpractice.

4.8 Influence of Self-cognition on Self-esteem

This section of the study analysis the self-cognition on self-esteem among the undergraduate students of Kabarak University. Cognition refers to the mental processes involved in gaining knowledge and comprehension. It includes all of the conscious and unconscious processes involved in thinking, perceiving and reasoning (Cherry Kendra,2023). Self-cognition affects every aspect of life it impacts everything from our

daily life to our overall health. The respondents were tasked to respond to the Body Image- Action and Acceptance Questionnaire scale which was developed by Sandoz, E.K and Wilson (2013). The responses on perceived influence of Self- cognition on Self- esteem are presented in the table.

Table 8

Perception of the Influence of Self- cognition on Self-esteem

Variable	Category	Frequency	Percentage	Chi-Square-Test
Body image 1	Never true	117	36.4	201
	Very seldom true	22	6.9	
	Seldom true	21	6.5	
	Sometimes true	57	17.8	
	Frequently true	14	4.4	
	Almost true	14	4.4	
	Always true	72	22.4	
	Never true	70	21.8	
	Very seldom true	25	7.8	
	Seldom true	27	8.4	
Body image 2	Sometimes true	52	16.2	72
	Frequently true	20	6.2	
	Almost true	80	24.9	
	Always true	43	13.4	
	Never true	130	40.5	
	Very seldom true	18	5.6	
	Seldom true	21	6.5	
	Sometimes true	37	11.5	
Body image 3	Frequently true	17	5.3	240
	Almost true	20	6.2	
	Always true	75	23.4	
	Never true	174	54.2	
	Very seldom true	23	7.2	
	Seldom true	21	6.5	
	Sometimes true	36	11.2	
Body image 4	Frequently true	15	4.7	431
	Almost true	16	5	
	Always true	34	10.6	
	Always true	34	10.6	

	Never true	220	68.5	
	Very seldom true	33	10.3	
	Seldom true	16	5	
	Sometimes true	26	8.1	
	Frequently true	5	1.6	
	Almost true	6	1.9	
Body image 5	Always true	10	3.1	804
	Never true	202	62.9	
	Very seldom true	28	8.7	
	Seldom true	25	7.8	
	Sometimes true	27	8.4	
	Frequently true	12	3.7	
	Almost true	8	2.5	
Body image 6	Always true	12	3.7	784
	Never true	183	57	
	Very seldom true	24	7.5	
	Seldom true	16	5	
	Sometimes true	40	12.5	
	Frequently true	19	5.9	
	Almost true	18	5.6	
Body image 7	Always true	18	5.6	500
	Never true	155	48.3	
	Very seldom true	19	5.9	
	Seldom true	24	7.5	
	Sometimes true	29	9	
	Frequently true	22	6.9	
	Almost true	23	7.2	
Body image 8	Always true	46	14.3	319
	Never true	191	59.5	
	Very seldom true	31	9.7	
	Seldom true	20	6.2	
	Sometimes true	27	8.4	
	Frequently true	15	4.7	
	Almost true	17	5.3	
Body image 9	Always true	14	4.4	560
	Never true	202	62.9	
	Very seldom true	28	8.7	

	Seldom true	17	5.3	
	Sometimes true	23	7.2	
	Frequently true	22	6.9	
	Almost true	12	3.7	
Body image 10	Always true	13	4.0	637
	Never true	231	72	
	Very seldom true	27	8.4	
	Seldom true	17	5.3	
	Sometimes true	14	4.4	
	Frequently true	12	3.7	
	Almost true	10	3.1	
Body image 11	Always true	8	2.5	886
	Never true	218	67.9	
	Very seldom true	18	5.6	
	Seldom true	13	4.0	
	Sometimes true	21	6.5	
	Frequently true	18	5.6	
	Almost true	13	4.0	
	Always true	17	5.3	766

The researcher used the above statements to test undergraduate student's perceived influence of self-cognition on self-esteem. On the statement Worrying about my weight makes it difficult for me to live a life that I value the response was: Always true and sometimes true 72 (22.4%) and 52 (16.29%) in that order, never true and seldom true 70(21.8%), almost true and very seldom true 80(24.9%) and 25(7.8%) and frequently true 20(6.2%). From the response it shows that majority of the undergraduate students worry about their weight thus it affects their self-esteem. From the results, it was observed that the student self-cognition "Worrying about my weight makes it difficult for me to live a life that I value" had a chi square = 200.580, with p-value = 0.000<0.05 significance level. This means that the student self-cognition on feeling of weight makes it difficult to live a life that they value hence affecting their self-esteem.

The respondents responded to the statement “I care too much about my weight and shape”. Nearly half of the respondents cared too much about their weight and shape while slight over half did not care too much about their weight and shape as seen in their responses always true and almost true 43 (13.4%) and 20(6.2%) respectively, never true and sometimes true 130(40.5%) and37(11.5%) in that order, seldom true and very seldom true 21(6.5%) and 18 (5.6%) correspondingly and frequently true 17(5.3%). Self-cognition influences self-esteem among undergraduate students of Kabarak university. The results indicate that the student self-cognition on “I care too much about my weight and shape” had a chi-square = 71.798, with a p-value = 0.000< 0.05 significance level. This means that the self-cognition on caring too much about weight and shape influences self-esteem

The peer counselors pointed out that their peers care too much about their weight and shape. PC 5 said that their female peers are so concern about their body shape and weight he quoted a case of a girl who had a broken relationship because the boyfriend felt that she had put on more weight thus she looked like a zero-grazing cow. The girl was traumatized because of the opinion from the boyfriend that she was too fat yet in reality she wasn't.

PC 6 gave a different opinion that she handled a case of a peer who also had a broken relationship where the girl was left by the boyfriend because she was too slim. The boy told her you need to do exercise that help to enhance your “booty” that is the buttocks to have more flesh so that he can enjoy holding her. The girl felt depressed and when she sees other ladies with big buttocks, she felt hatred towards them. Counselor 1 also pointed out that most of her clients had relationship issues which sprang from body image concerns. She said some take serious steps to achieve the desired body shape and weight which included extreme dieting, bleaching of their skin and others take some

tablets to either add or reduce weight but most swallow these tablets to reduce body weight thus achieve desired body shape.

The findings of this study are similar to a study done to identify the prevalence of distortion and dissatisfaction with body size of Brazilian university students, and establish their relationship with the demographic and academic characteristics and the anthropometric nutritional status. The sample was from a public university in the state of Sao Paulo. A total of 365 students (women=71.63%) with a mean age of 20.95(SD=2.55) years participated. There was a high prevalence of distortion with body size among individuals with low weight. Students who distorted the body size underestimated their body size. The research further showed that students dissatisfied with the body wished to reduce the body size. The prevalence of body size underestimation was higher among men, students who practice physical activity, those using dietary supplements and underweight individuals. The wish to decrease body size was higher among women and overweight individuals (Dos Santos, Da Silva, Santana & Bonini, 2020).

The researcher sought to examine influence of self-cognition on self-esteem from the statement “I shut down when I feel bad about my body shape or weight”. Always true and almost true was 75(23.4%) and 16(5%) respectively, never true and very seldom true was 174(54.2%) and 23(7.2%) respectively, seldom true and sometimes true was 21(6.5%) and 36(11.2%) respectively and frequently true was 15(4.7%). Majority of undergraduate students do not shut down when they feel bad about their body shape and weight around 40% do shut down when they feel bad about their body shape and weight which means in a way self-cognition influences self-esteem among undergraduate students. These findings agree with what the peer counselors and university counselor said during the FGD and interview. PC 3 said that most of their peers believe that what others say about their body shape and weight matters to them, he further pointed out that

when you tell peers that their body shape and weight is good, they doubt “is for real or you are making fun of me”

The findings of this study are similar to a study done among freshman nursing students in medical college in Yantai city. They used a stratified random sampling to conduct a questionnaire survey. The results showed that the students held relatively positive body self-esteem physical health, appearance, obesity, flexibility and the whole body while holding relatively negative body self-cognition in coordination, strength, endurance, athletic ability and physical actions (Han & Qu,2019) thus self-cognition. Counselor 2 pointed out some of his clients display antisocial behavior due to their cognition of their body shape and weight. Those who are obese engage in maladaptive behaviors like eating disorders: anorexia nervosa (restrict intake of food) binge eating (eating large amount of food in a short time) and anorexia bulimia (eating large amount then try to rid themselves of food).

Counselor 1 pointed out that some students wear oversize or undersize clothes so as to enhance their body shape to fit to what their peers say and think it is the ideal body shape and weight. This concurs with what Gupta (2011) highlights, that our society today portrays a very twisted image of beauty for women and men of all ages. When adolescents view these images, they get torn between their own actual body image and the perceived body image thus it challenges the feeling of competence among adolescents. The images portrayed by media are unrealistic thus it sends wrong message that beauty is an ideal that many of us cannot achieve many images are touched-up and slimmed down using computer technology. They do not represent real healthy people (Gattario & Frisen, 2019). The results indicate that the self-cognition of student on “I shut down when I feel bad about my body shape or weight” had a chi square = 239.97, with p-value = 0.000<0.05 significance level. This means that there was significant

evidence that student self-cognition influences the student self-esteem on feeling that they shut down when they feel bad about their body shape and weight.

Another statement used to test the influence of self-cognition on self-esteem was: “My thoughts and feelings about my body weight and shape must change before I can take important steps in my life”. The responses indicated that majority of the undergraduate students can take important steps in life before their thoughts and feelings about body weight and shape change. At the same time some of them cannot take important steps in life before their thoughts and feelings on body shape weight change as seen in their responses always true and almost true 34(10.6%) and 6(1.9%) in that order, never true and sometimes true 220(68.5%) and 26(8.1%) respectively, seldom true and very seldom true 16(5%) and 33(10.3%) respectively and frequently true 5(1.6%).

The results from the questionnaire as shown in table8 indicate that the self-cognition of student on “My thoughts and feelings about my body weight and shape must change before I can take important steps in my life” had a chi square = 431.007, with p-value = $0.000 < 0.05$ significance level. This means that there was significant evidence that student self-cognition influences the student self-esteem on feeling that their thought of their body weight and shape need to change before other steps in life.

The researcher used the statement “Worrying about my body takes up too much of my time” to test influence of self-cognition on self-esteem. The findings were always true and almost true 10(3.1%) and 8(2.5%) correspondingly, very seldom true and seldom true 28(8.7%) and 25(7.8%) respectively, never true and sometimes true 202(62.9%) and frequently true 12(3.7%). Majority of students do not take much of their time worrying about their body while a percentage worry much about their body. The study results indicate that self-cognition of student on “Worrying about my body takes up too much of

my time” had a chi square = 804.487, with p-value = 0.000<0.05 significant level. This means that there was significant evidence that student self-cognition influences the student self-esteem on feeling worrying about their body takes up too much of their time.

The findings of this study differed with a study done in Bahauddin Zakariya University, Multan aimed at the investigating of the association between self-concept and self-esteem among university students. A sample of 244 university students randomly selected, 72 male and 173 females’ students of Bahauddin Zakariya University, Multan. The results revealed slightly significant positive correlation between self –concept and self-esteem among university. The study further showed that there was significant difference between the scores of self-concepts but there was no significant difference between the scores of self-esteems. The study concluded that self-concept and self-esteem have positive relationship (Batool, Ajmal, Abid & Iqbal, 2018).

The researcher tested the influence of self-cognition on self-esteem using this statement “If I start to feel fat, I try to think about something else”. The responses were as follows: always true and almost true 12(3.7%) and 18(5.9%) in that order, sometimes true and frequently true 40(12.5%) and 19(5.9%) respectively, seldom true and very seldom true 16(5%) and 24(7.5%) correspondingly and never true 183(57%). Majority of undergraduate’s students when they start to feel fat, they don’t try to think about something else while other try to think about something else.

The study results as shown in table 8 indicate that self-cognition of student on “If I start to feel fat, I try to think about something else” had a chi square = 784.556, with p-value = 0.000<0.05 significance level. This means that there was significant evidence that student self-cognition influences the student self-esteem as they start feeling fat, they need to think about something else”. The findings agree with reviewed literature on body

image which states that body image is important component of the individual self-concept that provides the opportunity to reach a healthier physical and mental state. Body image affects self-esteem, individuals with high self-esteem are characterized by high satisfaction of their life, independence and optimism. In most cases females achieve their self-esteem through the attractiveness and beauty of their bodies while males do that through authority and position. Individuals who are satisfied with their body image have competence which is reflected in self trust (Lama, 2016)

The study also examined the influence of self-cognition on self-esteem with the statement: “Before I can make any serious plans, I have to feel better about my body”. The undergraduate students who indicate always true 18(5.6%), almost true 23(7.2%), never true 155(48.3%), very seldom true 19(5.9%), sometimes true 29(9%), seldom true 24(7.5%) and frequently true 22(6.9%). Majority of the student have to feel better about their body before they make serious plans. The study results indicate that self-cognition of student on “Before I can make any serious plans, I have to feel better about my body” had a Chi square = 494.925, with p-value = 0.000<0.05 significance level. This means that there was significant evidence that student self-cognition influences the student self-esteem as before they make serious plan, they must feel better about the body.

The researcher used this statement on “I will have better control over my life if I can control my negative thoughts about my body” to test the perceived influence of self-cognition on self-esteem among undergraduate students. The responses were: Always true 46 (14.3%), never true 191 (59.5%), very seldom true 31 (9.7%), seldom 20 (6.2%), sometimes true 29 (9%), frequently true 22 (6.9%) and almost 23 (7.2%). Majority of undergraduate students. The results indicate that the self-cognition of student on “I will have better control over my life if I can control my negative thoughts about my body” had a chi square = 318.868, with p-value = 0.000<0.05 significant level. This means that

there was significant evidence that student self-cognition influences the student self-esteem on feeling they will have better control over my life if they can control my negative thoughts about my body.

The other statement used to test perceived influence of self-cognition on self-esteem. “To control my life, I need to control my weight”. Majority of undergraduate response indicated that they need to control their weight so as to control their life. Always true 14(4.4%), never true 202(62.9%), very seldom true 28(8.7%), seldom true 17 (5.3%), sometimes true 23 (7.2%), frequently true 22(6.9%) and almost true 12(3.7%). The results indicate that the self-cognition of student on “To control my life, I need to control my weight” had a chi square = 557.911, with p-value = 0.000<0.05 significance level. This means that there was significant evidence that student self-cognition influences the student self-esteem on feeling they need to control their weight so as to control their life.

The other statement used to test perceived influence of self-cognition on self-esteem “Feeling fat causes problems in my life”. The response was always true 13(4.0%), never true 231(72%), very seldom true 27(8.4%), seldom true 17(5.3%), sometimes true 14(4.4%), frequently true 12(3.7%) and almost true 10(3.1%). The study results indicate that self-cognition of student on “Feeling fat causes problems in my life” had a chi square = 637.009, with p-value = 0.000<0.05 significance level. This means that there was significant evidence that student self-cognition influences the student self-esteem as they think feeling fat causes problems in my life.

The study examined the influence of self-cognition on self-esteem through the responses majority of undergraduate students using the statement: When I start thinking about the size and shape of my body, it’s hard to do anything else: always true 8(2.5%), never true 218(67.9%), very seldom true 18(5.6%), seldom true 13(4.0%), sometimes true

21(6.5%), frequently true 18(5.6%) and almost true 13 (4.0%). The results indicate that self-cognition of student on “When I start thinking about the size and shape of my body, it’s hard to do anything else” had a chi square = 885.329, with p-value = 0.000<0.05 significance level. This means that there was significant evidence that student self-cognition influences the student self-esteem as they start thinking about the size and shape of my body, it’s hard to do anything else. Of the statement my relationship would be better if my body and or shape did not bother me. The results indicated that self-cognition of student on “My relationships would be better if my body and or shape did not bother me.” had a chi square = 765.899, with p-value = 0.000<0.05 significance level. This means that there was significant evidence that student self-cognition influences the student self-esteem as the relationships would be better if my body and or shape did not bother me.

The cognitive behavioral theory by Aaron Beck which is a short-term goal oriented therapeutic approach to problem solving is useful in helping such clients who struggle with issues related to body shape and weight. This theory encourages clients to recognize how what they think and how they behave impact on how they feel. CBT helps people to distinguish between problem that can and cannot be resolved and develop better coping skills. By changing these thoughts, the behavior changes as do emotional response. This theory was of great help in the study since the respondents were young people who are having a distorted cognition of their body image which in turn was perceived to influence self-esteem and confidence. The findings of the study imply that undergraduate student’s self-cognition influences self-esteem. Therefore, attention should be given by university counselors, administrators and all stakeholders in order to empower undergraduate students reduce the effects of low self-esteem which is

manifested in behaviors like aggressive behaviors, eating disorders, engaging in risky sexual behaviors and even delinquency.

The findings of the study agree with what Lama (2016) who posits that, body image is an important component of the individual's self-concept that provides the opportunity to reach a healthier physical and mental state. Body image affects self-esteem, individuals with high self-esteem are characterized by high satisfaction of their life, independence and optimism. In most cases females achieve their self-esteem through the attractiveness and beauty of their bodies while males do that through authority and position. Individuals who are satisfied with their body image have competence which is reflected in self-trust.

4.9 Influence of Appearance Management Behaviours on Self-esteem

This section of the study analyses the influence of appearance management behaviors on self-esteem among the undergraduate students. Appearance management behaviors is both the process of thinking about how one looks and any activities carried out pertaining to the way one looks. The study in this section used the binary logistic regression to investigate influence of appearance management behaviors on self-esteem among undergraduate students at Kabarak University. From the study, it was observed that the coefficient of appearance management behaviors was -0.014 with Wald-test statistics= 1.286, p-value = 0.2579 > 0.05 significance level. This means that the appearance management behaviors among the undergraduate students at Kabarak University does not affect their self-esteem.

Excerpt two

Peer Counsellors' and university Counsellors' Verbatim Report on influence of appearance management behaviors on self-esteem.

Some Peer Counsellors' Responses during Focus Group Discussions (FGD)

Researcher: What are the effects of self-esteem among your peer'?

PC 7: our peers who have low self-esteem isolate themselves from their peers, while others go through stress and depression.

PC 6: Some of our peers engage in risky relationships, tattooing and a lot of body piercing, other wear very revealing clothes in the hope to enhance their self-esteem. Some wear clothes with shouting colors and weird fashion like oversize clothes.

PC 5: Some of our peer's abuse substance and drugs, engage in antisocial behaviors like aggression. While those who have high self-esteem do not focus much on their body image. They are comfortable with their image.

Researcher: What are some of the actions which students tend to do that show they are aware of their body image?

Counselor 1: The walking style of the undergraduate students show that they are conscious of their appearance. The undergraduate student's engagement in their eating habits shows that they are aware of their appearance thus they either over eat or under eat as a way of managing their appearance. Some students wear oversize or undersize garments, some undergraduate try to copy cat or model what the social media presents to them. Some use chemicals to bleach their skin implying that they are aware of their appearance.

Some do a lot of tattoos and piercing of different parts of their body, some use extreme colours for hairstyle to improve their body image and self-esteem and thus be noticed.

Counselor 2: undergraduate students wear oversize clothes for those who are slim, others indulge in alcohol and drug abuse to cover the suffering because of their body image. Others get involved in risk sexual behaviour as a way to cover up the pain caused by poor opinion of their appearance.

Researcher: What are the effects of body image on self-esteem?

Counselor 1: undergraduate with issues about their appearance tend to engage in maladaptive behaviour because of what their peer comments about how they look. The counselor further said that body image affects relationship especially choice of boyfriend. This affects ladies more than men, if a lady is not approached for a relationship, they tend to associate it with their appearance, body shape and weight.

Body image concerns leads to frustration which in turn result to depression and if not dealt with it affects the undergraduate student's academic performance. Some students' cases handled stem out of appearance management behaviors.

Table 9*Perception of the Influence of Self- Cognition on Self-Esteem*

Variable	Category	Frequency	Percentage	Chi-Square-Test
Body image 1	Never true	117	36.4	200.58
	Very seldom true	22	6.9	
	Seldom true	21	6.5	
	Sometimes true	57	17.8	
	Frequently true	14	4.4	
	Almost true	14	4.4	
	Always true	72	22.4	
Body image 2	Never true	70	21.8	71.798
	Very seldom true	25	7.8	
	Seldom true	27	8.4	
	Sometimes true	52	16.2	
	Frequently true	20	6.2	
	Almost true	80	24.9	
	Always true	43	13.4	
Body image 3	Never true	130	40.5	239.975
	Very seldom true	18	5.6	
	Seldom true	21	6.5	
	Sometimes true	37	11.5	
	Frequently true	17	5.3	
	Almost true	20	6.2	
	Always true	75	23.4	
Body image 4	Never true	174	54.2	431.009
	Very seldom true	23	7.2	
	Seldom true	21	6.5	
	Sometimes true	36	11.2	
	Frequently true	15	4.7	
	Almost true	16	5	
	Always true	34	10.6	
Body image 5	Never true	220	68.5	804.487
	Very seldom true	33	10.3	
	Seldom true	16	5	
	Sometimes true	26	8.1	
	Frequently true	5	1.6	
	Almost true	6	1.9	
	Always true	10	3.1	

	Never true	202	62.9	
	Very seldom true	28	8.7	
	Seldom true	25	7.8	
	Sometimes true	27	8.4	
	Frequently true	12	3.7	
	Almost true	8	2.5	
Body image 6	Always true	12	3.7	784.556
	Never true	183	57	
	Very seldom true	24	7.5	
	Seldom true	16	5	
	Sometimes true	40	12.5	
	Frequently true	19	5.9	
	Almost true	18	5.6	
Body image 7	Always true	18	5.6	494.925
	Never true	155	48.3	
	Very seldom true	19	5.9	
	Seldom true	24	7.5	
	Sometimes true	29	9	
	Frequently true	22	6.9	
	Almost true	23	7.2	
Body image 8	Always true	46	14.3	318.868
	Never true	191	59.5	
	Very seldom true	31	9.7	
	Seldom true	20	6.2	
	Sometimes true	27	8.4	
	Frequently true	15	4.7	
	Almost true	17	5.3	
Body image 9	Always true	14	4.4	557.911
	Never true	202	62.9	
	Very seldom true	28	8.7	
	Seldom true	17	5.3	
	Sometimes true	23	7.2	
	Frequently true	22	6.9	
	Almost true	12	3.7	
Body image 10	Always true	13	4.0	637.009
	Never true	231	72	
	Very seldom true	27	8.4	

	Seldom true	17	5.3	
	Sometimes true	14	4.4	
	Frequently true	12	3.7	
	Almost true	10	3.1	
Body image 11	Always true	8	2.5	885.521
	Never true	218	67.9	
	Very seldom true	18	5.6	
	Seldom true	13	4.0	
	Sometimes true	21	6.5	
	Frequently true	18	5.6	
	Almost true	13	4.0	
	Always true	17	5.3	765.899

Table 10

Wald-test Statistical Test on Influence of Appearance Management Behaviours on Self-esteem

Model Summary			
Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	263.587 ^a	.005	.008

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

Variables in the Equation							
		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1 ^a	self-appearance	-.014	.012	1.286	1	.257	.986
	Constant	-1.189	.393	9.161	1	.002	.304

a. Variable(s) entered on step 1: appearance management behaviors

The findings of the study from the questionnaire showed that majority of the undergraduate students engage in appearance management behaviors but these behaviour does not influence their self-esteem. The related literature indicated otherwise in that human being give attention to their appearance, as seen in a study done to review the

status of appearance satisfaction and appearance management behaviors in teenagers and how such factors affect their self-esteem through correct perception of their body image and reasonable appearance management behaviors. The findings showed that a higher degree of pursuit of clothing styles and hair management behaviors in the appearance management behavior category was correlated with higher degree of appearance satisfaction and self-esteem. (Kim & Kim, 2018).

The statement from BI-AAQ I care too much about my weight and body shape was used to test perceived influence of appearance management behavior on self-esteem. The response majority of undergraduate students cared about their weight and body shape always true 43(13%), never true 130(40.5%), very seldom true 18(5.6%), seldom true (21(6.5%)), sometimes true 37(11.5%), frequently true 17(5.3%) and almost true 20(6.2%). This can be interpreted that since they care about their body image undergraduate will engage in appearance management behaviors.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of major findings of the study, conclusions based on the study findings and recommendations. Lastly, suggested areas for further research are presented.

5.2 Summary of Major Findings

5.2.1 Establish Influence of Self-Perception on Self-Esteem Among Undergraduate Students

The findings on the perceived influence of self-perception on self-esteem among undergraduate students of Kabarak university Nakuru County, Kenya indicate that majority of undergraduate students perceive that they are a person of worth, at least on equal plane with others. It was found that undergraduate students feel that they have a number of good qualities. A number are inclined to feel that they are a failure. The undergraduate students are able to do things as well as most other people. On the same note some felt they did not have much to be proud of whereas others felt they had much to be proud of. The undergraduate students are able to do things as well as most other. These results concur with what the counsellor pointed out that most undergraduate students will go an extra mile to do things that will enable them to fit with the group. The peer counsellor also concurred with the counsellor by saying that their peers are not satisfied with themselves. This implies they perceive themselves lowly which affects their self-esteem.

The responses indicated that those who have positive self-perception had high self-esteem while with negative self-perception had low self-esteem. the reports from the peer counselors and counselors pointed out that positive self-perception results to high self-

esteem and those with negative self-perception had low self-esteem. The chi-square test results indicated that self-perception has statistically significant influence on self-esteem among undergraduate students.

5.2.2 The findings on perceived influence of self-affection on self-esteem among undergraduate students of Kabarak University Nakuru County, Kenya

The findings show that majority undergraduate students perceive that self-affection influence self-esteem. The peer counselors and university counselors report also affirm that self-affection contributes to either high or low self-esteem among undergraduate students. The binary regression test showed that self-affection has statistically significant influence on self-esteem among the undergraduate students. From the study, it was observed that the coefficient of self-affection was 0.045 with Wald-test statistics= 5.510, p-value = 0.019 < 0.05 significance level. This means that the self-affection among the undergraduate students of Kabarak university influences their self-esteem.

5.2.3 Perceived Influence Self-Cognition on Self-Esteem Among Undergraduate Students of Kabarak University Nakuru, County, Kenya.

The results show that majority of undergraduate students worry, care and think about their body weight and shape. The researcher observed that majority of the undergraduate students think about their body shape and weight before they take major steps in their lives this implies that self-cognition affects their self-esteem. The chi square test results indicate that self-cognition has statistically significance on self-esteem.

5.2.4 Influence of Appearance Management Behaviour on Self-Esteem among Undergraduate Students of Kabarak University Nakuru, County, Kenya

The findings of the study from the questionnaire showed that majority of the undergraduate students engage in appearance management behaviors but these behavior does not influence their self-esteem.

The Wald -test statistics indicated that appearance management behavior does not affect self-esteem. The peer counselors and university counselor opined that majority of undergraduate students do engage in appearance management behavior as way to either conceal their body shape and weight or enhance their appearance as a way to boost their self-esteem.

5.3 Conclusions

The following conclusions were reached based on the findings of the study

Self-perception has influence on self-esteem among undergraduate students. The research findings and related literature indicate that there is significant correlation between self-perception and self-esteem among undergraduate students. The findings indicate that majority of the respondents have a strong perception of self by perceiving that they are a person of worth, have a number of good qualities, have much to be proud of, are not inclined to feel that they are a failure, are able to do things as well as most other people, have positive attitude towards self, are satisfied with themselves and have more respect for themselves. In the same note they are those with low perception of themselves.

Self-affection has significant influence on self-esteem among undergraduate students. The findings of the study show that majority undergraduate students perceive that self-affection influence self-esteem. The peer counselors and university counselors report

also affirm that self-affection contributes to either high or low self-esteem among undergraduate students. The binary regression test showed that self-affection has statistically significant influence on self-esteem among the undergraduate students. This means that the self-affection among the undergraduate students of Kabarak University influences their self-esteem.

Self-cognition has significant influence on self-esteem among undergraduate students. The results show that majority of undergraduate students worry, care and think about their body weight and shape. The researcher observed that majority of the undergraduate students think about their body shape and weight before they take major steps in their lives this implies that self-cognition affects their self-esteem. The chi square test results indicate that self-cognition has statistical significance on self-esteem.

Appearance management behaviors have no statistically significant influence on self-esteem among undergraduate students. The findings of the study from the questionnaire showed that majority of the undergraduate students engage in appearance management behaviors but these behaviors do not influence their self-esteem. The Wald test statistics indicated that appearance management behavior does not affect self-esteem. The peer counselors and university counselor opined that majority of undergraduate students do engage in appearance management behavior as a way to either conceal their body shape and weight or enhance their appearance as a way to boost their self-esteem.

5.4 Recommendations

This section is subdivided into two subsections: first, general recommendations and secondly, policy recommendations.

5.4.1 Policy Recommendations and Practices

Based on the findings of this study, the following recommendations were advanced:

There should be a deliberate effort by counsellors, peer counselors, lecturers and administrators in the university to empower undergraduate students on self-assessed body image in order to help students have a positive self-esteem.

The counselling department in the university include in the program policies and strategies ways on how to address concerns about self-assessed body image and self-esteem.

The study recommends increasing of awareness on body image thus helping students to appreciate their bodies and feel comfortable in their own skin and know that there is more to their worth than just physical appearance.

The Government of Kenya should enhance censorship of the kind of information being sent or received through social media platforms especially on distorted body image related messages and videos in order to curb self-esteem concerns among undergraduate students. The government of Kenya to regulate the use of cosmetics and beauty products in the market.

The university to introduce empower the peer counselor through training about body image so that they in turn work hand in hand with the university counselor to address the concerns about body image and self-esteem among their peers.

5.4.2 Suggestions for Further Research

Based on the findings of the study, the following are suggestions for further research:

The study was limited to Kabarak university in Nakuru County and this may limit generalizations of the study findings to other universities in other counties. Similar studies may be replicated in other universities in the other counties in Kenya.

The study focused on undergraduate students but from research it shows that body image concerns affect people of all age's children included thus a study can be done on either on children or adults.

The studies on body image majorly have been researched in the western world thus there is need for more studies to be carried out in the African context.

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APPENDICES

Appendix I: Introduction Letter

I am a postgraduate student at Kabarak University doing Master of Education (Guidance and Counseling). I am conducting research entitled “Perceived Influence of Self-assessed Body Image on Self-Esteem among Undergraduate Students of Kabarak University, Nakuru County, Kenya”. Kindly respond to the items provided as honestly as possible. Your responses will be anonymous, the information given will be treated with utmost confidentiality and used only for academic purposes only.

Yours sincerely

Nelly Jebet Murgor

Appendix II: Questionnaire For Undergraduate Students

Please kindly take a few minutes to complete this questionnaire. The questionnaire is aimed at investigating the Perceived Influence of Self – assessed Body Image on Self Esteem among Undergraduate Students of Kabarak University. Your honest answers will be treated with confidentiality, anonymity and will be used for academic purpose only.

Kindly answer all questions

Section A: Socio- Demographic Characteristics.

Kindly indicate an option that best describes you where appropriate using a tick ()

1 Gender

a) Female ()

b) Male ()

2 Age Bracket

a) Below 18 years ()

b) 18-19 years ()

c) 20-21 years ()

d) 22 years and above ()

1. In your opinion does Body Image has influence on self-esteem?

a) Yes ()

b) No ()

Section B:Self-esteem Questionnaire

Questionnaire using the Rosenberg self-esteem scale (RSES, Rosenberg, 1965)

Instruction: Using the scale below, indicate your agreement with each of the following statements. The items in the scale are used to measure the level of individual self-esteem. The scale is a ten-item self-report measure of global self-esteem.

1= Strongly Disagree (SD) 2=Disagree (D) 3=Neutral (N) 4= Agree (A) 5= Strongly Agree (SA)

S/No.	Statement	SD	D	N	A	SA
1.	I feel that I am a person of worth, at least on equal plane with others					
2.	I feel that I have a number of good qualities					
3.	All in all, I am inclined to feel that I am a failure*					
4.	I am able to do things as well as most other people					
5.	I feel I do not have much to be proud of					
6.	I take a positive attitude towards myself					
7.	On the whole, I am satisfied with myself					
8.	I wish I could have more respect for myself*					
9.	I certainly feel useless at times*					
10.	At times I think I am no good at all*					

The * indicates a reverse scored item.

Section C: Body image -Action and Acceptance Questionnaire (BI-AAQ, Sandoz, 2013)

This questionnaire has 12 items that assesses the acceptance of one’s thoughts, feelings and emotions towards the body in the service engaging in behaviors that are important to the individual.

Instructions: using the scale below indicate your agreement with each of the following statements.

(1) Never true (2) Very seldom true (3) Seldom true (4) Sometimes true (5) frequently true (6) Almost true (7) Always true

S/No	Statement	Never true	Very seldom true	Seldom true	Sometimes true	Frequently true	Almost true	Always true
1.	Worrying about my weight makes it difficult for me to live a life that I value							
2.	I care too much about my weight and shape							
3.	I shut down when I feel bad about my body shape or weight							
4.	My thoughts and feelings about my body weight and shape must change before I can take important steps in my life							
5.	Worrying about my body takes up too much of my time							
6.	If I start to feel fat, I try to think about something else							
7.	Before I							

	can make any serious plans, I have to feel better about my body							
8.	I will have better control over my life if I can control my negative thoughts about my body							
9.	To control my life, I need to control my weight							
10.	Feeling fat causes problems in my life							
11.	When I start thinking about the size and shape of my body, it's hard to do anything else							
12.	My relationships would be better if my body and or shape did not bother me.							

Thank you for your responses.

Appendix III: Focus Group Discussion Guide for Peer Counselors

This focus group discussion is intended to investigate the “Perceived Influence of Self-assessed Body Image on Self Esteem among Undergraduate Students of Kabarak University, Nakuru County, Kenya”. Please kindly answer the questions honestly as you can. All information given will be treated with confidentiality.

Section A: Socio- Demographic Characteristics

- 1 Gender
 - a) Female ()
 - b) Male ()
- 2 Age Bracket
 - a) Below 18 years ()
 - b) 18-19 years ()
 - c) 20-21 years ()
 - d) 22-23 years ()
 - e) 24 years and above ()

Section B: Influence of self assessed bodyimage on self esteem

- 3 In your opinion how does body image influence self-esteem among your peers?
- 4 What are your peers’ beliefs or impression on the influence of body image on self-esteem?
- 5 How do your peers’ feel about their bodies?
- 6 How do your peers understand and think about influence of body image on self-esteem?
- 7 What are the effects of self-esteem among your peer’?
- 8 How often do you peers’ raise concerns about body image and self esteem?

Thank you for your responses.

Appendix IV: Interview Schedule For University Counselors

This interview schedule is intended to investigate “Perceived Influence of Self-assessed Body Image on Self -Esteem among Undergraduate Students of Kabarak University, Nakuru County, Kenya”. Please answer the question honestly. The information given will greatly help in the study. Your identity will not be revealed, the information given will be treated with confidentiality and the information will be used for academic purposes only.

Section A: Bio data

- 1 Date of interview.....
- 2 Gender: Male () Female ()
- 3 How long have you been a counselor?

Section B: Influence of Body Image on Self Esteem among Undergraduate Students

- 5 What are your beliefs about on the influence of body image in your university?
2. What are the students’ opinions of influence body image on self- esteem?
3. What are the effects of body image on self -esteem?
4. What are some of the actions which students tend to do that show they are aware of their body image?
5. In your counseling department, what are the average cases of clients who seek help on issues concerning body image and self-esteem?

Thank you for your responses.

Appendix V: KREJCIE & MORGAN Table

Table 3.1									
<i>Table for Determining Sample Size of a Known Population</i>									
N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384
<i>Note: N is Population Size; S is Sample Size</i>					<i>Source: Krejcie & Morgan, 1970</i>				

Appendix VI: Map Indicating Nakuru County



Appendix VII: KUREC Approval Letter



KABARAK UNIVERSITY RESEARCH ETHICS COMMITTEE

Private Bag - 20157
KABARAK, KENYA
Email: kurec@kabarak.ac.ke

Tel: 254-51-343234/5
Fax: 254-051-343529
www.kabarak.ac.ke

OUR REF: KABU01/KUREC/001/11/07/22

Date: 18th July, 2022

Nelly Jebet Murgor,
Kabarak University,

Dear Nelly,

**RE: PERCEIVED INFLUENCE OF SELF-ASSESSED BODY IMAGE ON SELF-ESTEEM
AMONG UNDERGRADUATE STUDENTS OF KABARAK UNIVERSITY IN NAKURU
COUNTY, KENYA**

This is to inform you that **KUREC** has reviewed and approved your above research proposal. Your application approval number is **KUREC-110722**. The approval period is **18/07/2022 – 18/07/2023**.

This approval is subject to compliance with the following requirements:

- i. All researchers shall obtain an introduction letter to NACOSTI from the relevant head of institutions (Institute of postgraduate, School dean or Directorate of research)
- ii. The researcher shall further obtain a RESEARCH PERMIT from NACOSTI before commencement of data collection & submit a copy of the permit to **KUREC**.
- iii. Only approved documents including (informed consents, study instruments, MTA Material Transfer Agreement) will be used
- iv. All changes including (amendments, deviations, and violations) are submitted for review and approval by **KUREC**.
- v. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **KUREC** within 72 hours of notification;
- vi. Any changes, anticipated or otherwise that may increase the risk(s) or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to **KUREC** within 72 hours;
- vii. Clearance for export of biological specimens must be obtained from relevant institutions and submit a copy of the permit to **KUREC**;
- viii. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal and;
- ix. Submission of an executive summary report within 90 days upon completion of the study to **KUREC**

Sincerely,

Prof. Jackson Kiteu PhD.
KUREC-Chairman





Cc Vice Chancellor
DVC-Academic & Research
Registrar-Academic & Research
Director-Research Innovation & Outreach
Institute of Post Graduate Studies

*As members of Kabarak University family, we purpuse at all times and in all places, to set upuri in one's heart, Jesus us Luv'd
1 Peter 3:15;*



Kabarak University is ISO 9001:2015 Certified


Appendix VIII: NACOSTI Research Authorization Permit

REPUBLIC OF KENYA
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION


Ref No: **180580** Date of Issue: **28/July/2022**


RESEARCH LICENSE



This is to Certify that Ms.. Nelly Jebet Murgor of Kabarak University, has been licensed to conduct research in Nakuru on the topic: Perceived Influence of self-assessed body image on self-esteem among undergraduate students of Kabarak University, Nakuru County, Kenya for the period ending : 28/July/2023.

License No: **NACOSTI/P/22/19423**


 Director General
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Applicant Identification Number: **180580**
 Verification QR Code:
 

NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

Appendix IX: Ministry of Education Authorization Letter

MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Telegrams: "EDUCATION",
Telephone: 051-2216917
Fax: 051-2217308
Email: cdenakurucounty@gmail.com
When replying please quote



COUNTY DIRECTOR OF EDUCATION
NAKURU COUNTY
P. O. BOX 259,
NAKURU.

Ref. NO. CDE/NKU/GEN4/1/21/VOL.VII

2nd August, 2022


TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION – NELLY JEBET MURGOR NACOSTI
/P/22/19423

Reference is made to the above-mentioned permit dated 28th July, 2022.

Authority is hereby granted to the above-named individual to carry out research on:
"Perceived Influence of Self-Assessed Body Image on Self-Esteem among
undergraduate Students of Kabarak University, Nakuru County, Kenya" for the
period ending 28th July, 2023.

Kindly accord her necessary assistance.


LILIAN ANODE
FOR COUNTY DIRECTOR OF EDUCATION
NAKURU



Copy to:

- Kabarak University

Appendix X: Office of the President Authorization Letter



OFFICE OF THE PRESIDENT
Ministry of Interior and Coordination of
National Government

Email: ccnakurucounty@yahoo.com
ccnakurucounty@gmail.com

COUNTY COMMISSIONER
NAKURU COUNTY
P. O. BOX 81
NAKURU

When replying please quote:

Ref. No. CC. SR. EDU 12/1/2/VOL.VII/8

2nd August, 2022

The Deputy County Commissioner
RONGAI SUB-COUNTY

RE: RESEARCH AUTHORIZATION - NELLY JEBET MURGOR - I.D. NO.
21048642

This is to confirm that the person mentioned above is a student at Kabarak University. She has been authorized to carry out research on **"Perceived Influence of Self-Assessed Body Image on Self-Esteem Among Undergraduate Students of Kabarak University in Nakuru County, Kenya** for the period ending: **28th July, 2023**. NACOSTI License No. is **NACOSTI/P/22/19423**.

Please accord her all the necessary support to facilitate the success of his research.




MWANGI NYAGA
FOR: COUNTY COMMISSIONER
NAKURU COUNTY

Appendix XI: Evidence of Conference Participation



KABARAK UNIVERSITY

Certificate of Participation

Awarded to

NELLY JEBET MURGOR

For successfully participating in the 13th Annual Kabarak University International Research Conference held on 24th October 2023 and presented a paper entitled *“Perceived influence of self perception on self esteem among undergraduate students of Kabarak University students of Kabarak University students in Nakuru County, Kenya.”*

Conference Theme

Contemporary issues & practices in Education 2023

Prof. Frederick B.J.A Ngala
Dean, School of Education
& Director Music
Performance

Dr. Phillip Nyawere
Ag. Director - Research,
Innovation and Outreach

Kabarak University Moral Code

As members of Kabarak University family, we purpose at all times and in all places, to set apart in one's heart, Jesus as Lord.

(1 Peter 3:15)



Kabarak University is ISO 9001:2015 Certified

Appendix XII: List of Publication

ShahidiHub International Journal of Education, Humanities & Social Sciences- ISSN (Online): 2958-8154– Vol. 1, No. 1 (2023), 56–74

Perceived Influence of Self-Cognition on Self-Esteem among Undergraduate Students

Nelly Jebet Murgor
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Abstract

Body image comprises an individual's self-perceptions and self-attitudes, further linked to self-esteem, interpersonal confidence, eating and exercise behaviours, sexual experiences, and emotional stability. Mainly, self-cognition and self-esteem concern undergraduate students because they are keen on how they look and because the media gives the impression that there is a perfect body image. The study sought to establish the perceived influence of self-cognition on self-esteem among undergraduate students of Kabarak University, Nakuru County, Kenya. The study was guided by Psychosocial Theory by Erik Erikson, which focuses on ways individuals are shaped by and react to their social environment. Questionnaires were administered to undergraduate students, a Focused Group Discussion guide for peer counsellors and an interview schedule for university counsellors. The research findings indicated that self-cognition influences self-esteem among undergraduate students. The study recommends that university counsellors strategise addressing concerns regarding self-cognition and self-esteem. The research strengthens efforts by the university policymakers and management bodies to enhance the counselling departments by coming up with relevant policies and strategies. Finally, the study recommends increased awareness of self-cognition, thus helping students to appreciate their bodies, feel confident and comfortable, and embrace their worth that transcends physical appearance.

Keywords: Self-cognition, Self-Esteem, Body Image, Body Dissatisfaction

Introduction

Human beings have given a lot of importance to the beauty associated with their bodies, thus the term body image. Generally, human beings are more obsessed with their appearance. Throughout history, humankind has given a lot of importance to the beauty of the human body; there have been concerns about body image, and the focus is primarily on the weight,

