



WORK RELATIONSHIP STRESSORS AND PERFORMANCE OF ACADEMIC STAFF IN PRIVATE UNIVERSITIES IN KENYA

Evelyn Kanusⁱ

School of Education and Social Sciences,
Turkana University College,
P.O. Box 69-39500 Lodwar,
Kenya

Abstract:

Workplace relationship is a key determinant of performance by members of staff in an organisation. The existence of workplace relationship stressors (conditions and situations) could result in employees developing stress-related complications, which would ultimately affect productivity. Members of university academic staff are not immune to workplace relationship stressors as long as there exists a mechanism to address them if they occur or prevent their occurrence. This paper presents the results of a survey of 10 Kenyan public universities with respect to how work relationship stressors have affected the job performance of the members of academic faculty. Data was collected using a questionnaire, and analysis was presented using frequencies and percentages. Research has shown that work relationship stressors affect most members of academic staff in the private universities studied. Specifically, it was established that there are poor working relations between university management and academic staff members, incidents of employees' misunderstandings are high, almost half of the academic members of staff are demotivated, and incidents of bullying and harassment have been adversely being mentioned to occur. These work relationship stressors have been found to affect the productivity of members of academic staff. The paper recommends that there is a need for private university to strengthen their human resource policies, which promote employee relations by speaking against bullying, have clear procedures for dispute and set up grievance and complaints reference systems and disciplinary approaches to be followed in addressing perpetrators of stressors in the workplace.

Keywords: stress, stressors, relations, performance, job, university

1. Introduction

University is an institution of learning which plays a significant role in the social, economic and political development of a country. The attainment of this function is

ⁱ Correspondence: email evekanus6532@gmail.com

dependent on the performance of academic staff members. Oketunbi and Oshinyadi (2019) pointed out that academic members of staff are important personnel in the university who ensure that students admitted are taught, acquire knowledge and skills to enable them to be prepared for labour market demands, future research and personal development. The demand placed on university academic staff in the modern changing world, coupled with innovation, changes in curriculum, lecture duties, assessment and evaluation, personal development, publishing and research, in addition to their own family social responsibilities, puts them in stressful situations (Adewale, Ghavifekr & Abdulsalam, 2017). Singh and Kassa (2016) observed that academic staff, being a key important resource in universities, need to be provided with an environment and conditions which will enable them to attain a high level of teamwork through collaboration with colleagues, perform instructional duties and also advance themselves in research and publications.

The stressful situations in the workplace have also affected academic staff in universities. Stress is a worldwide phenomenon that every person experiences regardless of gender, age, occupation or socioeconomic status. Selye defined stress as the spice of life in which complete freedom can only be attained at death (Akah *et al.*, 2022). Stress may be psychological, biological, physical, or emotional and can be found everywhere (including at home, work and in a social environment). Nevertheless, despite stress being unavoidable, its effect can either be harmful or beneficial to a person (Zvada & Bhebhe, 2019). Studies have shown that one of the seven top causes of death could be directly linked to stress, and it is one of the formidable performance and health threats in the modern age (Goodday & Friend, 2019). Hence, no one is immune to stress since it happens in every sphere of life.

Stress is caused by conditions and situations which are known as “stressors”. On many occasions, infrastructural deficiency and inadequate members of staff have resulted in reduced performance and productivity in many higher education institutions (Oketunbi & Oshinyadi, 2019). This state of affairs has also led academic faculty members to work under pressure and stressful conditions. Further, the need to promote and sustain an effective positive work climate requires scrutiny of the conditions of work and how people are treated in a workplace. Gibbs and Kharouf (2020) said that environments characterised by complex structures and processes, universities rely on cooperation and goodwill between staff to function effectively, underpinned by good service quality. For employees to perform, employment relations need to be promoted through having open communication and employee support practices, which create leverage for the subordinate to innovate and make decisions (Kakumba, Wamala & Wanyama, 2014). When there are poor employee relations conditions due to harassment, discrimination, and bullying, employees are likely to be influenced significantly, resulting in them developing stressful tendencies. This is not an exception of higher education institutions where incidents of bullying could be prevalent. The admission of a higher number of students in universities resulting to increased workplace may also result to workplace stress. The physical and psychological conditions that arise when the resources are not

adequate to meet the university curriculum requirements could result in incidents of work stress among workplace employees. This paper, therefore, examines the workplace relationship stressors and their influence on the job performance of university members of the academic faculty in Kenya's private universities.

2. Literature Review

This section presents a review of conceptual and empirical literature with respect to workplace relationship stressors and performance of university academic staff.

2.1 Conceptual Literature

Work performance is a concept that scholars have described as the degree to which a combination of duties (such as teaching, research and administrative service) which are performed by members of academic staff in universities (Owan *et al.*, 2020). University academic staff work performance is also explained as the relationship between teaching features and educational success in the classroom (Akah *et al.*, 2022). Hence, the influence of workplace relationship stressors on the performance of academic staff could be based on their job commitment, instructional effectiveness, job satisfaction and employee motivation to perform (Modupe *et al.*, 2020). It can be deduced that the importance of university academic staff performance cannot be overemphasised because of the protracted and widespread effect it may have on the higher education outcome of students and the country at large.

Some of the workplace relationship stressors that may affect employees in an organisation, as mentioned in the introductory part of this paper, include emotional, physical, psychological and biological factors occurring within the university environment. With the academic staff in universities key towards institutional operations, there has to be effective coordination and involvement of teams to achieve institutional goals; hence, performance and, therefore, productive interpersonal relationships between various members of staff are critical (Gibbs & Kharouf, 2020). Whereas universities are mainly seen to be the epitome of knowledge and custodians of focal principles that guide sound practices and performance, they are certainly not immune to the prowl of bullying and mobbing, which are antecedents to poor employment relations (Mohamed *et al.*, 2024). High rates of bullying have been reported in universities where many of the organisational factors that drive bullying are present (Hodgins *et al.*, 2024). Ngwane (2018) indicated that workplace harassment is a global phenomenon affecting the morale of employees negatively. A common misconception is that harassment is simply sexual in nature. While it is prominent, harassment includes unfair misuse of power or position, generally by a senior member of staff who may display belittling or threatening behaviour towards individual workers or groups of workers. The reality is that harassment is directly responsible for workplace hostility and discord. The above information shows that workplace relationship stressors could influence employees' productivity in organisations.

2.2 Empirical Literature

Various empirical works have been undertaken to determine the relationship between workplace relationship stressors and the performance of members of the academic staff at the tertiary education level across the globe. In a comparative research in Pakistan and the UK, Haque, Basuki, and Widyanti (2021) assessed varying types of stress affecting university personnel's working efficiency. A total of 320 teaching and non-teaching staff were targeted. Results showed that eustress significantly affected working efficiency positively, while distress and hyper- and hypo-stress significantly affected university personnel's working efficiency negatively. Further, aged and experienced employees had higher 'eustress', while younger workers showed higher 'distress' because of lower emotional and moral support at the workplace. The UK university personnel were more vulnerable to stress than Pakistani university staff.

In Nigeria, Adewale, Ghavifekr and Abdulsalam (2017) explored the impact of stress on academic staff performance in Nigerian universities. A qualitative approach was used in targeting 10 academic staff members who were randomly selected from 10 public universities. The findings of this study revealed that academic staff in Nigerian universities are going through academic, administrative, job-related, student-imposed, social and psychological stress. Another research in Ogun State by Oketunbi and Oshinyadi (2019) examined the impact of stress on academic staff's job performance in two public universities. It was guided by a descriptive research design where the simple random sampling technique was used to select 300 academic staff. The results showed that there was a high level of job stress among academic staff in public universities. Poor physical working conditions, work overload, time pressures, under promotion, poor relations with boss, subordinates and colleagues, office politics, and financial difficulties were the leading sources of job stress among academic staff. It was deduced that job stress had a significant impact on the job performance of university academic staff.

Akah *et al.* (2022) investigated the influence of occupational stress on the job performance of academic staff in universities. The study was quantitative, anchored on an ex-post facto research design. A sample of 150 respondents was selected through the use of a systematic random sampling approach. It was found out that remuneration was a significant predictor of academic staff job performance. Workload had a negative effect on the job performance of academic staff. Provision: They concluded that occupational stress significantly influenced the job performance of lecturers in universities in Nigeria. In Adamawa State, Fudamu, Michael and Nasir (2024) examined the effect of stress factors on the job performance of academic staff in selected public tertiary institutions. A descriptive research design was adopted, and data were collected from six selected tertiary institutions. It was discovered that workload had a significant effect on the job performance of public tertiary institutions. Further, time pressure and role ambiguity had significantly affected the academic job performance of academic institutions' staff.

In Ghana, Mohammed *et al.* (2023) examined inhibitors of positive interpersonal relationships among senior high school teachers in the Tamale Education Metropolis. The study made use of qualitative research methodology targeting head teachers and

teachers. It was found out that tribal differences, religious diversity, superiority complex, gender differences, political ideologies, gossiping and backbiting, poor leadership styles and student-teacher intimate relations were some of the inhibitors of positive interpersonal relationships among teachers in the secondary schools. study Ngwane (2018) investigated the impact of harassment on employees at a South African Higher Education Institute. Two hundred employees of varying academic levels within the institute were used to respond to a comprehensive questionnaire. An analysis of the responses clearly confirmed the existence of harassment as well as the negative impact thereof. The findings support the need to develop a workplace environment that is committed to fostering transparency, equality and respect for human dignity.

Kakumba *et al.* (2014) examined the nature of employment relations and the prevalence of bullying amongst academic staff at Makerere University. They analysed the prevalence, perceptions, and manifestations of bullying; the nature of employment relations and the existing supportive systems to deal with the vice at this premier university of the eastern and central African region. The study revealed the prevalence of bullying and mobbing in Makerere University academic units with varying manifestations, dimensions, and perceptions. The deplorable behaviour has thrived on the deficiencies arising from a poor legal framework and policies in place, leadership styles of those in management that worship the strict superior-subordinate relationship and centralised control of decision-making, and the nature of the working environment characterised by scanty resources and facilitation support to task holders.

In Kenya, Mahiri and Orwa (2016) examined the relationship between occupational stress and employee performance at the Kenya National Highway Authority (KeNHA). The study utilised the descriptive research design and a structured questionnaire to collect the data. The study found out that occupational stress affects work relationships negatively, interpersonal relationships in the organization affect the efficiency of the employees, and the relationship with the supervisors and colleagues affects the productivity of the employees in the organization. Others include organization keeping employees well informed on matters important to them, communication across all levels in this organization is good, occupational stress in the organization is the cause of most of the conflicts among employees, and occupational stress is the main cause of conflicts between the employees and their supervisors. The review of empirical studies shows that there exists a contextual gap in the relationship between workplace relationship stressors and performance of academic staff in Kenya's higher education sector.

3. Materials and Methods

The study adopted a descriptive survey research design. This design was adopted since it enabled the researcher to carry out an in-depth survey to understand the subject matter from a population that is spread across a large area.

The target population for this study were all the academic staff in private universities in Kenya. The target consisted of male and female academic staff. Data from the Commission for University Education shows that it has 30 chartered private universities that are spread across the country, though most of them are situated in Nairobi City. Two sampling techniques were used in the selection of respondents involved in the study. First, the study identified all the private universities in Kenya (30 in number), then used simple random sampling and selected one third (10 universities) to be involved in this study. Secondly, purposive sampling was used in selecting all the 750 academic staff in the 10 private universities. The research instrument used in the study was a 3-scale Likert questionnaire. The items on the selected workplace relationship stressors and work performance Questionnaire (WSWP) are represented by the physical working conditions. Data was analyzed using the SPSS computer program. The data, which is quantitative, was summarised and presented using descriptive statistics including percentages, frequency distribution tables and figures.

4. Results and Discussions

The purpose of this study was to establish the effect of work relationships on the work performance of academic staff in private universities. To achieve this objective, the following research question was asked: What is the effect of work relationships on the work performance of academic staff in public universities? In answering the research question, the respondents were asked to respond to ten statements that measured their feelings about the effects of work relationships and their effects on work performance. The descriptive analysis is presented in Table 1.

Table 1: Description of Effects of Work Relationships Stressors on Performance

	Work relationship stressors	Agree		Undecided		Disagree	
		Freq	Percent	Freq	Percent	Freq	Percent
1	Relationships among employees are good, improving our performance	430	67.1	100	15.6	110	17.1
2	Academic staff and management relate well, which improves the working relationship	350	54.6	90	14.0	200	31.2
3	I do not work well due to poor work relationships	300	46.8	120	18.7	220	34.3
4	I am happy most of the time at work, which improves my work output	362	56.5	200	31.2	78	12.1
5	I cannot wait to get away from work since I am tired of working here every day	400	62.5	75	11.7	160	25
6	My relationship with my supervisor is not good, which slows down my productivity	300	46.8	230	35.9	110	17.1
7	Some of my colleagues at work make me upset, which lowers my productivity	467	72.9	205	32.0	32	5.0
8	I always look forward to meeting colleagues at work, which inspires my commitment to academic duties	458	71.5	250	39.0	68	10.6

Evelyn Kanus
WORK RELATIONSHIP STRESSORS AND PERFORMANCE
OF ACADEMIC STAFF IN PRIVATE UNIVERSITIES IN KENYA

9	My workmates are willing to assist when asked to, hence improving our performance	460	71.8	130	20.3	50	7.81
10	Misunderstandings are making work difficult in my university	480	75	135	21.0	25	3.90

The majority of the respondents, 430(67.1%), agreed that the relationships among members of the academic staff in their institution were good, 100(15.6%) were undecided, and 110(17.1%) of the respondents disagreed with the statement. This implies that the relations amongst employees are good, hence a critical determinant of their job performance. When the relations are good, employees work as a team and ensure that the institutional objectives are attained. Secondly, close to half of the respondents, 350(54.6%), agreed with the statement that academic staff and management relate well, 90(14.0%) were undecided, and 200(31.2%) disagreed with the statement. The result shows that there could be poor academic staff and university management relations and this could be one of the reasons for poor productivity, since almost half of the staff are not on good working terms with their management. This means that the performance of these employees who are not on good terms with their employers could be affected, compromising the standard and quality of instruction that students receive from these private universities.

Thirdly, research findings show that nearly a half 300(46.8%) agreed that they do not perform their academic duties well due to poor working relations in their university, 120(18.7%) were undecided, and 220(34.3%) disagreed with the statement that they are unable to work well due to poor work relationships. The above shows that a strained relationship hinders many academic staff from the two universities from working, which would significantly affect the quality of university education being provided by private universities.

Nearly 362(56.5%) of respondents agreed that they are happy most of the time when at work, which improves their work output; 200 (31.2%) were undecided. 78 (12.1 %) disagreed with the statement. The above results show that half of the academic members of staff in the private university are happy most of the time, while nearly half are not happy, which affects their work output. Whereas members of the academic faculty are expected to perform their tutorial jobs to the best, it appears many are not happy at their workstations, which significantly impacts their productivity. Study results show that 400(62.5%) of respondents reported that they cannot wait to leave their job in the evening due to burnout, 75(11.7%) were undecided, and only 160(25.0%) appeared to disagree. The above shows that commitment of employees to remain loyal to their work stations is pegged on their interest in the job, which has been found to be lacking in the above findings. This also portrays that the working conditions in most private universities in the country act as triggers of stress, which affects academic members' output.

Concerning the statement on the relationship with the supervisor, 300(46.8%) agreed it was not good at all, 230(35.9%) were undecided, and only 110(17.1%) said that the relationship was good. The results point to a strained relationship between

supervisors and members of faculty, which lowers productivity in the private institutions. There seems to be a poor relationship between academic staff and their superiors (heads of department, directorates and schools), which has a significant negative impact on their job performance. Some of these academic staff could be facing poor working relations with their supervisors, others could be experiencing bullying from them, while others could experience work burnout due to high demands placed on them by their seniors.

Results reveal that 467(72.9%) agreed that some of the colleagues made them upset, 205(32.0%) were undecided, and only 32(5.0%) indicated that their colleagues did not upset them. The consequences of this state of affairs are that university goals may not be achieved, as the majority of members of academic faculty work by themselves rather than in teams. Another observation from this finding is that positive workplace climate relationships have not been promoted by the management of the private universities in Kenya. It was also evident from the study findings that 458(71.5%) of the respondents agreed that they looked forward to meeting colleagues at work, 250(39.0%) were undecided, and only 68(10.6%) disagreed with the statement. The above results suggest a positive work relationship among academic members of staff in their universities, which enhances their morale in performing their instructional tasks.

Results revealed that 460(71.8%) of the respondents agreed that their workmates are willing to assist, 130(20.3%) were undecided, and 50(7.8%) disagreed with the statement. The results point to the existence of collegial relationships between various members of the academic faculty in performing their instructional duties. In situations where one member of staff finds it difficult to undertake, they ask their colleagues who support them, hence enabling completion of academic duties on time without delay.

Lastly, research shows that the majority, 480(75.0%), agreed that misunderstandings between them usually make work difficult in their universities, 35(21.0%) were undecided, and 25(3.90%) disagreed with the statement. Findings reveal that there exists no dispute resolution mechanism which impedes the ability of the members of staff to perform their duties with ease. The existence of a dispute resolution mechanism would ensure that if misunderstandings arise, appropriate action is undertaken to solve them. Otherwise, the continued misunderstandings will result in increased tensions, disruptions of key academic activities and delays in completion of academic programmes on time. The findings on workplace stressors show that they are quite high in the private universities in Kenya, hence affecting the academic members of staff's performance.

5. Conclusions and Recommendations

The paper examined the work relationship stressors and their impact on academic staff job performance. The study was conducted in 10 private universities in Kenya. The findings have shown that work relationship stressors are prevalent in the institutions that were surveyed. Research showed that close to half of academic members of staff relations

with their superiors as strained, a number of respondents considered their workplace to be 'toxic', which made them leave their institution's environment immediately after finishing their tasks and incidents of academic staff members harming themselves are high. The paper has established that there are no established dispute resolution mechanisms amongst members of staff, which has resulted in a rise in misunderstandings. The conditions and situation of workplace relationships have been found to affect academic members of staff's performance in the universities under study. Considering that private universities have to provide the best quality university education while competing with the public ones, the lack of mainstreaming human resource practices aimed at addressing workplace relationship stressors is affecting their staff productivity. This situation, if allowed to proceed, would result in the production of poorly prepared graduates, a reduction in the admission number of students in their programmes, and a high level of employee turnover (resignations and layoffs).

The study recommends the following measures to be undertaken to improve work relationship practices in academic institutions as a way of addressing issues of work stressors:

- 1) There is a need for private university to strengthen their human resource policies, which promote employee relations by speaking against bullying, have clear procedures for dispute and complaints handling, and disciplinary approaches to be followed in addressing perpetrators.
- 2) The management of universities needs to promote an organisation culture which promotes harmonious and collegial relationships amongst members of staff by opening channels for participatory consultation, communication and decision making.
- 3) There is a need for private universities to consider setting up wellness programmes and an office to enable employees who are at risk of suffering from stress-related issues to seek redress and support. This will involve hiring counsellors to help academic staff report and seek psycho-social services that hinder their work productivity.
- 4) There is also a need for heads of department, deans and other management-level employees to be provided with training on employee relations and workplace climate.

Conflict of Interest Statement

The author declares no conflicts of interest in this paper.

About the Author(s)

Dr. Evelyn Kanus (PhD) is a Lecturer and acting Director, Research. Partnerships And Collaborations at Turkana University College, Kenya. Her academic and research interests are in: Education Psychology, Guidance and Counselling, Teacher Education, Curriculum Implementation, Evaluation and Teacher Training

References

- Adewale, A. S., Ghavifekr, S. & Abdulsalam, I. (2017). Impact of stress on academic staff: implications for higher education management and leadership. *Malaysian Online Journal of Educational Management*, 5(2), 75 – 91. Retrieved from <https://ejournal.um.edu.my/index.php/MOJEM/article/view/6000>
- Akah, L.U., Owan, V.J., Aduma, P.O., Onyenweaku, E.O., Olofu, M.A. Alawa, D.A., Ikutal, A. & Usoro, A. A. (2022). Occupational Stress and Academic Staff Job Performance in Two Nigerian Universities. *Journal of Curriculum and Teaching*, 11(5), 64 – 78. <http://dx.doi.org/10.5430/jct.v11n5p64>
- Fudamu, A.U., Michael, F. & Nasir, M. (2024). Effect of stress factors on job performance of academic staff in selected public tertiary institutions in Adamawa State, Nigeria. *International Journal of Educational Research and Library Science*, 5(8), 27 – 42. Retrieved from <https://taapublications.com/tijerls/article/view/254>
- Gibbs, T., & Kharouf, H. (2020). The value of co-operation: An examination of the work relationships of university professional services staff and the consequences for service quality, *Studies in Higher Education*. <https://dx.doi.org/10.1080/03075079.2020.1725878>
- Gunbayi, I. (2014). Job stressors and their effects on academic staff: A case study. *International Journal on New Trends in Education and Their Implications*, 5(4), 58 – 73. Retrieved from <https://files.eric.ed.gov/fulltext/ED630800.pdf>
- Haque U.A., Basuki, A.J., & Widyanti R. (2021). Do different stressors affect the working efficiency of public university personnel differently? *Polish Journal of Management Studies*, 23(1), 172 – 187. Retrieved from https://www.researchgate.net/publication/352794097_Do_different_stressors_affect_working_efficiency_of_public_university_personnel_differently
- Hodgins, M., Kane, R., Itzkovich, Y., & Fahie, D. (2024). Workplace Bullying and Harassment in Higher Education Institutions: A Scoping Review. *Int. J. Environ. Res. Public Health*, 21, 1173. <https://doi.org/10.3390/ijerph21091173>
- Kakumba, U., Wamala, R. & Wanyama, S.B. (2014). Employment relations and bullying in academia: A case of academic staff at Makerere University. *Journal of Diversity Management*, 9(1), 63 – 74. Retrieved from https://www.researchgate.net/publication/269110881_Employment_Relations_And_Bullying_In_Academia_A_Case_Of_Academic_Staff_At_Makerere_University
- Mahiri, E. & Orwa, B.H. (2016). Occupational Stress and Employee Performance: A Case Study of Kenya National Highways Authority (KeNHA). *International Journal of Education and Research*, 4(1), 211 – 218. Retrieved from <https://www.ijern.com/journal/2016/January-2016/18.pdf>
- Modupe, B.L., Busuyi, F. O. & Okotoni, C.A. (2020). Job satisfaction and interpersonal relations in the job performance of academic staff of colleges of education in

- Nigeria. *International Journal of Indonesian Education and Teaching*, 4(2), 316 – 331. <https://doi.org/10.24071/ijiet.v4i2.2605>
- Mohamed, M.A., Mohamud, F.A.S., Mohamud, I.H. & Farah, M.A. (2024). Examining the effect of workplace relationships on job satisfaction among faculty members at private universities in Mogadishu. *International Journal of Organizational Leadership*, 13, 377 – 393. <http://dx.doi.org/10.33844/ijol.2024.60420>
- Mohammed, I., Abdulai, N., & Adam, S.B.H. (2023). Inhibitors of positive interpersonal relationships among teachers. *South Asian Res J Human Soc Sci*, 5(3), 55 – 64. Retrieved from https://sarpublishation.com/media/articles/SARJHSS_53_55-64.pdf
- Ngwane, K.S. (2013). Workplace harassment and its impact on staff performance: A case study of a South African higher education institution. D. Phil Thesis, University of Kwazulu-Natal. Retrieved from <https://researchspace.ukzn.ac.za/items/5a08ebc5-2bea-46bd-956f-4f2fb2be62b6>
- Ngwane, K.S. (2018). Workplace harassment and its impact on staff performance: a case study of a South African higher education institution. *Journal of Management and Administration*, 7, 163 – 189. Retrieved from <https://journals.co.za/doi/pdf/10.10520/EJC-128dd54803>
- Oketunbi, O.A. & Oshinyadi, P.O. (2019). Job Stress and Job Performance among Academic Staff in Public Universities in Ogun State. *Lagos Education Review*, 18(1), 35 – 49. Retrieved from [https://www.academia.edu/49143270/Job Stress and Job Performance among Academic Staff in Public Universities in Ogun State](https://www.academia.edu/49143270/Job_Stress_and_Job_Performance_among_Academic_Staff_in_Public_Universities_in_Ogun_State)
- Roscigno, V.J. (2019). Discrimination, Sexual Harassment, and the Impact of Workplace Power. *Socius: Sociological Research for a Dynamic World*, 5, 1 – 21. <https://doi.org/10.1177/2378023119853894>

Creative Commons licensing terms

Author(s) will retain the copyright of their published articles agreeing that a Creative Commons Attribution 4.0 International License (CC BY 4.0) terms will be applied to their work. Under the terms of this license, no permission is required from the author(s) or publisher for members of the community to copy, distribute, transmit or adapt the article content, providing a proper, prominent and unambiguous attribution to the authors in a manner that makes clear that the materials are being reused under permission of a Creative Commons License. Views, opinions and conclusions expressed in this research article are views, opinions and conclusions of the author(s). Open Access Publishing Group and European Journal of Education Studies shall not be responsible or answerable for any loss, damage or liability caused in relation to/arising out of conflicts of interest, copyright violations and inappropriate or inaccurate use of any kind content related or integrated into the research work. All the published works are meeting the Open Access Publishing requirements and can be freely accessed, shared, modified, distributed and used in educational, commercial and non-commercial purposes under a [Creative Commons Attribution 4.0 International License \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/).