

**EMOTIONAL INTELLIGENCE AS A PREDICTOR OF ACADEMIC STRESS
AMONG ADOLESCENTS IN SELECTED PUBLIC MIXED DAY SECONDARY
SCHOOLS IN KASARANI SUB-COUNTY, NAIROBI COUNTY, KENYA**

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RESEARCH THESIS SUBMITTED TO THE GRADUATE SCHOOL
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE AWARD OF THE DEGREE OF MASTER OF ARTS IN MARRIAGE
AND FAMILY THERAPY

PAN AFRICA CHRISTIAN UNIVERSITY

JUNE, 2024

Declaration

This thesis is my original work and has never been presented in any other
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Dedication

I dedicate this work to the Almighty God for enabling me to accomplish it. I also dedicate it to my beloved husband, Bishop Dr. Emmanuel Gitonga Gicharu, and my children, David Gicharu Gitonga and Faith Wambui Gitonga for their patience, love, and support as I pursued this study.

Acknowledgments

Special thanks to my supervisor, Dr. Anne Wambugu for offering continuous guidance during this study. Thank you for your understanding, sacrifice, support, and wisementorship that you granted me and has brought me this far. I also acknowledge the entire staff in the department of Psychology at Pan Africa Christian University, for their support and encouragement. I extend special gratitude to the members of the Blessed Beyond Measure Assembly (BBMA) the church I pastor for their prayers. Finally, I appreciate all those who took part in this research although they have not been mentioned. God bless you all.

Abstract

The exponential growth of modernity in this era presents a challenge for adolescents, as it increases academic stress levels. This study examined whether emotional intelligence is a predictor of academic stress among adolescents in selected public mixed day secondary schools in Kasarani Sub-County, Nairobi County, Kenya. The objectives of the study were to: find out whether self-awareness influences academic stress among adolescents. To investigate the effect of self-management on academic stress among adolescents, to establish the influence of social-awareness on academic stress among adolescents and to determine the effect of social skills on academic stress among adolescents in selected public mixed day secondary schools in Kasarani sub-county. Goleman's (1995) Emotional Intelligence Model was used as the theoretical framework for the study. A quantitative ex-post facto research design was used. The target population was 7177 adolescents aged between 13-19 years from selected public mixed day secondary schools in Kasarani Sub-County, Nairobi City County. A sample size of was 368 determined using Krejcie and Morgan (1970). The instruments used to collect data were adapted questionnaire and the Perceived Stress Scale (PSS). The data was analyzed using descriptive and inferential statistics with the help of Statistical Package for Social Sciences (SPSS) Version 26. The findings of the study was that emotional intelligence contributes to academic stress and in particular self-management. Self-awareness demonstrated a weak negative correlation ($r = -.130$, $p = .022$) null hypothesis (H_{01} which stated that there was no relationship between self-awareness and academic stress) was rejected. Self-management demonstrated a weak negative correlation ($r = -.218$, $p = .000$) the null hypothesis (H_{02}) was rejected which stated that there was no relationship between self-management and academic stress as the results showed that there was a relationship. The null hypothesis (H_{03}) was rejected as data showed a weak, negative relationship between the two variables ($r = -.218$, $n = 324$, $p < .05$) but the results indicated there was a relationship. The null hypothesis (H_{04}) was accepted as the results demonstrated a weak negative correlation ($r = -.058$, $p = .330$) but showed there was no significant relationship as 0.330 was more than 0.05. The findings would add value to Counselling Psychology since the results indicate that self-management contributes to academic stress, counsellors need to emphasize that while dealing with students. Marriage and Family therapists need to talk to parents who have children in school to talk to their children on improving self-management skills. The government as well should include self-management skills in school curriculum since the results indicated that self-management contributes to academic stress. From the findings of this study self-management contributed significantly to academic stress and therefore it is recommended that schools should focus on measures to enhance self-management in order to reduce academic stress.

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Abbreviations and Acronyms

APA:	American Psychological Association.
BBMA:	Blessed Beyond Measure Assembly.
CASEIL:	Collaborative for Social and Emotional Intelligence Learning
ECI:	Emotional Competency Inventory
EI:	Emotional Intelligence.
IQ:	Intelligence Quotient.
KNBS:	Kenya National Bureau of Statistics
MKU:	Mount Kenya University
NACOSTI:	National Commission for Science and Technology.
OECD:	Organization for Economic Co-operation and Development.
PAC:	Pan Africa Christian University.
PSS:	Perceived Stress Scale
ECI:	Emotional Competency Inventory
SEL:	Social and Emotional Learning.
SPSS:	Statistical Package for Social Sciences.
USA:	United States of America
WHO:	World Health Organization.

Operational Definition of Terms

Adolescent: According to Linton and Levita (2021) developmental scientists, an adolescent is a person who is between 10- 24 years but in this study, an adolescent referred to any child between 13-19 years of age.

Adolescence: Adolescence according to World Health Organization (WHO) is the phase of life between childhood and adulthood, from 10 to 19 years (Shorey & Wong, 2022). In this research, it referred to a period of growth and development marked by hormonal and psychosocial changes ranging from the age of 13 to 19 years.

Academic Stress: Academic stress is a negative response that occurs when an individual faces excessive demands and pressure at school, or social expectations from friends and peers concerning academic performance (Aihie & Ohanaka, 2019).

In this study, academic stress refers to extreme pressure and demands mainly from parents and teachers about academic performance.

Emotional intelligence: Emotional intelligence is a collection of abilities that include, self-awareness, self-management, social awareness, and social skills, which together enable an individual to navigate diverse situations with effectiveness (Barreiro & Treglown, 2020). In the context of this study, emotional intelligence referred to the ability to understand, manage, and use one's own feelings to recognize, interpret, and influence the emotions of others.

Self-awareness: Self-awareness pertains to an individual's capacity to comprehend their own emotions and to acknowledge the impact that these emotions can have on others (Carden et al., 2022).

In this study, it refers to the ability to recognize and understand one's thoughts, feelings, and emotions and how those emotions affected other people. It helped in maintaining strong relationships, build trust, and improved communication among the students.

Accurate self-assessment: is accurately evaluating one's own abilities, strengths, weaknesses, and values (Barry & McManigle, 2021)

Self-confidence: It refers to the belief and trust in one's own abilities, worth, and potential for success (Carden et al., 2022).

Self-management: It refers to handling one's own emotions and being able to deal with other people's feelings (Rafiq et al., 2021). In this study, it refers to the ability to regulate one's emotions, thoughts, and behaviors in different situations. Self-management would enable one to stay calm and focused under pressure, manage stress and anxiety, and adapt to changing circumstances.

Adaptability: is the capacity to respond flexibly and proactively to new challenges, environments, or demands

Transparency: It refers to the act of being open, honest, and clear about one's thoughts, intentions, and actions (Cui, 2021).

Achievement: Capacity to set short-term goals, which could include completing assignments, studying for tests, or participating in extracurricular activities, which contribute to a student's well-being.

Social-awareness: Social awareness is the ability to understand and empathize with the feelings, thoughts, and perspectives of others (Pecune et al., 2020). In this study, it refers to capability to feel and comprehend other people's feelings by paying attention to the verbal, para-verbal, and non-verbal cues of others trying to see situations from their point of view.

Empathy: Empathy involves not only recognizing and understanding the emotions of others but also being able to respond to them appropriately (Fernandez & Zahavi, 2020).

Service orientation: is recognizing and understanding the needs of others (Enyinda et al., 2021).

Social skills: Social skills are the abilities to communicate and interact with others, which includes the ability to manage emotions and resolve conflicts in a constructive way (Grover et al., 2020). In this study, it refers to the ability to build networks to manage relationships and to be able to create a rapport with other students

Influence: The ability to understand and navigate social influence is crucial for effective communication, building relationships, and establishing oneself in various social settings.

Change catalyst: It is working collaboratively with others to drive change which requires strong interpersonal skills, including communication, conflict resolution, and teamwork.

Conflict management: ability to effectively communicate and express concerns, listen actively, and find mutually agreeable solutions.

Chapter One: Introduction and Background to the Study

Introduction

This chapter gives an overview of what the research endeavored to accomplish in terms of the background information of the study, the statement of the problem, the research objectives, the hypothesis, and the significance of the study. The chapter has also addressed the justification of the study, delimitations and limitations as well as the assumptions of the study followed by the chapter summary.

Background to the Study

Adolescence is a period of growth and development that occurs between childhood and adulthood from 10-24 years of age (Mallista et al., 2020). However, in this study it referred to 13-19 years of age since the majority of secondary school students fall under that age as indicated in operational definitions. Adolescence is an important and very delicate stage in an individual's life, characterized by numerous changes; physical, hormonal, and psychosocial challenges when transiting from childhood into adulthood (Santos et al., 2021). It is a stage depicted by greater psychosocial vulnerability and search for autonomy and personal identity (Alonso-Stuyck et al., 2018). According to Ramadass et al. (2017), adolescents wrestle with academic stress due to lack of awareness, self-inability to manage oneself and lack of social competencies. However, Omi (2020) argued that adolescents with high levels of emotional intelligence (EI) can counter academic stress effectively; thereby, increasing their satisfaction with life and commitment and performance in the classroom.

Leung et al. (2020) adds that high levels of emotional intelligence have been associated with less academic stress in secondary schools.

According to Trigueros et al. (2020), there is a strong relationship between emotional intelligence and academic stress. Goleman's (1995) theoretical paradigm of emotional intelligence

consists of four dimensions, self-awareness, self- management, social awareness, and social skills. Academic stress is a physiological and psychological response to demands or pressures placed upon an adolescents, often resulting from academic challenges and overwhelming situations (Soelton et al., 2020). Academic stress is a common problem among adolescents and can have negative effects on their mental health and well-being (Pascoe et al., 2020). A study by Leung et al. (2020) show that academic stress is associated with detrimental personal physical and emotional outcomes. Trigueros et al. (2020) posited that adolescents with more academic stress may have to poor quality of sleep, and negative effects may act as a potential link from academic stress to sleep quality.

Moreover, academic stress can also affect adolescents' interactions with their significant others in families and schools (Chua et al., 2022). Academic stress can affect secondary school students in various ways such as academic performance and extreme stress can affect a student's ability to concentrate, attention and memory, leading to difficulties in learning and decreased academic performance (Soelton et al., 2020). In addition, high levels of academic stress can have a negative impact on students' emotional well-being. Pascoe et al.(2020) argue that academic stress contributes to feelings of anxiety, irritability, frustration, overwhelming to the student.

In addition, academic stress according to Chua et al. (2022) could lead to mood swings, changes in appetite, and a decrease in overall performance. Furthermore, the rapid technological changes around the world have been associated with increased academic stress levels among all segments of society (Adam-Troian et al., 2021) and hence the need to control negative emotions brought about by the said academic stress. Omi (2020) noted that the power to manage the emotions is vital as it restrains the flow of negative factors, which includes anxiety

and stress. Hoffmann et al. (2018) argue that schools today are struggling to cover the syllabus and fail to give time for the emotional needs of the students that can foster their emotional intelligence (EI). Emotional intelligence therefore enables adolescents to think quite innovatively and solve problems (Vernyuy, 2019).

The four areas of recognizing an emotionally intelligent person include being capable to understand emotions, use emotions, recognize emotions, and feel emotions (Fiori & Vesely-Maillefer, 2018). Subsequently, adolescents with high emotional intelligence typically have low levels of academic stress and vice versa, and therefore, emotional intelligence is significant with regards to managing academic stress (Hoffmann et al., 2018). According to Michelson et al. (2020) and Rentala et al. (2019) majority of adolescents the world are in developing nations and experience myriad psychosocial challenges. Over 250 million adolescents live in India, which accounts for 20% of the world's population (Tom et al., 2017). Similarly, research by Kumar and Akoijam (2017) stated that among adolescents aged 13-19 years in urban cities in India established that one in five adolescents exhibited high academic stress levels. According to Ngui et al. (2020) a study conducted in Malaysia indicated that secondary school students naturally incurred high amounts of stress because of academic demands.

The Australian Psychologist Association (2013) explained that the emotions such as worry, tension and anxiety were common among adolescents. Academic stress is a challenge to adolescent's world over (Wahid et al., 2021). In Europe, and in particular Spain, a study revealed that emotional intelligence and resilience had a association that suggested a negative relationship with perceived academic stress (Sarrionandia et al., 2018). In Sweden, a study by Anniko et al. (2019) found that academic stress levels related to social variables, such as dating and fitting in with classmates, were consistently low. On the contrary to the Swedish study, Saini et al.

(2020) observed that, school was by far away from home and was the main source of academic stress. In the United States of America (USA), majority of the adolescents' encountered high academic stress due to high workload, as indicated by the American Psychological Association (APA, 2020). Ngope (2019) similarly, observed that academic stress levels increased when adolescents were in secondary school. According to Pascoe et al. (2020), there are numerous ongoing stressors related to academic obligations that students in secondary education settings must deal with. According to Pieh et al. (2022), academic stress could have negative effects on motivation, academic performance, and the probability of dropping out of school. However, studies on academic stress from U.S.A indicated that adolescents were assuming grown-up stress behavior APA (2017) with 1,950 grown-ups and 1,018 adolescents in August 2013 revealed that habits related to academic stress were unhealthy and usually showed up early in life.

In Africa, and in particular Nigeria, studies conducted by Aniemeka et al. (2020) found out that managed emotions resulted in reduced levels of academic stress. The study by Theron et al. (2021) indicated that EI was generally learned; not fixed genetically, nor did it emerge in early childhood but continued to develop and was primarily environmentally dictated, in contrast to Intelligence Quotient (IQ), which varied slightly during adolescence (Bisii et al., 2019). Nigerians' poor levels of EI resulted in high levels of academic stress (Aniemeka et al., 2020). A study conducted in Ghana by Juma et al. (2020, Marcussen et al. 2019) revealed that stress within the family context increased adolescent vulnerability to mental health problems. According to Ncontsa et al. (2013), a study conducted in South Africa among adolescents in secondary schools found out that they had high levels of academic stress.

In Tanzania, a study by Sospeter et al. (2020) found out that the introduction

of social clubs and counseling sessions to adolescents in schools would improve the emotional wellbeing and health of the adolescents since negative emotions affected learning outcomes.

In Uganda, Nabirye et al. (2019) noted that research among secondary schools revealed that students became stressed due to exams implying that the adolescents had academic stress. In Kenya, Kilifi County, a study conducted by Karimi (2021) on emotional intelligence, indiscipline and academic achievement among secondary school adolescents revealed that emotional intelligence had a strong negative relationship with the adolescents level of indiscipline. Ngondi et al. (2020) conducted a study in Athi-River Sub County on the relationship between EI and academic achievement among secondary school students and the results showed the higher the EI the higher the motivation adolescents became and were able to identify the emotions of others. In Kiambu County, Jane (2020) conducted a study in public secondary schools to determine the relationship between EI and academic self-efficacy beliefs. There are limited empirical studies conducted on EI and academic stress among students in Kenya and Nairobi County in particular and hence the need for this study.

Statement of the Problem

Despite the growing recognition of the significance of emotional intelligence in adolescent development, there remains a gap in understanding its role as a predictor of academic stress among adolescents. While academic stress is a prevalent concern with profound implications for adolescents' mental health and academic performance, the specific influence of emotional intelligence on the experience and management of academic stress remains underexplored (Pascoe et al., 2020). Academic stress among adolescents is on the rise due to academic

demands and it reflects on the entire family since a family is systemic (Umberson et al., 2020). Emotional intelligence; however, is a skill that controls academic stress and affects one's capacity to manage the demands and stressful environment (Elshall et al., 2020).

A study done in Kiambu by Jane (2020) investigated how academic achievement among form four students in public secondary schools is significantly predicted by emotional intelligence and academic self-efficacy and not how emotional intelligence predicts academic stress among adolescents in selected secondary schools in Kasarani Sub-County. Likewise, Ngondi et al. (2020) conducted a study in the Athi-River Sub-County on the relationship between academic achievement and emotional intelligence among secondary school students. The two studies conducted by Jane (2020) and Ngodi et al. (2020) did not address emotional intelligence as a predictor of academic stress among adolescents. The studies were conducted in Machakos and Kiambu and not in Nairobi County. Therefore, this research seeks to fill the said gap by determining, “whether Emotional Intelligence is a predictor of academic stress among adolescents in selected public mixed day secondary schools in Kasarani Sub-County, Nairobi County Kenya”.

Purpose of the Study

The purpose of this study is to determine whether emotional intelligence is a predictor of academic stress among adolescents in selected Public Mixed Day Secondary Schools in Kasarani Sub-County, Nairobi Kenya.

Objectives of the Study

The study sought to address the following objectives:

- i. To find out whether self- awareness influences academic stress among adolescents in selected public mixed day secondary schools inKasarani Sub-County, Nairobi City County, Kenya.
- ii. To investigate the effect of self-management on academic stress among adolescents in selected public mixed day secondary schools inKasarani Sub-County, Nairobi County, Kenya.
- iii. To establish the influence of social-awareness on academic stress among adolescents in selected public mixed day secondary schools inKasarani Sub-County, Nairobi County, Kenya.
- iv. To determine the effect of social skills on academic stress amongadolescents in selected public mixed day secondary schools in Kasarani Sub-County, Nairobi County, Kenya.

Research Hypotheses

The study was guided by the following research hypotheses.

H0₁: There is no relationship between self-awareness and academic stress among adolescentsin selected public mixed day secondary schools in Kasarani Sub-County, Nairobi County Kenya.

H0₂: There is no relationship between self-management and academic stress amongadolescents in selected public mixed day secondary schools in Kasarani Sub-county, NairobiCounty Kenya.

H0₃: There is no relationship between social awareness and academic stress among adolescents in selected public mixed day secondary schools in Kasarani Sub-county, Nairobi County Kenya.

H0₄: There is no relationship between social skills and academic stress among adolescents in selected public mixed day secondary schools in Kasarani Sub-county, Nairobi County Kenya.

Justification of the Study

In recent years, the field of psychology has increasingly recognized the importance of emotional intelligence in various aspects of human life, including academic success and mental well-being (Harty, 2019). Adolescence, marked by significant physiological, cognitive, and social changes, is a critical period where emotional regulation skills play a pivotal role in navigating challenges, particularly those related to academic stress (Luthar et al., 2020). Understanding the relationship between emotional intelligence and academic stress among adolescents holds vital significance for educators, policymakers, researchers, and parents alike. Academic stress aggravated by social comparison, fear of failure, and conflicting demands between school and other aspects of life is common among public mixed day secondary school adolescents (Szymanski, 2021). In addition, Harty (2019) noted that a rapidly changing social and cultural landscape could make it difficult for adolescents to navigate and find their place in the world, adding to the already significant stress they face in their academics. Adolescents in mixed day secondary schools experience significant stress due to academic demands, and understanding the factors contributing to stress is essential for effective interventions (Bottiani et al., 2019).

Emotional intelligence influences coping mechanisms, and studying its relationship with stress can provide insights into students' ability to handle

academic pressures (Dhanakotti & Rajendran, 2020). Dhanakotti and Rajendran (2020) further noted that emotional intelligence has been linked to academic performance, making it relevant for improving student well-being and educational outcomes. Identifying emotional intelligence as a predictor of stress can guide intervention strategies to reduce academic stress levels (Bottiani et al., 2019). In conclusion, studying emotional intelligence as a predictor of academic stress is justified for its impact on the well-being of the adolescents and academic performance, and it can inform interventions to support student's educational experience (Shenaar-Golan et al., 2020). This study would be of great advantage to the researchers and students more so to the growing field of psychology. This is due to the understanding that self-awareness contributes significantly to academic stress. The findings would complement the prevailing literature on emotional intelligence as a predictor of academic stress among adolescents in particular in Kenya in general.

Significance of the study

Academic stress is a significant concern among adolescents and can adversely affect their academic performance. By understanding how emotional intelligence can predict academic stress, researchers can gauge how effectively adolescents manage their emotions in academic settings and how this impacts their academic stress and ultimately their academic success. The study would add value in the discipline of Counselling Psychology and Marriage and Family therapy. This is because the results indicated that self-management contributes significantly to academic stress the counsellors and marriage and family therapists can use that while counselling adolescents. Education stakeholders, school counsellors and the schools where the research was conducted from and the entire teaching profession

would benefit by understanding that self-management contributes significantly to academic stress. The education sector would benefit greatly by including self-management in the school syllabus. Other researchers would benefit from this study because it would add to the existing literature and provide basis for further research on the subject. Discoveries would be used for further investigations by the government to generate policies that could safeguard health of the adolescents the acquired knowledge. Adolescents would benefit from the study if academic stress detected could be treated early; hence, greater productivity in school and at home.

Scope of the Study

The study was restricted to adolescents in selected public mixed day secondary schools aged between 13 to 19 years in form two and three in Kasarani Sub-County, Nairobi Kenya. The researcher selected form two's and form three's for the reason that form ones are very new in school and would not have interacted with secondary school education much and form fours would be busy preparing for exams. The researcher used Serdar et al. (2021) sampling principle which states that the minimum sample of a small population is 30% while 10% can do for a big population. Eleven schools was a small population, the researcher used 30%. When computed, 30% of the 11 schools gave a total sample of 4 schools. The researcher then used simple random to get the four schools.

Limitations of the Study

The study's findings would only be relevant to the specific group of adolescents included in the study, making it difficult to generalize the results to the broader population or different contexts. The limited sample size of the study might reduce statistical power and the ability to draw more findings that are more conclusive. The accuracy and reliability of the measurement tools used to assess

intelligence and academic stress could influence the study's findings. If these measures are invalid or unreliable, it could introduce measurement errors and affect result interpretation. Establishing a causative relationship between intelligence and academic stress is challenging in an observational study, and the study design would not allow for definitive conclusions regarding whether intelligence predicts academic stress or if other factors contributed to the relationship hence the limitation of the study.

Delimitations of the Study

The study focused specifically on a certain age range within the adolescent population, 13-19 years old, to maintain consistency and relevance within that developmental stage. Geographical location limited the study to Kasarani Sub-County to help maintain consistency in cultural and environmental factors that could influence emotional intelligence and academic stress. The study focused on secondary school adolescents attending public mixed day schools, and only forms two and three. Delimiting the study to specific validated instruments for measuring emotional intelligence and academic stress ensured consistency and reliability in data collection. Focusing solely on the four domains of self-awareness, social awareness, self-management, and social skills as predictors of academic stress among high school adolescents helped maintain clarity and focus in the research objectives. The study was delimited to a specific period, a single academic year, to capture temporal variations in emotional intelligence and academic stress. Other variables, such as gender, heredity, or school environment, could potentially influence the relationship between intelligence and academic stress, but these factors were not considered in the study hence the delimitation of the study. By setting these delimitations, the research can maintain a clear focus on the specified objectives

while controlling for various factors that could potentially impact the results.

Assumptions of the Study

Several underlying assumptions contributed to the pursuit of this study. Some of the most salient reasons of this study were based on the assumptions that: Students in selected public mixed day secondary schools in Kasarani Sub-County, Nairobi County, Kenya, would experience less stress due to increased self-awareness. Self-management would influence academic stress among adolescents in selected public mixed day secondary schools in Kasarani Sub-county, Nairobi County, Kenya. Social awareness would affect academic stress among students in selected public mixed day secondary schools in Kasarani Sub-County, Nairobi County, Kenya. The social skills would have an effect on academic stress among adolescents in selected public mixed day secondary schools in Kasarani Sub-County, Nairobi County, Kenya.

Chapter Summary

This chapter has provided the research topic and why the researcher is interested in carrying out the said study. The chapter has also identified the four objectives of the study, and defined the four research hypotheses of the study since the study is mainly quantitative in nature. The description of the assumptions, justification, significance of the study, scope, limitations and delimitations of the study has been done. In addition, the limitations and delimitations of the study are defined clearly enumerated in line with the objectives of the study.

Chapter Two: Literature Review

Introduction

This chapter reviews relevant studies conducted across the world on the subject of emotional intelligence as a predictor of academic stress among adolescents. The chapter is organized in terms of the study objectives namely: To find out whether self-awareness influences academic stress among adolescents in selected public mixed day secondary schools in Kasarani sub-county, Nairobi County, Kenya. To investigate the effect of self-management on academic stress among adolescents in selected public mixed day secondary schools in Kasarani sub-county, Nairobi County, Kenya. To establish the influence of social-awareness on academic stress among adolescents in selected public mixed day secondary schools in Kasarani sub-county, Nairobi County, Kenya. To determine the effect of social skills on academic stress among adolescents in selected public mixed day secondary schools in Kasarani sub-county, Nairobi County, Kenya. The chapter also discusses the theoretical framework as well as a conceptual framework. This chapter concludes with the chapter summary.

Researchers and scientists have a great interest in the area of emotional intelligence (Drigas et al., 2018). This chapter was based on the four objectives, presented as themes. These themes included self-awareness on stress among adolescents, self-management on stress among adolescents, social-awareness on stress among adolescents, and social skills on stress among adolescents.

Adolescence is a time when emotions are at their highest (Rapee et al., 2019). If adolescents were unable to comprehend, recognize, control, and manage their emotions, it would permanently alter their conduct and personality (Karibeeran & Mohanty, 2019). The adolescents would revisit his or her identity at this time

and strive to determine who exactly they were (Serbova et al., 2019).

Considering that emotional intelligence referred to the capacity to comprehend and regulate one's own as well as other people's emotions, Batool and Lewis(2020) observed that emotional intelligence plays a significant role in this phase thus enabling the adolescent to function with minimal or no stress. It was therefore a combination of skills which included self-awareness, social-awareness, social skills, and self-management (Nyarko et al., 2020). According to Pascoe et al. (2020) during adolescence, emotional intelligence plays a crucial role in managing emotions and developing social skills.

Academic Stress

Academic stress is a negative psychological state that results from environmental factors, including among other factors, expectations from parents, instructors, friends, and family members, as well as the load of schoolwork (Jassal, 2021). Academic stress is described as mental suffering related to anticipated frustration from academic failure or even knowledge of such failure's probability (MacCann et al., 2020). Student's interaction with stress comes by relating environmental stressors, cognitive assessment, academic- related stressor coping mechanisms, and psychological or physiological reaction to the stressors (J de la Fuente et al., 2020). Students experience academic pressure from various sources, such as school exams, classroom participation, tuition classes, competition with peers, and meeting academic expectations of teachers and parents (Jassal, 2021).

Furthermore, the requirement is to accomplish the aim of academic achievement, student should manage these demands under the risk of academic stress.

This chapter indicates how academic stress can lower emotional intelligence.

MacCann et al. (2020) observed that academic stress in students has long been studied, and the research identifies stressors including having too many tasks, failing, having bad connections, and having to compete with other adolescents. Family stressors including divorce, intrapersonal problems, or parental depression could cause academic stress in adolescents and impair functioning (Jassal, 2021). Higher level of academic stress is associated with poor academic performance and reduced well-being among adolescents (Ribeiro et al., 2018; Sultan et al., 2020). In addition, stress has negative consequences on the overall well-being of students although a few pieces of evidence suggest that some students remarkably perform better in stressful circumstances because of their self-awareness (Fiorilli et al., 2020). Decreased emotional intelligence could result in various stressful situations influencing students' performance (Raj et al., 2021). According to Demetriou et al. (2020), students who exhibit high levels of emotional intelligence and possess effective communication abilities succeed in reaching their personal and professional goals as a result.

Through academic success, a student can enter the workforce and contribute to the economic development of the nation (Akram et al., 2020). In addition, it is a fact that stress has detrimental impact on academic achievement (Pluur et al., 2015). Stress can be managed through extracurricular physical and mental activities as well as cognitive, behavioral, and mindfulness interventions (Kassymova et al., 2018). Cognitive behavioral stress management approaches transform unhealthy coping mechanisms into healthy ones (Kendall, 2012). Researchers have concentrated on the connections between emotional intelligence and bettering psychological and physical wellness (Malinauskas et al., 2018). Previous meta-analyses emphasized the significance of the connection between emotional intelligence and performance due to stress

(Malinauskas et al., 2018). According to Pankratova and Nikolaeva (2022), the link between emotional intelligence and physical, psychological, and mental health was considerable and favorable.

In addition, Nikitha et al. (2014), and Raj and Sabita (2021) observed that self-awareness reduces adolescents academic stress levels in public mixed day secondary school students schools in India's Udupi area. According to this study, 6.2% of students had severe academic stress, 13.5% had mild academic stress, and 80.2% of students reported moderate academic stress. 82.3% of the participants reported typical self- awareness, while 6.2% had only minimal self-awareness. The findings indicated a significant but mildly unfavorable connection between self-awareness and academic stress. Pandey and Chalise (2020) carried out a cross-sectional study in 2018 in Nepal South Asia on academic stress and self-esteem. According to this survey, the average scores for academic stress and self-esteem were 11.9 and 18.4, respectively. Additionally, 74% of adolescents had significant levels of academic stress, and nearly 78% had low self-esteem. Poorer age, lower education, and lower perceived family support were significant variables for high academic stress and low self-esteem. According to the study, adolescents who had low financial support had high academic stress.

Concept and History of Emotional Intelligence Models

The term "emotional intelligence" lacks a precise definition and has been defined differently by various researchers based on their perspectives and approaches. Goleman (1998) defined EI as the ability to recognize and manage one's emotions, be self- motivated, understand others' feelings, and have good management skills. Mayer et al. (2002) described EI as the ability to accurately

perceive, evaluate, and express emotions, and access and generate emotions to support cognitive activities and adaptive behaviour. Dhani and Sharma (2016) in addition, defined EI as a set of non-cognitive abilities and skills that help in coping with stress. Gryn (2010) further described emotional intelligence as the ability to distinguish between one's own emotions and others' emotions and to understand and recognize them. Cartwright and Solloway (2007) also defined EI as the ability to recognize and understand one's own emotions, including their impact on oneself and others, and to use them to improve behavior and relationships with others.

According to Gutiérrez-Cobo et al. (2016), EI comprises of an individual's capacity to recognize, interpret, and regulate both their own and others' emotions. This ability enables individuals to discern and comprehend the emotional experiences of others. Segal et al. (2019) noted that recognition and understanding typically happens as a nonverbal procedure that has an impact on both an individual's inner thought processes and their external social connections. Gryn (2010) observed that due to varying definitions of emotional intelligence, certain researchers concentrate on distinct skills, such as self-control or empathy. Despite this, the majority of definitions still have four common elements: self-awareness, self-management, social-awareness, and social skills (Ciarrochi et al., 2016).

The concept of emotional intelligence has primarily been studied in the field of industrial and organizational psychology since its early days (Krishnakumar & Rymph, 2012). Its origins could be traced back to Thorndike's idea of social intelligence in 1920 and was later developed by Howard Gardner in his model of multiple intelligences in 1983. According to Swartz and Davidson (2008) Gardner's model includes various types of

intelligence, such as linguistic, logical/mathematical, visual/spatial, musical, kinesthetic, and interpersonal intelligence. The general concept of emotional intelligence has roots in industrial and organizational psychological research, with early mentions of social intelligence in 1920 by Thorndike and the model of multiple intelligence by Gardner in 1983. Emotional Intelligence first appeared in psychology in 1990, and it is characterised by abilities such as knowing one's emotions, handling interpersonal relationships, using emotions to motivate oneself, recognizing emotions in others, and managing one's emotions.

Later, Mayer and Salovey (1997) expanded the model to include the ability to perceive, access, and generate emotions to aid thought and understanding emotions for intellectual growth. Although definitions of emotional intelligence may vary, most focus on skills such as self-awareness, emotional control, social awareness, and social skills.

Researchers have found that emotional intelligence is just as important, and sometimes even more important, than IQ when it comes to achieving success in life. Thorough research has indicated that Emotional Intelligence (EI) is equal to or sometimes much more important than I.Q (Lamba et al., 2022). While IQ measures one's ability to solve problems and think logically, emotional intelligence measures one's ability to understand and manage emotions, which can have a significant impact on one's success.

Emotional Intelligence includes different capacities that are separate from academic intelligence, such as self-awareness, self-regulation, motivation, empathy, and social skills (Peseyie et al., 2020).

There are different models for Emotional Intelligence, including ability models, integrative models, and mixed models. However, in this study, the definition of

Emotional Intelligence included four elements: self-management, social skills, self-awareness, and social awareness (Colsto, 2008). The objective of this study was to investigate whether emotional intelligence predicts academic stress among adolescents in selected public mixed day secondary schools in the Kasarani sub-county, Nairobi County, Kenya.

Self-Awareness and Academic Stress among Adolescents in Selected Public Mixed Day Secondary Schools

Self-awareness is the recognition of one's feelings and their effect on others, the capacity to identify and comprehend one's emotions, and how such emotions influence others (Goleman, 2011). It is also the ability to recognize one's feelings, get the difference between them, tell how one is feeling and why, and give the reason for those emotions (Kotsou et al., 2019). Becoming self-aware as much as possible are the first steps of becoming emotionally intelligent (Negley, 2022). Self-awareness is a key part of EI because it helps maintain strong relationships and builds trust that improves communication (Rafiq et al., 2021). Self-awareness allows one to spot emotions as they arise and not after their devastating effect (Peseyie et al., 2020). Moreover, self-awareness helps one to anticipate the upcoming emotional reaction by defining and being aware of the things that drive one towards those emotions.

Furthermore, if EI were a voyage, self-awareness would be the ability to read a map (Negley, 2022). Self-awareness is a vital ability usually related to secondary school students' and emotional intelligence due to ever-increasing pressure because of the growth and development phase and from academics (Issah, 2018). According to Bernardi et al. (2021) adolescents in secondary schools experience numerous recurring pressures connected to academic obligations. Research

indicated that academic stress could lower academic performance, deplete motivation, and raise the likelihood of school dropout (Luthar et al., 2020). The longer-term effects could cost governments billions of dollars every year, including a decreased likelihood of permanent employment.

Self-awareness

Self-awareness and academic stress are two different constructs that could coexist in adolescents. They refer to different aspects of adolescents' experiences, and yet being self-aware can minimize academic stress (Gómez-Leal et al., 2022). Self-awareness is the capacity for an individual to perceive and comprehend their thoughts, feelings, and behaviours (Nyarko et al., 2020) while stress, on the other hand, means a state of mental tension or strain that occurs in response to challenges or demanding situations. The relationship between self-awareness and academic stress experienced by secondary school students is an important area of research (Pascoe et al., 2020). Studies have shown that higher levels of self-awareness are associated with lower levels of academic stress (Partido & Owen, 2020). Moreover, self-aware students are better able to recognize and understand their emotions, strengths, and weaknesses (Menon & Nakhat, 2020). Therefore, students with high level of self-awareness are likely to have a realistic perception of their abilities and set appropriate goals, which reduces the pressure they place on themselves.

Additionally, self-aware students tend to have effective coping strategies and are better equipped to manage stressors in a healthy manner (Partido & Owen, 2020). In contrast, students with lower levels of self-awareness may struggle to identify and regulate their emotions, leading to heightened stress levels. Menon and Nakhat (2020) added that enhancing self-awareness skills

among mixed day secondary school students could contribute to reducing academic stress and promoting overall well-being. In Vietnam, adolescents in secondary school had the understanding of self-awareness, which according to Hos (2016) is vital as far as human development and character formation are concerned. Luthar et al. (2020) noted that when in secondary school, adolescents tend to trust their peers whom they prefer to talk to in comparison to their parents who are more experienced and knowledgeable.

Moreover, Serbova et al. (2019) observed that in order for the adolescents to develop their capacity for self-awareness involving the understanding, and abilities to utilize their insight and feelings, they needed educational support and direction. Teachers were required to know the challenges their adolescents went through in order to devise the best way to help them (Wahid et al., 2021). Whenever secondary school adolescents comprehended how important their self-awareness was therapeutic, their problems diminished (Serbova et al., 2019). Studies conducted by Gómez-Leal et al. (2022) revealed the importance of emotional intelligence and its relationship and effects on adolescent health and well-being. According to Kieling et al. (2021) right association and guidance from parents, not peers enabled adolescents to have good working relationships with parents, teachers, and friends.

However, most adolescents experienced events that affected changes in both behaviour and attitudes (Nyarko et al., 2020). Adolescents who had problems in maintaining relationships with parents took advice from peers, not parents (Kotsou et al., 2019). In 2017, a study by the Organization for Economic Co-operation and Development (OECD) in 72 countries with 540,000 adolescents between the ages of 15 and 16, found that stress related to school

and academic performance was a significant factor for adolescents mental wellbeing and overall educational outcomes (Pascoe et al., 2020).

The study carried out by Gómez-Leal et al. (2022) revealed that high levels of academic stress were associated with increased rates of anxiety, depression, and burnout among adolescents. Furthermore, the findings indicated that students experiencing elevated academic stress levels were more likely to engage in unhealthy coping mechanisms, such as substance abuse and self-harm.

According to Gómez-Leal et al. (2022), adolescents engaging in unhealthy coping mechanisms due to academic stress points to an urgent need to address and alleviate the pressures placed on adolescents within educational systems to promote their holistic development and ensure their success in the academic realm. Therefore, the significance of self-awareness from a study conducted by Luthar et al. (2020) have established that self-awareness greatly minimizes academic stress and enhances adolescents growth. Furthermore, reflection and mindfulness had very significant aspects of self-awareness and had a great impression on psychological wellbeing on adolescents (Cheng et al., 2019). According to Feldman et al. (2021), self-awareness had a vital aspect in daily functioning in mental health and wellness of adolescents and had great impact on the academic performance and rumination.

Accordingly, Khalili et al. (2021) noted that many research studies on self-awareness continue to increase due to lack of available extensive measures to get outcomes and effects. Khalili et al. (2021) further added that by developing extensive measures, researchers could gain a deeper understanding of the effectiveness and potential benefits of self-awareness, leading to more informed practices and interventions. A double profit to practitioners and researchers would result due to the whole range of potential outcomes of self-awareness (Carden et

al., 2022). According to Buck et al. (2020), self-awareness was a major key to adolescent mental health because it reduced stress levels in adolescent's lives.

One of the sub-scales of emotional intelligence such as self-awareness, is essential for adolescents who need great intelligence and high standards of life void of stress (Carden et al., 2022). Such awareness is an adaptive process that could help one identify areas of themselves that need change (Chon & Sitkin, 2021). It addresses the use of intuition in making judgments as well. Academic stress-related sensations can frequently serve as the impetus for behavioural change and self-evaluation, even developing practical and analytical mental processes that are useful for problem-solving strategies (Stewart et al., 2019). However, the adaptive function of stress tends to break down in depression, which is characterized by decreased motivation for problem-solving and greater pessimism. Levels of cognitive insight, or the ability to comprehend one's own ideas, activities, and emotional states, vary among people (Smith et al., 2019).

However, research has shown that in young people, low emotional awareness is a highly effective predictor of academic stress and anxiety (Fiorilli et al., 2020).

In addition, self-awareness enables in detecting when appropriate emotion regulation mechanisms could be used, which, could be a protective factor against psychopathology, such as stress (Bernstein et al., 2021). Conversely, young individuals with low emotional awareness frequently have less access to practical coping

mechanisms for dealing with adverse impacts and interpersonal challenges (Ke et al., 2020). Self-awareness is a major aspect of emotional intelligence and quite important for those dealing with environment and need high intelligence and excellent performance.

Subsequently, failure to solve the challenges of pressure on adolescents could result in such problems as reduced academic achievement causing an increased risk of school dropouts and serious mental health issues (Rogers et al., 2021). Establishing a balance between emotion regulation and expression is one of adolescents' primary challenges in the development of their emotions which is vital for academic stress reduction (Davis et al., 2019; Domitrovich et al., 2017). Furthermore, self-awareness is the foundation on which confidence develops because it separates the real from the perceived (Pascoe et al., 2020). According to Chon and Sitkin (2021) it is therefore vital to understand what is real instead of being untruthful about self, since with reality there is a better chance of building confidence. Vrontis et al. (2021) added that self-awareness enables adolescents to recognize and manage their academic stress levels in healthy ways that leads to better academic performance.

Accurate Self-Assessment

Accurate self-assessment is an essential component of self-awareness and involves accurately evaluating one's own abilities, strengths, weaknesses, and values (Barry & McManigle, 2021). It requires individuals to have a realistic understanding of their own characteristics and to be able to evaluate their own performance and progress (Pascoe et al., 2020). Barry and McManigle (2021) further stated that accurate self-assessment begins with the ability to gather and process information about oneself in an unbiased manner. It involves

being open to feedback from others to critically evaluate one's own actions and

beliefs (Carden et al., 2022). Furthermore, this introspective process allows individuals to gain insights into their own behaviour and motivations

(Vrontis et al., 2021). Accurate self-assessment therefore requires adolescents to have a level of objectivity that allows them to separate their self-perception from their idealized or desired self-image and this is vital in reducing academic stress.

In addition, accurate self-assessment enables individuals to acknowledge their limitations and areas for improvement without excessive self-criticism or denial (Pascoe et al., 2020). Developing accurate self-assessment skills is important for personal growth and development (Zhang & Zhang., 2022). Accurate self-assessment helps individuals make informed decisions, set realistic goals, and adapt their behaviour and beliefs as needed (Cheng et al., 2021). Moreover, by understanding their own strengths and weaknesses, individuals can seek opportunities for growth and take proactive steps to enhance their abilities (Carden et al., 2022). Accurate self-assessment is a crucial aspect of self-awareness (Cheng et al., 2021). It involves the ability to gather information about oneself, objectively evaluate one's abilities and performance, and maintain a realistic understanding of one's strengths and weaknesses (Zhang & Zhang., 2022). Cheng et al. (2021) noted that by cultivating accurate self-assessment skills, individuals could foster personal growth, make better decisions, and adapt to changing circumstances effectively.

Self-Confidence

Self-awareness and self-confidence are closely intertwined concepts (Rauduvaitė & Bi, 2020). Self-awareness refers to the ability to understand and perceive one's own thoughts, emotions, and behaviours, while self-confidence refers to the belief and trust in one's own abilities, worth, and potential for

success (Carden et al., 2022). Self-awareness is a foundational aspect of self-confidence because it allows individuals to have a clear understanding of their strengths, weaknesses, and values (Iftita & Arisandy, 2023). When individuals possess a deep knowledge of themselves, they can recognize their abilities and competencies, which forms the basis for building self-confidence (Zhang & Zhang., 2022). By being aware of their skills and talents, individuals can cultivate a sense of self-assurance and belief in their own capabilities (Vrontis et al., 2021).

Moreover, self-awareness helps students identify and understand their limitations and areas for improvement (Rauduvaitė & Bi, 2020). It enables them to acknowledge and accept their weaknesses without diminishing their self-worth (Carden et al., 2022). This level of self-awareness allows individuals to focus on personal growth and development, seeking opportunities to enhance their skills and overcome challenges (Rauduvaitė & Bi, 2020). According to Carden et al. (2022) as students make progress and witness their own growth, their self-confidence naturally increases. Furthermore, self-awareness plays a crucial role in managing and regulating one's emotions, which directly affects self-confidence (Iftita & Arisandy, 2023). When students are aware of their emotional states, triggers, and patterns, they could respond to challenges and setbacks more effectively (Alferaih, 2022).

Additionally, self-awareness allows individuals to recognize negative thought patterns or self-doubt and replace them with positive affirmations and beliefs (Rauduvaitė & Bi, 2020). This ability to manage emotions and maintain a positive mindset contributes to higher levels of self-confidence (Vrontis et al., 2021). Self-awareness provides individuals with a deep understanding of their abilities, limitations, and emotions (Iftita & Arisandy, 2023). This understanding

forms the foundation for developing self-confidence, as individuals can recognize their strengths and work on their weaknesses (Alferaih, 2022).

According to Carden et al. (2022) fostering self-awareness and leveraging it to manage emotions and maintain a positive mindset, students can enhance their self-confidence and belief in their own capabilities.

Influence of Self-Management on Academic Stress among Adolescents in Selected Public Mixed Day Secondary Schools.

Self-management refers to the capacity to control one's thoughts, emotions, and behaviors that can influence academic stress (Kim & Cruz, 2021). Academic expectations, social pressures, and physical and emotional changes are just a few of the key developmental changes and obstacles that occur during adolescence (Cosma et al., 2020). The top four high risk variables for adolescents' mental health include excessive pressure to succeed, typically in wealthy environments, exposure to poverty, trauma, and discrimination (Luthar et al., 2020). Leaders in higher education and social policy should also assist in starting to reduce the problem, which is actually becoming an epidemic among today's youth, which among today's adolescents literally spreads like an epidemic (Kim & Cruz, 2021). According to Luthar et al. (2020), stress, which could have detrimental consequences on both mental and physical health, might result from such difficulties.

Moreover, students who have strong self-management skills are better able to cope with stress and its effects (Griffin et al., 2022). The study by Griffin et al. (2022) used a sample that consisted of 151 black secondary school students from the southeastern United States, with a mean age of 16 years. The study examined two equity-elaborated social and emotional learning (SEL) competencies. Griffin et al. (2022) further noted that self-management and other

coping mechanisms managed racial stress at school. The relationship between racial identification and school adjustment such as school belonging, school valuing and cognitive strategy showed a strong relationship. The results of their study demonstrated the importance of understanding the function of SEL abilities in blackyouth's school adjustment with an equity-elaborated lens. Middle school students (7th and 8th graders) 1,081 from the provinces of Guangdong, Jiangxi, and Shaanxi were examined by (Luo et al., 2020). This study indicated that self-management abilities had an effect on middle school students' academic stress.

Moreover, Oguzie (2019) studied the impact of self-management techniques on stress among secondary school students in Nigeria and found that stress is a prevalent issue among students, particularly females. The study showed that self-management techniques were effective in reducing stress and suggested that guidance, counselling, and family therapy can be effective measures in addressing this problem. Town et al. (2023) conducted a literature review to understand the concepts of self-management, self-care, and self-help for adolescents with stress. They found that these strategies are important for adolescents, particularly for those who have limited access to specialist mental health treatment. The study recommended that professionals should be involved in implementing these strategies and that more research was needed, especially for marginalized groups who may have the greatest unmet needs for mental health support. Melnick (2013) observed that stress was a common issue in students' lives and suggested that a flexible set of stress-reducing strategies can help students manage their stressors.

Self-management

Self-management include, transparency, adaptability, achievement and initiative (Waweru et al., 2020). Waweru et al. (2020) also noted that self-

management entails restraining one's emotions and irrational tendencies in order to

adjust to the situation and developing circumstances. According to Grové et al. (2020), uncontrolled emotions cause stress-giving rise to behavioural problems of adolescents resulting to hindrance in learning and the possibility of getting sick later in life. Sambu (2019) added that for these cause combination of emotional self-management skills, courses have become a prime concern in most schools. Grové et al. (2020) observed that the idea of self-control is the capacity to take control and remaining calm in a conflictual situation without self-justifying and maintaining peace and solving the problem rationally.

Chance (2018) stated that adolescents who have advanced in awareness of self and self-control utilize their management skills to aid in dealing with academic stress. Furthermore, controlling oneself advances from communal base to personal sources in an orderly manner (Rademacher et al., 2018). Self-control aids individuals in being careful about how they think, feel, and act (Chance, 2018). Adolescents that had better participation in school, were able to adjust to changes, were flexible, and self-driven, and were those with higher self-management skills (Pascoe et al., 2020). According to Grové et al. (2020), depending on the circumstance and ones' personality, self-awareness develops over time and at various stages.

Transparency

According to Kim and Cruz (2021), self-management refers to the ability to regulate and control one's own thoughts, emotions, and behaviours in a productive and constructive manner. Transparency, on the other hand, refers to the act of being open, honest, and clear about one's thoughts, intentions, and actions (Cui, 2021). Self-management involves being transparent with oneself and holding oneself accountable for one's own actions and decisions (Gómez-Leal et al., 2022). Transparency in self-management begins with honest self-

reflection (Kim & Cruz, 2021). It requires individuals to be willing to look inward and objectively assess their thoughts, emotions, and behaviours (Gómez-Leal et al., 2022). By being transparent with themselves, individuals can gain a clear understanding of their strengths, weaknesses, and areas for improvement (Pascoe et al., 2020). According to Chance (2018), self-management enables them to identify patterns or habits that may hinder their progress and take proactive steps to address them.

Furthermore, transparency in self-management involves taking responsibility for one's actions and decisions (Kim & Cruz, 2021). It requires students to be honest and accountable for their choices, acknowledging the consequences that arise from them (Grové et al., 2020). According to Cui (2021), being transparent about their actions, students can assess the impact they have on themselves and others, and make adjustments as needed. Evidently, transparency is crucial for personal growth and development, as it allows individuals to learn from their experiences and strive for continuous improvement (Gómez-Leal et al., 2022). Moreover, transparency extends to communication with others (Kim & Cruz, 2021). In addition, Cui (2021) noted that it involves openness and honesty in interactions, expressing thoughts and feelings authentically, and seeking feedback and input from others.

Therefore, by fostering transparent communication, individuals could build trust, strengthen relationships, and create an environment of mutual respect and understanding (Gómez-Leal et al., 2022). Transparent self-management involves being accountable not only to oneself but also to the larger community and being transparent with others about goals, progress, and challenges (Chance, 2018). Therefore, transparency is an integral aspect of self-

management (Cui, 2021). It involves being honest and open with oneself, taking responsibility for one's actions and decisions, and fostering transparent communication with others (Kim & Cruz, 2021). According to Gómez-Leal et al. (2022) practicing transparency in self-management, students could gain self-awareness, hold themselves accountable, and build strong relationships based on trust and authenticity.

Adaptability

Self-management, in the context of adaptability, refers to the ability to effectively regulate and adjust one's thoughts, emotions, and behaviours in response to changing circumstances or situations (Handayani et al., 2021). Adaptability, the capacity to respond flexibly and proactively to new challenges, environments, or demands is a key component in self-management (Herhausen et al., 2021). Herhausen et al. (2021) further noted that self-management in terms of adaptability, involves the ability to proactively and skillfully navigate through changes and adjust one's mindset and actions accordingly.

Handayani et al. (2021) posited that self-management in adaptability begins with self-awareness which requires individuals to have a deep understanding of their own strengths, limitations, and preferred ways of operating. Handayani et al. (2021) further noted that by being aware of their own tendencies and inclinations, individuals could identify areas where adaptability would be required and recognize potential barriers to change. Subsequently, self-management allows individuals to assess their current approach and determine whether adjustments would be needed to adapt effectively to new situations (Ferreira et al., 2020).

Furthermore, self-management in adaptability involves the willingness to embrace and learn from change (Handayani et al., 2021). Handayani et al. (2021) further added that self-management requires individuals to be open-minded, curious, and willing to step out of their comfort zones. Cui (2021) noted that by maintaining a growth mindset and seeing change as an opportunity for growth and learning, individuals could proactively seek new experiences and challenges. Self-management in adaptability requires individuals to manage any resistance or fear that may arise during transitions and instead focus on the potential benefits and opportunities that change can bring (Ferreira et al., 2020).

Moreover, self-management in adaptability includes the ability to regulate emotions and maintain a positive outlook in the face of uncertainty (Handayani et al., 2021). Self-management in adaptability involves managing stress, staying resilient, and being able to adapt to new situations without being overwhelmed by anxiety or negativity (Gaudreau et al., 2023). Gaudreau et al. (2023) further stated that by effectively managing emotions, students could approach change with a clear and focused mindset, allowing them to make informed decisions and take appropriate actions. In addition, self-management in adaptability encompasses self-awareness, openness to change, and emotional regulation that involves understanding one's own strengths and limitations, embracing new experiences, and effectively managing emotions in the face of uncertainty (Handayani et al., 2021).

Furthermore, by developing self-management skills in adaptability, individuals can navigate through changes with resilience and agility, seize new opportunities, and continually grow and thrive in dynamic environments.

Achievement

Achievement and self-management are crucial aspects for adolescents in secondary schools as they navigate their academic journey and prepare for future endeavors (Fru-Ngongban, 2023). Fru-Ngongban (2023) also added that developing effective strategies for achieving goals and managing time and resources could greatly contribute to academic success and personal growth. Adolescents in secondary schools should set both short-term and long-term goals to provide direction and motivation that will attract good academic achievement (Kim et al., 2023). Kim et al. (2023) also stated that short-term goals could include completing assignments, studying for tests, or participating in extracurricular activities, which contribute to a student's well-being.

Evidently, long-term goals may involve gaining admission to a desired college or pursuing a specific career path. Setting SMART goals (specific, measurable, achievable, relevant, and time-bound) can help students stay focused and track their progress.

Subsequently, by breaking down larger goals into smaller, manageable tasks, students can maintain a sense of accomplishment and stay motivated (Kim et al., 2023).

Effective time management skills are essential for secondary school students to balance their academic workload, extracurricular activities, and personal commitments (Carter, 2023). Carter (2023) noted that students should prioritize tasks based on importance and deadlines, create a schedule, and allocate sufficient time for studying, assignments, and relaxation. Learning to avoid procrastination and practicing good time management habits can help students reduce stress and increase productivity (Trentepohl et al., 2022). Furthermore, it is important to maintain a healthy work-life balance and allocate time for socializing, hobbies, and self-care activities. Developing strong organizational skills is crucial for secondary school students to stay on top of their academic responsibilities (Elisado, 2022). Elisado (2022) posited that keeping track of assignments, managing deadlines, and maintaining an organized study environment can enable students to utilize tools such as planners, calendars, or digital apps to stay organized.

Additionally, Trentepohl et al. (2022) added that cultivating effective study habits like active reading, note-taking, and reviewing material regularly can enhance comprehension and retention. Trentepohl et al. (2022) noted that seeking help from teachers or utilizing available academic resources when needed could further support learning, achievement and that secondary school students should cultivate self-motivation and discipline to overcome challenges and persevere in their academic pursuits. It is essential to understand the importance of personal responsibility and take ownership of one's education (Trentepohl et al., 2022). Carter (2023) noted that setting realistic expectations, maintaining a positive mindset, and celebrating small achievements can foster intrinsic motivation and that developing self-discipline involves avoiding distractions, managing time effectively, and staying committed to the tasks.

Furthermore, by cultivating self-motivation and discipline, students can foster a strong work ethic and achieve their desired academic outcomes (Fru-Ngongban, 2023).

Moreover, Fru-Ngongban (2023) revealed that secondary school students should recognize the value of seeking support and feedback from teachers, mentors, and peers and that actively participating in class, asking questions, and engaging in discussions can enhance learning and clarify doubts. Kim et al. (2023) realized that seeking assistance when needed and being open to constructive feedback can help students identify areas for improvement and refine their skills. Kim et al. (2023) posited that collaborating with classmates and forming study groups could also promote a supportive learning environment where students can exchange ideas and enhance their understanding of the material. Achievement and self-management skills are integral to the success of students, by setting goals, managing time effectively, cultivating organizational and study skills and fostering self-motivation (Kotsou et al., 2019). Consequently, by discipline, and seeking support when needed, students can navigate their secondary school years with confidence and lay a strong foundation for their future endeavours.

Influence of Social-Awareness and Stress among Adolescents in Selected Public Mixed Day Secondary Schools.

Social-awareness refers to an individual's capacity to recognize, understand, and respond to the emotions of others when participating in a social network (Karibeeran & Mohanty, 2019). Adolescents place strong value on how other people perceive them in social situations and especially by peers (Demetriou et al., 2020). Seeing things from a different perspective that explains

the actions of one another and trying to understand the minds of other people is

what is known as social- awareness (Goleman, 2011). Social- awareness has to do with developing others, understanding others, rendering service to others, leveraging variety and political awareness (Toh et al., 2022). Social-awareness is the foundation for relationship skills (Jones et al., 2018). Moreover, adolescents therefore need to create a climate of openness, patience and understanding, in order to cope with people around them as a function of social awareness.

Additionally, Cejudo et al. (2018) conducted research on the relationship between emotional intelligence and stress and found out that while there have been numerous studies focusing on emotional intelligence and stress within the adult population, there is a lack of research specifically addressing these factors among adolescents. Toh et al. (2022) argued that variety of changes, which included social, psychological, and biological, could cause stressors that could lead to negative outcomes. Consequently, social-awareness was affected by psychological well-being and stressful events (Cheetham-Blake et al., 2019). According to Obeid et al. (2020), research confirmed that social-awareness and emotional regulation strategies were important in the life of adolescents. Corbett et al. (2021) added that adolescence was characterized by ongoing anatomical and functional changes in the brain, particularly with regard to newly developing abilities in executive functioning, such as social awareness, self-control, and social cognition linked to frontal lobe maturation.

Furthermore, social- awareness, which is the ability to understand and empathize with the feelings, thoughts, and perspectives of others, affects academic stress (Toh et al., 2022). According to Gómez-López et al. (2019), social awareness could contribute to healthy interpersonal relationships, lead to quality social behaviors, and enable adolescents to handle problems establishing and maintaining those relationships. Positive social growth and development of the adolescents was

associated to social-awareness (Portela-Pino et al., 2021). Additionally, those adolescents with positive social-awareness have minimal signs of depression (Igesund et al., 2022). Consequently, adolescents deal with stress using unhealthy manner such as taking drugs, drinking alcohol, emotionally cutting themselves off from their families and friends. According to Sailesh et al. (2016), academic results of the students might be affected by stress driving them into unhealthy behaviors such as taking drugs, dropping out of school, among others. Wu et. (2024) argued that social awareness could contribute to decrease in signs of depression such as fatigue, hopelessness and lack of strength due to life satisfaction as a result.

Empathy

Emotional intelligence, often hailed as a cornerstone of personal and professional success, encompasses a spectrum of abilities crucial for navigating complex social interactions (Xie, 2024). Xie (2024) further noted that empathy is an indispensable component of social awareness. Empathy involves not only recognizing and understanding the emotions of others but also being able to respond to them appropriately (Fernandez & Zahavi, 2020). According to Eklund and Meranius (2021), empathy entails the capacity to step into someone else's shoes, perceive the world from their perspective, and comprehend their feelings without judgment and this can make the adolescents to work together for better academic achievement (Moudatsou et al., 2020). Adolescents with high levels of empathy are adept at sensing subtle emotional cues, fostering connections, and building rapport with others leading better academic performance (Xie, 2024). This heightened sensitivity enables them to navigate social dynamics with grace and adaptability, fostering trust and cooperation in interpersonal relationships hence reducing academic stress among the adolescents (Eklund & Meranius, 2021).

Service Orientation

Service orientation is fundamentally about recognizing and understanding the needs of others and can boost learning among adolescents in secondary schools (Enyinda et al., 2021). This requires a high degree of social awareness, as it involves not only noticing verbal cues but also picking up on non-verbal signals that might indicate what others are feeling or what they might require assistance with (Lee et al., 2021). Empathy requires assistance with (Lee et al., 2021). Empathy involves putting yourself in someone else's shoes and understanding their situation, emotions, and motivations which is key in reducing academic stress among adolescents (Ngo et al., 2020). Gali et al., (2020) noted that service orientation uses empathy to guide actions and decisions that anticipate and meet the needs of others. Canavesi and Minelli (2022) added that strong service orientation could deepen relationships by demonstrating care, support, and consideration for others' needs which adolescents need in order to perform well academically.

Service orientation goes beyond simply understanding or empathizing with others; it involves taking responsive and thoughtful action based on that understanding (Crick, 2021). This aspect of social awareness is active rather than passive, demonstrating a commitment to contributing positively to the well-being of others through one's actions (Lee et al., 2021). By focusing on meeting the needs of others, service orientation can improve social dynamics within a group or community (Canavesi & Minelli, 2022). Individuals who are high in social awareness and demonstrate a strong service orientation are often seen as more trustworthy and cooperative; qualities that enhance group cohesion and effectiveness (Ngo et al., 2020). According to American Occupational Therapy Association (2020), social awareness also involves

understanding and respecting cultural differences and norms. Service orientation within this context means being aware of and sensitive to these differences when attempting to serve or support others (Gali et al., 2020). Lee et al. (2021) stated that service orientation is about recognizing that how assistance is offered and received by the adolescents and can affect their academic performance.

An important part of social awareness is the ability to receive and interpret feedback from others, including indirect social cues (Canavesi & Minelli, 2022). Service-oriented individuals use this feedback to adapt their approach to meet the needs of those they are serving in a better way, demonstrating a dynamic and responsive form of social awareness (Lee et al., 2021). Service orientation is a manifestation of social awareness that involves empathetically recognizing and responding to the needs of others (Enyinda et al., 2021). It is about taking actionable steps based on an understanding of social cues, emotional states, and cultural contexts to positively impact the wellbeing of students and communities (Ngo et al., 2020). According to Canavesi and Minelli (2022) with service orientation, individuals can apply their social awareness in practical and meaningful ways; thus, contributing to stronger, more supportive social networks and relationships.

Furthermore, social awareness as one of the constructs of emotional intelligence acts as a guiding compass, steering individuals towards meaningful connections and harmonious interactions (Surma-Aho & Hölttä-Otto, 2022). It involves the ability to perceive and comprehend the emotions, needs, and concerns of those around us, thereby facilitating effective communication and collaboration (Xie, 2024). Within this framework, empathy emerges as a cornerstone, allowing individuals to attune themselves to the emotional landscapes of others (Surma-Aho & Hölttä-Otto, 2022). By cultivating empathy,

individuals can bridge divides, diffuse conflicts, and foster a sense of belonging within their communities (Eklund & Meranius, 2021). Furthermore, empathy catalyzes positive social change, inspiring acts of compassion, altruism, and understanding that transcend cultural and societal boundaries (Surma-Aho & Hölttä-Otto, 2022). Xie (2024) noted that, empathy is not merely a skill but a fundamental aspect of human connection and cooperation, enriching both personal relationships and collective endeavors.

Social-Awareness and Academic Stress

Despite the fact that stress is a widespread problem, people should not dismiss it as it has far-reaching effects (Igesund et al., 2022). Furthermore, stress happens when people feel overburdened and unable to manage their mental or emotional pressure during challenges like academic pressure (Deng et al., 2022). Academic stress includes emotional suffering related to upcoming difficulties or failure in the classroom (Ofori, 2018). Awareness of the potential for academic stresses that manifest in any part of a person such as home environment, school, neighborhood, or social relationships creates stress (Shaunessy-Dedrick et al., 2022). The effects of academic stress have caused poor results in the areas of fitness, nutrition, substance use, and self-care. Children go through a variety of developmental changes during adolescence that affect their social-awareness and academic achievement (Kothari et al., 2020). Mostly, the students with positive academic stress, and high self-esteem, who are socially aware of their emotions, are also good in their studies (Shaunessy-Dedrick et al., 2022). In the same way, those who are socially active and have high self-esteem perform well in their academics and have positive academic stress.

Evidently, a major aspect of emotional intelligence is being aware of one's feelings and being able to control them and those of others (Kothari et al., 2020). According to Ofori (2018), organizations run by people with high

emotional intelligence performed very well due to an environment of cooperation and trust optimism, enthusiasm and good interpersonal relations with their peers because of social-awareness. Gómez-Leal et al. (2022), and Pandey et al. (2020), observed that over 200 studies comprising of 300,000 adolescents engaged in social awareness learning as part of the program in school, according to studies conducted by the Collaborative for Social and Emotional Intelligence Learning (CASEIL) (2008) in Spain and the USA. The following results were analyzed by the Collaborative for Social and Emotional Intelligence Learning Casel (2008): a 9% decline in behavioral problems, 9% increase in academic performance by 11%, attitudes toward others, school and self, 23% social awareness skills, and classroom behavior by 9%. Arikian (2020) supported that 11% improved academically. The above research indicated that social-awareness skills was 23% and the highest in Collaborative for Social and Emotional Intelligence Learning studies.

Furthermore, those adolescents' with advanced levels of emotional intelligence, particularly social awareness, are generally associated with more favorable life outcomes, including psychological wellbeing, educational attainment, and employment success (Lea et al., 2019). Theoretically, those with strong social awareness abilities respond more adaptively to stressful situations than people with low social awareness, exhibiting less reaction, such as less mood deterioration, less physiological arousal, and faster recovery once the threat has passed (Negley, 2022). Being a good role model for others is one way that emotional intelligence can have a beneficial impact (Sharp et al., 2020). Emotional intelligence may reduce the stress brought on by demanding settings or situations considered to be demanding (Goleman, 2001).

According to Dhabhar (2019), people could start their "fight or flight"

reaction when faced with a stressor and then turn it off when the stressor has passed. The degree, to which a person reacts to stress, or their level of stress reactivity, is a key sign of their physical and mental health (Lea et al., 2019). Researchers are increasingly focusing on emotional intelligence in their quest to understand how individual differences in social awareness and stress response affect stress responses (Matthews et al., 2017). Therefore, if emotional intelligence aids in stress-reduction, high emotional intelligence scorers should respond compared to low emotional intelligence in accordance with the adaptive profile, with less reactivity and quicker recovery emotional intelligence scorers.

Influence of Social Skills on Stress among Adolescents in Selected Public Mixed day Secondary Schools.

Social skills are crucial in preventing unfavorable outcomes on the lives of adolescents (Defrianti et al., 2022). People are social creatures at their core, and they regard other people's opinions of them highly (Lehalle, 2020). People who felt they were negatively gauged could feel threatened, and that elevated their physiological and psychological stress (Portela-Pino et al., 2021). The adolescents who had weak support systems were more prone to developing symptoms of stress (Wanders et al., 2021). The predisposition heightened during adolescence by youths placed even more emphasis on friendships and romantic relationships; hence, they needed to develop social skills to minimize stress (Defrianti et al., 2022). According to Kastberg et al. (2020), emotional intelligence encourages positive society engagement by helping a person recognize other people's feelings, approve of their worldview, encourage interaction, and control their behavior. Lehalle (2020) found that people with higher emotional intelligence scores tended to be more outgoing and had positive social interactions than people

with lower emotional intelligence scores.

Furthermore, attaining independence and observing self-knowledge are two crucial processes an adolescent need (Salavera et al., 2017). Good understanding of those processes assists adolescents to manage tension, resulting in considerable happiness (Gómez-Leal et al., 2022). The ability to associate and relate well with others;there by establishing structures, is what is social skills or people skills. Apar and Rodzalan (2022) noted that the place of social relationships comprised of empathy, communication, negotiation, mutual regard, openness, commitment, tolerance and respect for others. Goleman (2001) stated that to acquire social skills requires the capability of serving others, inspiring and influencing others, their emotions, concepts and thoughts. Social skills are helpful in bringing varieties such as great changes, convincing people, building systems and directing teams that leads to many benefits (Lehalle, 2020). Social skills therefore could assist the adolescents in various ways such as enabling them do a number of things like finishing a project or using teamworksupport.

Moreover, social skills, self-perception and emotional functioning are fundamental (Önder et al., 2020). The transition period of the youthful individuals between 13-19 years marked by emotional intelligence development ability to exercise self-management over one's feelings and the capacity to relate successfully with others. According to Lehalle (2020) there is a change in thinking pattern during adolescence period from simple problem solving to a more intellectual thinking which engages in thinking logically. The expertise of looking for communal support whenever needed andrelating well with others through effective communication is part of social skills (Jones et al., 2018). Furthermore, Wentzel (2022) noted that collective assistance

rendered to adolescents related with connections that were supportive from the friends and good academic performance and confidence on coping with stress.

Krane, and Andvig (2021) observed that most adolescents are unable to make friends in school thus making them lonely both at school and at home. In addition, the fear of isolation by the peers is a major concern that causes stress to students, despite peer support being important during adolescence period (Rowse et al., 2016). Social expertise can be associated to problem solving and emotion related strategies seen as defensive agents against stress (Zeidner et al., 2016). Similarly, studies done in the past indicated the need of support skills that enable adolescents to connect socially with other people by having good relations, good communication with peers as a way of easing stress (Eckenrode, 2013). There were negative emotions brought about by educational settings; the negative feelings included shame, disappointment, and hopelessness, while the positive feelings included pride, enjoyment, and hope (Zaccoletti et al., 2020). Kosa et al. (2020) added that past studies showed that monitoring feelings and managing techniques in an effectual way of controlling emotions and lowering stress levels was crucial. Braunstein et al. (2017) argues that social skills engage the capacity to influence, track, assess, and manage the conflicts among the adolescents.

Accordingly, Compas et al. (2017) argued that distress is associated with feelings that are negative and closely connected to emotion focused managing skills dealing with one's first evaluation leading to a more flexible response. Thus, there is need for identifying and evaluating emotions that will help in coping with stressful academic situations. Taylor et al. (2017) added that research on stress showed that social skills play a crucial role in reducing negative feelings. In quest of individual variations that affect stress, researchers are increasingly focusing on emotional intelligence (Matthews et al., 2017). It is therefore crucial to build emotional knowledge and understanding on how social

skills could influence stress. Moreover, social skills control emotions in a reflective way to foster both emotional and intellectual development (Cruz & Kim, 2021). Each theory and model outlines the necessary steps to raise emotional quotient among adolescents (Kosa et al., 2020). Furthermore, adolescents' emotional intelligence could be greatly improved by a variety of factors which include inspiration, influence, developing others change catalyst and conflict management.

Inspiration

Inspiration and academic stress among adolescents in secondary schools can have a significant impact on their overall well-being and academic performance (Wijaya et al., 2022). Adolescence is a crucial period marked by various challenges like the pressure to excel academically and the search for personal motivation (Ezeunara et al., 2023).

Wijaya et al. (2022) observed that by fostering a connection between inspiration and academic stress, educators and parents could help adolescents navigate these challenges more effectively. Ezeunara et al. (2023) further noted that inspiring adolescents in their academic pursuits can serve as a powerful tool to mitigate stress. Study conducted by Hernandez et al. (2023) realized that when students find personal inspiration and passion for their studies, they are more likely to be motivated and engaged in their learning and that educators can promote inspiration by incorporating real-life examples, practical applications, and interactive teaching methods into their lessons. Moreover, by relating academic content to real-world scenarios and demonstrating the relevance and impact of their studies, teachers can ignite students' curiosity and drive to excel (Wijaya et al., 2022). This connection between inspiration and academics helps alleviate academic stress by shifting the focus from performance-driven pressures to

intrinsic motivation (Hernandez et al., 2023). Furthermore, creating a supportive environment that acknowledges and addresses academic stress is crucial for connecting inspiration and reducing its negative effects (Ezeunara et al., 2023).

Secondary schools can implement stress management programs that provide students with the necessary tools and strategies to cope with academic demands effectively (Wijaya et al., 2022). These programs can include mindfulness exercises, relaxation techniques, time-management skills, and fostering a healthy work-life balance (Hernandez et al., 2023). Hernandez et al. (2023) added that by incorporating these practices into the school curriculum and promoting open discussions about stress, adolescents can learn to manage their academic pressures more effectively, thereby creating space for inspiration and personal growth.

Additionally, mentorship and role modelling play a pivotal role in connecting inspiration and academic stress among secondary school students (Ezeunara et al., 2023). Ezeunara et al. (2023) further observed that adolescents benefit greatly from having positive role models who have overcome similar challenges and can share their experiences and insights and that mentors can provide guidance, support, and encouragement to help students navigate academic stress and find inspiration in their pursuits. Secondary schools can facilitate mentorship programs that match students with mentors from various academic and professional backgrounds (Hernandez et al., 2023). Hernandez et al. (2023) further added that such interactions could not only inspire students but also provided valuable guidance on managing stress and achieving academic success. In addition, Ezeunara et al. (2023) noted that inspired students with people skills have reduced academic stress as social skills enable them to manage stress. Moreover, through these efforts, adolescents can develop the resilience,

motivation, and emotional intelligence necessary to thrive academically while maintaining their mental and

emotional health.

Influence

Influence plays a significant role in shaping and developing social skills (Salavera et al., 2022). The ability to understand and navigate social influence is crucial for effective communication, building relationships, and establishing oneself in various social settings (Maheshwari et al., 2022).

Influence from others can serve as a powerful source of learning as people observe and imitate the behaviours, attitudes, and communication styles of those around them, particularly during social interactions (Maheshwari et al., 2022). This observational learning process helps students acquire social skills by modelling the behaviours of influential individuals in their social circle (Jiang & Yin, 2022). Jiang and Yin (2022) also noted that positive role models could inspire and teach effective social skills, while negative influences could hinder the development of healthy social interactions.

Furthermore, peer influence significantly affects social skills, particularly during adolescence as peer pressure can shape behaviours, attitudes, and decision-making processes (Salavera et al., 2022). It often exerts a strong influence on conforming to social norms and fitting in with a particular group (Maheshwari et al., 2022). While peer pressure can sometimes lead to negative outcomes, such as engaging in risky behaviours or adopting unhealthy communication patterns, it could also motivate individuals to develop positive social skills, such as empathy, cooperation, and effective conflict resolution, in order to gain acceptance and build positive relationships (Jiang & Yin, 2022). Influence from society and cultural norms greatly affects social skills and each society or community has its own set of rules, expectations, and social conventions that govern

social interactions (Salavera et al., 2022). Understanding and adhering to these norms is essential for effective communication and social integration (Maheshwari et al., 2022). Moreover, social influence shapes individuals' understanding of appropriate behaviours, manners, and communication styles, thereby influencing their social skills in various contexts.

Additionally, developing strong social skills enables students to become effective leaders and influencers (Ezeunara et al., 2023). Leaders who possess excellent communication, persuasion, and interpersonal skills can inspire and motivate others to achieve common goals (Jiang & Yin, 2022). Jiang and Yin (2022) further added that they could effectively influence other people's attitudes and behaviours through their social skills, such as active listening, empathy, and assertiveness. Leadership positions often require individuals to navigate complex social dynamics, manage conflicts, and build strong relationships, all of which are dependent on effective social skills (Salavera et al., 2022). According to Maheshwari et al. (2022), understanding and navigating these influences, individuals can enhance their ability to communicate effectively, build relationships, and navigate social situations with confidence and success.

Developing others

Developing others plays a vital role in enhancing social skills and when individuals invest their time and efforts into helping others grow, it not only benefits the recipients but also contributes to their own social skill development (Saputro et al., 2022). Raising others requires individuals to practice empathy and understanding by actively listening to others (Maheshwari et al., 2022). Developing others entails also recognizing others' needs, offering support and guidance, cultivating their ability to empathize with different perspectives and

experiences (Hashimy et al., 2023). Hashimy et al. (2023) further noted that an empathetic approach enhances social skills by improving communication, fostering meaningful connections, and promoting a sense of shared understanding.

Furthermore, developing others often involves effective communication and collaboration where individuals must articulate their ideas, provide constructive feedback, and engage in open dialogue to facilitate growth in others (Wen et al., 2023). Through this process, Wen et al. (2023) realized that individuals refine their own communication skills, such as active listening, clarity of expression, and adaptability in different contexts. Collaborating with others also hones skills related to teamwork, negotiation, and conflict resolution (Hashimy et al., 2023). Developing others promotes the establishment of positive and meaningful relationships (Wen et al., 2023). Additionally, by spending time and effort in supporting others' growth, individuals create bonds built on trust, respect, and mutual support.

Moreover, relationships contribute to the development of social skills, such as building rapport, maintaining interpersonal connections, and fostering a supportive network. In addition, developing others often leads to reciprocity, where others are more likely to offer support and assistance when needed, further strengthening social connections (Hashimy et al., 2023). Developing others is a key aspect of leadership and when students take on leadership roles and guide others' growth, they develop and refine their leadership skills, which are closely tied to social skills (Wen et al., 2023). Moreover, effective leaders can inspire, motivate, and engage others, which requires strong interpersonal skills, including active listening, empathy, and effective communication.

Furthermore, Wen et al. (2023) noted that developing others allows individuals to practice and strengthen these skills, enhance their ability to lead and influence positively and have a profound impact on social skills. Wen et al. (2023) concluded that developing other students cultivates empathy and understanding, and enhances communication.

Additionally, collaboration abilities, builds meaningful relationships, and sharpens leadership skills hence making a student well-grounded in life (Saputro et al., 2022). Moreover, investing in the growth of others, students not only contribute to the well-being of those around them but also enhance their own social skills, hence, enabling them to navigate social interactions with empathy, effectiveness, and influence.

Change Catalyst

Being a change catalyst can have a significant impact on social skills, as it involves initiating and facilitating change within social contexts (Freelin et al., 2023). Students are often required to navigate dynamic and evolving environments that necessitate a high level of adaptability and flexibility in social interactions (Johnson et al., 2022). Johnson et al. (2022) further noted that change catalysts must be open to new ideas, be willing to challenge traditional norms, and be able to adjust their communication and behaviour to accommodate different perspectives. Freelin et al. (2023) stated that change catalyst fosters the development of social skills that enable individuals to navigate diverse social situations with ease and adapt to changing social dynamics. Therefore, change catalysts aim to inspire and motivate others to embrace change, which requires effective influencing and persuasion skills

Change catalysts must be able to communicate their vision, present compelling arguments, and engage others in dialogue to gain buy-in and support (Katz, 2022). Katz (2022) further added that developing these change catalysts skills enhances their ability to understand others' perspectives, tailor their messaging, and employ effective communication techniques such as active listening and empathy. According to Johnson et al. (2022) being a change catalyst often involves working collaboratively with others to drive change and effective collaboration requires strong interpersonal skills, including communication, conflict resolution, and teamwork. Change catalysts could be able to build positive relationships, foster trust, and navigate group dynamics (Freelin et al., 2023). Furthermore, by actively engaging in collaborative efforts, change catalysts develop and refine their social skills, allowing them to foster productive relationships, manage conflicts, and work effectively towards common goals.

Initiating and implementing change would be met with resistance and challenges and therefore change catalysts need to possess resilience and emotional intelligence to manage setbacks and overcome obstacles that comes their way (Sithambaram, 2023).

Sithambaram (2023) further added that developing these skills helps individuals build their emotional intelligence, which is critical for understanding and managing their own emotions as well as navigating the emotions of others during times of change. Resilience and emotional intelligence contribute to enhanced social skills, such as empathy, self-awareness, and effective conflict management (Freelin et al., 2023). In conclusion, Katz (2022) revealed that being a change catalyst influences social skills by fostering adaptability, flexibility, influencing abilities, collaboration, resilience, and emotional intelligence. By actively engaging in change initiatives, Sithambaram, (2023)

noted that individuals develop the social skills necessary to navigate diverse social contexts, influence others positively, collaborate effectively, and manage emotions during times of change and these skills contribute to their overall social competence and enable them to drive meaningful and positive social transformations.

Conflict management

Conflict management that requires effective communication to express concerns, listen actively, and find mutually agreeable solutions plays a crucial role in shaping social skills among secondary school students (Osuna, 2023). Adolescence is a period marked by heightened emotions, differing opinions, and interpersonal conflicts (McLaughlin et al., 2022). McLaughlin et al. (2022) further posited that secondary school students who learn and practice conflict management develop stronger communication skills, such as expressing themselves assertively, actively listening, and considering multiple perspectives and that, these skills enhance their ability to navigate social interactions, express their thoughts and emotions constructively, and foster positive relationships.

Conflict management encourages students to understand others' perspectives and develop empathy (Osuna, 2023). By engaging in conflicts, students gain insights into the experiences and emotions of their peers and this understanding promotes empathy and perspective-taking, which are vital social skills for building understanding, resolving conflicts, and developing meaningful connections (Fredrick et al., 2022).

Fredrick et al. (2022) further observed that empathy allows students to recognize the impact of their actions on others and find collaborative solutions that consider everyone's needs and that conflict management fosters problem solving and

negotiation skills among secondary school students. When faced with conflicts, Wen et al. (2023) noted that students learn to analyze the situation, identify underlying issues, and work toward mutually beneficial outcomes. Wen et al. (2023) further noted that students faced with conflicts develop skills such as critical thinking, creative problem-solving, and the ability to find win-win solutions. These skills extend beyond conflict situations and become valuable tools for addressing challenges and making informed decisions in various social contexts ((Johnson et al., 2022). Conflict management contributes to building and maintaining positive relationships (Wen et al., 2023). Through effective conflict resolution, students learn to address disagreements and repair damaged relationships (McLaughlin et al., 2022).

By practicing open communication, forgiveness, and compromise, secondary school students develop resilience and strengthen their social bonds and skills help them navigate social challenges, build trust, and establish a supportive network of friends and peers (Ansari & Rizvi, 2023). Moreover, Ansari and Rizvi (2023) noted that conflict management plays a crucial role in developing social skills among secondary school students. It enhances communication skills, promotes empathy and perspective taking, fosters problem-solving and negotiation abilities, and contributes to relationship building and resilience (McLaughlin et al., 2022). By equipping students with these skills, conflict management empowers them to navigate social interactions effectively, resolve conflicts constructively, and build positive and meaningful relationships.

Theoretical Framework

There are several models of emotional intelligence. In the past, emotions and intelligence were considered separate concepts (Mayer et al., 2004), but in the 1970s, there was an increased focus on the impact of emotions on thinking processes, which led to more attention being given to the concept of emotional intelligence (Mayer, 2001). As a result, several models were developed to explain this concept. Trentini et al. (2022) noted that out of these models, three have gained the most interest in terms of research and application: the ability model by Mayer and Salovey (2008), trait model by Bar-On (1997) and the mixed model by Goleman (1995). However, the study was guided by Goleman's (1995) model.

Goleman's (1995) Model of Emotional Intelligence

Goleman's (1995) model, which initially included 18 competencies, was later reorganized into five categories: self-awareness, self-control, self-motivation, empathy, and social skills. Goleman (1998) defined emotional intelligence as the ability to identify and regulate one's own emotions, as well as the emotions of others, and to effectively manage them in personal and social situations. Goleman's model now comprises four main areas: self-management, self-awareness, social skills, and social awareness.

Self-Awareness.

According to Goleman (2001), self-awareness refers to the capacity to identify and comprehend personal emotions and their impact on others. Trentini et al. (2022) provided a definition of self-awareness that emphasizes the ability to recognize one's emotions, distinguish between them, comprehend the reasons for feeling that way, and identify what caused those emotions. Tugtekin and Koc (2020) suggested that self-awareness is the fundamental element in

developing emotional intelligence, and likened it to the skill of map reading for a journey. Therefore, self-awareness is considered the most important competence for emotional intelligence in the workplace. However, research on self-awareness in adolescents is limited.

Self-Management. Self-management involves the skill of staying composed when faced with provocation or conflict, minimizing defensiveness, and ultimately restoring rationality (Marino et al, 2019). According to Schunk and DiBenedetto (2020) self-regulation, which advances from social sources to individual sources in a series of levels, would enable individuals to take greater control over their thoughts, emotions, and actions.

Social-Awareness. Social awareness is the ability to empathize with and comprehend the thoughts and feelings of others, and to view situations from their perspective (Goleman, 2011). This involves various aspects such as understanding and developing others, having a service-oriented mind set, appreciating diversity, and being politically aware (Samuel & Osman, 2022). For teenagers to navigate their relationships effectively, they must cultivate an environment of openness, patience, and understanding, which requires them to develop their social awareness.

Social skills. Social skills refer to a person's ability to effectively interact with others and create social connections, also known as people skills (Tugtekin & Koc, 2020). This set of skills includes qualities such as respect, mutual regard, commitment, openness, tolerance, empathy, negotiation, and communication (Marino et al., 2019). Social skills are not only important for building relationships, but also for leadership, persuasion, and teamwork (Zaman et al., 2019). They can also boost an individual's confidence and social acceptance (Tugtekin & Koc, 2020).

Goleman's model of emotional intelligence is similar to Salovey and Mayer's, which agree that emotional intelligence involves the ability to identify and regulate emotions and understand others' emotional states. Different models of emotional intelligence exist, but they have some common traits. One shared belief is that emotional intelligence involves the capacity to recognize different emotions, manage one's own emotions, and comprehend others' emotional states. The Salovey and Mayer model (1990) is an ability-based model, while the Bar-On (1997) and Goleman (1998) models are considered integrated models. These models provide useful information for adolescents in therapeutic relationships (Samuel & Osman, 2022). Despite their differences, all of these models could be beneficial in therapeutic relationships with secondary school students.

Importance of Emotional Intelligence. Research conducted over the years by Nanda and Randhawa (2020) has shown that emotional intelligence is crucial in various settings, such as education, counselling, psychotherapy, business, and accounting. Emotional Intelligence is connected to personal well-being, productivity, leadership, and job performance, and is an essential factor in determining success in life and psychological well-being (Sanchez-Gomez & Bresó, 2020). To be successful in life, adolescents need to possess personal competencies, which include self-awareness, and self-management, before they can apply them to social competencies. Emotional Intelligence is also a significant predictor of adaptive coping strategies in stressful situations, and positive emotions are associated with mental capabilities that can improve judgment, decision making, and negotiation skills (Trigueros et al., 2019).

Individuals with high levels of Emotional Intelligence perform better in various aspects of life than those with low emotional intelligence. Emotional Intelligence is also essential for gaining the cooperation of peers, surviving and

thriving in stressful situations, and avoiding self-destructive behaviour (Buşu, 2020). Personal characteristics, such as gender, heredity, environment, and parenting, can affect an individual's susceptibility to emotional exhaustion and a reduction in the of personal achievement (Pellerone et al., 2020). The link between Emotional Intelligence and stress can be attributed to the dysfunctional relationship between the individual and the environment. Emotional Intelligence enables individuals to interact and fit in any given environment. It is, therefore, essential to introduce emotional intelligence to adolescents to help them understand their emotions and apply the indicators of emotional intelligence, such as self-awareness, social awareness, social skills, and self-management. Various theories and models provide measuresto improve emotional intelligence among adolescents, and factors such as family, school, media, and social work intervention can make a significant difference in enhancing emotionalintelligence (Karibeeran et al., 2019).

In summary, emotional intelligence is critical in various aspects of life, and it is essential to introduce it to adolescents to enable them to develop the necessary social andemotional skills to be successful in life. This study was guided by Goleman's (1995) theoretical paradigm of emotional intelligence. Goleman's model of emotional intelligence gained popularity as it introduced the idea that Intelligence Quotient (IQ) was not the only factor in determining an individual's intelligence (Busu, 2020). He argued that Emotional Intelligence was just as important in creating well- balanced individuals. However, according to Williams (2021) there are some criticisms of Goleman's work that includes a lack of theoretical cohesion, changing definitions and terms, a general lack of scientific support, a lack of acknowledgement of other researchers' work, and exaggerated claims about the predictive power of EI in leadership performance. Despitessuch weaknesses, in this theory, this model was found relevant in relation to the study because of its four

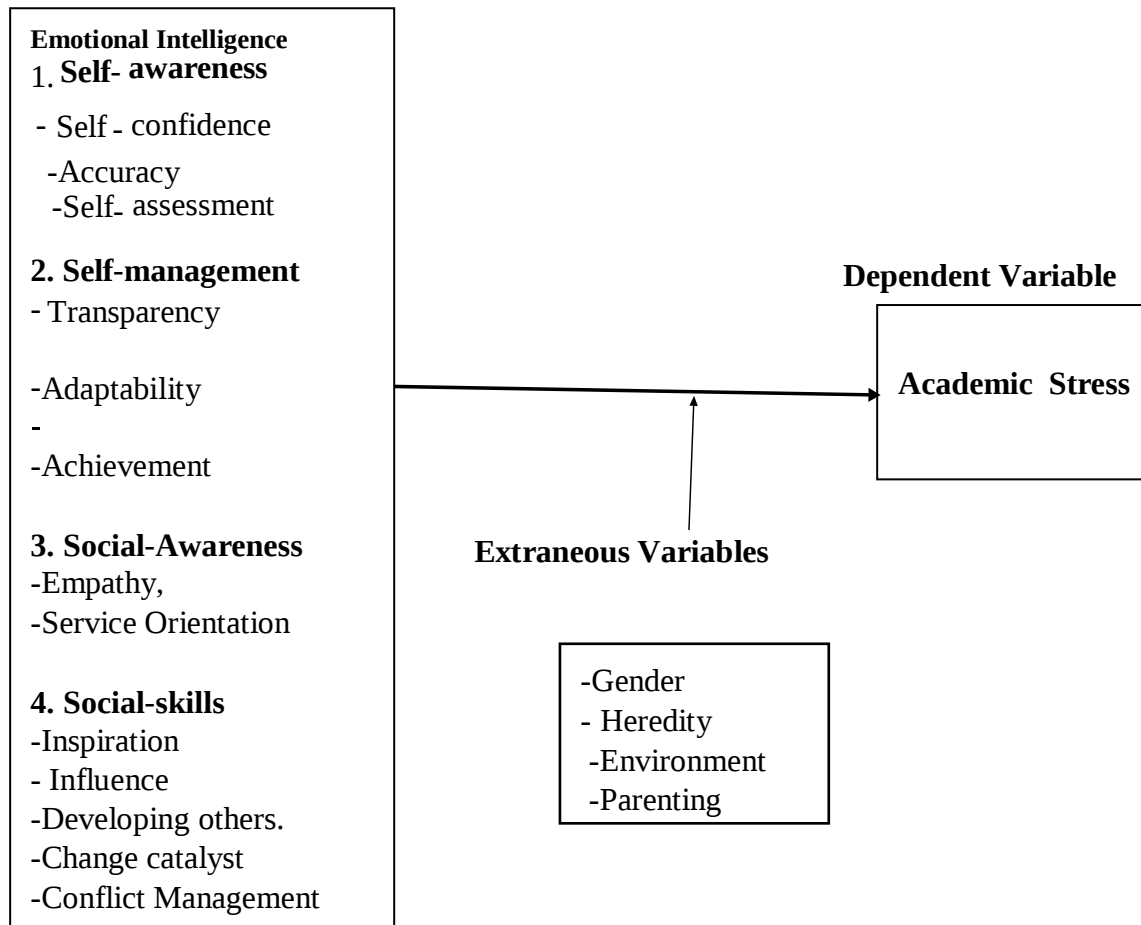
dimensions: self-awareness, self-management, social awareness, and social skills are central in palliating the negative effects of stress (Singh et al., 2022).

Goleman's mixed model originally proposed 18 competencies, which were grouped into five elements, and then into four domains: self-awareness, self-control, self-motivation, empathy, and social skills. Goleman (1998) defined EI as the ability to recognize one's own feelings and those of others, and to manage emotions in oneself and in relationships. His model consisted of four dimensions: self-awareness, social awareness, self-management, and social skills. Wamsler et al. (2020) added that the regulation of self is rooted on emotional intelligence theory and is known as self-control. Self-regulation and awareness of self enables one to connect to feelings, desires, and thoughts. It is important for secondary school students to develop social and emotional skills in order to be successful in life.

Conceptual Framework

The conceptual framework is presented in Figure 1. The framework suggests that emotional intelligence can affect the level of stress experienced by adolescents. Williams (2021) added that if adolescents are able to perceive, understand, and regulate their own emotions, as well as the emotions of others, they also create a social, psychological, and physical environment that reduces the effects of stress. According to Singh et al. (2022) emotional intelligence can also enable adolescents to exercise social skills, such as empathy, which can further affect their stress levels. Gender, heredity, environment, and parenting are extraneous variables that may influence emotional intelligence and stress levels. Overall, the framework represents the relationship between emotional intelligence and stress in adolescents. This conceptual framework will adopt Goleman's model of emotional intelligence.

Figure 1

*Conceptual Framework***Independent variables****Chapter Summary**

This chapter has reviewed literature on emotional intelligence and academic stress among adolescents in secondary schools, with a focus on Goleman's four-domain model of emotional intelligence. The Goleman's model points out how to gain control and stay calm amidst everyday chaos, including how to use opportunities, stay focused and find energy in preventing academic stress from returning. The chapter concludes with an explanation of the theoretical and conceptual

framework, followed by a summary of the chapter's main points.

The next chapter discusses the methodology that was used in this study.

Chapter Three: Research Methodology

Introduction

This section outlined the procedure followed in carrying out the research. This chapter included the research design, and where the study was conducted. The chapter indicated the group of people studied, how the sample was chosen and how many participants were included. It also looked at the tools that were used to collect data, the methods used to collect information, how the accuracy and consistency of the tools were ensured. Lastly, it showed the process that was used to collect, and analyze data, ethical considerations, and finally the chapter summary.

Research Design

The research paradigm for this topic fell within the quantitative paradigm, as the research aimed to measure the connection that existed between academic stress levels and emotional intelligence among selected mixed day secondary schools in Kasarani Sub-County, Nairobi City County. Within the quantitative paradigm, the study used correlational design to analyze the data.

The study adopted an ex-post facto research design. One way to think of a research design of a study is as the "gum or glue" that holds the many components of a research study together; it is a strategy, plan, or blueprint that is utilized to come up with solutions to a research question (Creswell & Sinley, 2017). This study employed Ex-post facto research design.

Simon and Efendi et al., (2020)

view Ex post facto research as a strategy that can be utilized instead of an experiment to evaluate hypotheses regarding cause and effect in instances where controlling or manipulating the variables is unethical. The researcher sought to

establish whether Emotional Intelligence would Predict Academic Stress amongst adolescents in the selected mixed day secondary schools in Kasarani Sub-County that is located in Nairobi County, Kenya.

This study aimed to investigate whether emotional intelligence predicted academic stress among adolescents in selected mixed day secondary schools in Kasarani, Nairobi County. To achieve this, a quantitative research method was used, which provided information that could be applied to the general population. The research design selected for this study was Ex-post facto, and the prediction correlational research strategy was employed to create associations between variables by computing a Pearson correlational coefficient (Gall & Borg, 2007). This strategy according to Creswell (2015) sought to anticipate outcomes by using certain variables as predictors. The design was relevant to this study because it helped establish the relationship between emotional intelligence and academic stress.

Location of the Study

The research was carried out in selected mixed day secondary schools located in Kasarani Sub-County, Nairobi County which is the capital city of Kenya with population estimate at 4,556,381 in 2019, the last time census was conducted while adolescents/youth population estimate is at 30 % of the same population. These population estimates and projections came from the last census revision of the UN World Urbanization Prospects in 2019. Hence, the research design was considered the most appropriate in regard to the study's variables.

Target Population

Population refers to the entire group of individuals or elements that share a common characteristic or feature. Willie (2023) added that in research, the population is the total set of individuals from which a sample is drawn to make inferences or

generalizations. In this regard, the target population in this study consisted of all students enrolled in public mixed day secondary schools Kasarani Sub-County Nairobi Kenya. According to Kasarani Sub County Education Office records, there are 11 mixed day secondary schools in Kasarani with a total of 7,177 students who are distributed as follows male (3070) and female (4107).

Table 1

Target Population

Name of Schools	Male	Female	Total
1. Ruaraka Sec	246	521	767
2. Kamiti Sec	497	295	792
3. Our Lady of Fatima	200	441	641
4. John Njoroge Sec	142	316	458
5. Clay City Sec	464	484	948
6. Mwiki Sec	367	304	671
7. Githurai Sec	112	215	327
8. Kahawa Garrison	203	361	564
9. Garden Estate	420	426	846
10. Kiwanja Sec	210	332	542
11. Baba Dogo Sec	209	412	621
Total	3070	4107	7177

Sample Size and Sampling Procedures

Sampling involves a process of selecting a sub-section of a population that represents the entire population in order to obtain information regarding the phenomenon of interest (Cohen et al., 2015). A sample is a sub-section of the population, which is selected to participate in a study.

This study used a multistage sampling technique consisting of two steps of simple random sampling to select the schools followed by sampling of the student

respondents. According Alabi (2017), a simple random sample is one in which each member of the population has an equal and independent chance of being selected. In order to determine the number of schools to be included in the study the researcher used the Serdar et al., (2021) sampling principle which recommends that the minimum sample of a small population is 30% while 10% can do for a big population; therefore, 30% of schools were computed to give a total sample size of four schools. To guide the process of generating a statistical sample further, it was necessary to utilize a formula that estimated an adequate sample enough to draw statistical inference (Martinez-Mesa et al., 2016). To this end, Umar and Wachiko (2021) proposed the following formula:

$$n = \frac{N}{1 + (N - 1)/X}$$

Where N is the population size and X is the error margin, typically set at 5.

Accordingly, the sample size will be determined as follows:

$$n = \frac{11}{1}$$

$$\frac{(1 - 1)}{5}$$

$$n = \frac{11}{1 +}$$

$$\frac{10}{5}$$

$$n = \frac{11}{1 +}$$

$$2$$

$$n = \frac{11}{3}$$

$n = 3.66$ which is equivalent to 4 schools since no school can be .66, therefore the No of sampled schools were 4.

The number of students sampled was determined using Krejcie and Morgan's (1970) tables of sample size determination, with a 95% confidence level.

According to these tables, a population of 7,177 subjects is adequately

represented by a sample of 365 respondents (Appendix 1). Consequently, from each of the four sampled schools which included Kamiti, Clay-City, Mwiki and Garden City mixed day secondary schools. 92 students were selected using simple random sampling technique and included in the study. This made a total of the 368 respondents.

Table 2

Sample Size Distribution

	Name of Schools	Male	Female	Total
1.	Kamiti Sec	46	46	92
2.	Clay City Sec	46	46	92
3.	Mwiki Sec	46	46	92
4.	Garden Estate	46	46	92
	Total	184	184	368

Data Collection Procedures

The researcher obtained an introduction letter from Pac University Postgraduate School, which was utilized to apply for a research license from the National Commission for Science Innovation and Technology (NACOSTI) to collect data in Kenya. Additionally, the researcher provided a cover letter to introduce herself to the participants, explain the purpose and objectives of the study, and clarify the role of the participants. The researcher collected data through administering questionnaires to the participants and clarifying any questions asked by the respondents.

Data Analysis Plan

Kansteiner and Konig (2020) defined data analysis as the process of interpreting and creating significance from raw information gathered in the field. The

initial step involves coding the responses, followed by entering the data into Statistical Package for Social Scientist (SPSS) Version 26. Descriptive statistics was used initially to summarize the data and identify patterns, including frequencies, percentages, mean, and standard deviation.

Frequencies were utilized to analyse nominal data, while mean and standard deviation were used to examine ordinal scale data from Likert scale items. To establish the connection between the independent variables (self-awareness, self-management, social awareness, and social skills) and the dependent variable (stress), inferential statistics such as the Pearson correlation coefficient and regression was employed to evaluate the four hypotheses. The statistical software package SPSS Version 26 was used to aid in quantitative data analysis.

Research Instruments

The study used one instrument to collect data; namely, a questionnaire administered to the sampled adolescents. The research instrument consisted of two parts, A and B. Part A had four items and collected demographic information of the respondents. Part B, measured the independent variable; it was adapted from the Emotional Competency Inventory (ECI 2.0) standard rating scale (Goleman, 2000). The ECI tool consisted of 18 emotional competencies categorized into four areas: self-awareness, self-management, social skills, and social awareness. This tool was made up of 60 items. Each item had five possible responses on a 5-point Likert scale ranging from: Strongly Disagree=1, Disagree=2, Not Sure=3, Agree=4, Strongly Agree=5. The dependent variable, that is, the academic stress among adolescents was rated using a standard rating scale, the Perceived Stress Scale (PSS), which had 10 items on a likert scale ranging from; Not at all (1) Certain times (2), Most of the time (3) and Every time (4).

Pre-testing of the Research Instruments

In order to minimize errors during the research, it is crucial to pilot data collection tools (Pankowska et al., 2023). This step is important for dealing with issues related to measurement scales, such as the suitability of items for constructs, the clarity of items, the layout of the tool, and the precision and specificity of instructions and items (Wakaruk et al., 2021). Once the questionnaire was contextualized to include emotional intelligence, a pilot survey was conducted at Ruaraka Mixed Day Secondary school among adolescents aged between 13 and 19 years old, form two's and three's. The researcher used simple random sampling method in order to know which school to visit for pilot survey. Ruaraka Mixed Day Secondary School was excluded from the research. The pilot study helped estimate the time required to complete the questionnaire and identify any potential problem areas or flaws in the research instrument and protocol before the full study was launched (Kraemer et al., 2006). There were no flaws in the research instruments and so they were adopted as they were.

Validity of Research Instruments.

Validity refers to the capacity of a research tool to accurately measure the intended variables (Miyasaki et al., 2021). To ensure that all variables were comprehensively represented in the questionnaires, both the researcher and supervisor consulted to ensure that the items in the two instruments were objectively capturing the constructs of the study. The questionnaire was also meticulously scrutinized to ensure that it included all relevant information that would enable respondents to answer with ease. My supervisors from the Department of Psychology at Pan Africa Christian University reviewed all the instruments to

establish content validity, and any ambiguous items were revised or eliminated.

Reliability of Research Instruments

The precision, accuracy, consistency, and precision of a measurement process are all indicators of reliability (Kothari, 2020). The reliability of the research tool was computed using data collected in the pilot study. The researcher calculated ECI's reliability coefficient. Cronbach alpha was utilized to assess the instrument's reliability (Tavakol & Dennick, 2013). The correlation obtained using the Cronbach coefficient Alpha algorithm for the different subscales were presented on Table 3

Table 3.

Cronbach Alpha Correlation Coefficients for the Different subscales of the Research Instrument

Sub Scale	Reliability Coefficient
1. Self-Awareness	.737
2. Self- Management	.766
3. Social Awareness	.715
4. Social Skills	.742
5. Academic Stress	.787

As indicated on Table 3, all the five subscales used in the rating of the variables in the study had Cronbach correlation coefficients above .7 and hence was considered suitable for the study.

Table 4

Summary of Data Analysis

	Research Hypotheses	Independent Variable	Dependent Variable	Statistic
H0 ₁ :	There is no relationship between self-awareness and academic stress among adolescents in selected public mixed day secondary schools in Kasarani Sub-County, Nairobi County Kenya.	Self-awareness	Academic stress	Frequencies , mean scores std. dev Regression analysis person correlation
H0 ₂ :	There is no relationship between self-management and academic stress among adolescents in selected public mixed day secondary schools in Kasarani sub-county, Nairobi County Kenya.	Self - management	Academic stress	Frequencies , mean scores std. dev Regression analysis person correlation
H0 ₃ :	There is no relationship between social awareness and academic stress among adolescents in selected public mixed day secondary schools in Kasarani sub-county, Nairobi County Kenya.	Social-awareness	Academic stress	Frequencies , mean scores std. dev Regression analysis person correlation
H0 ₄ :	There is no relationship between social skills and academic stress among adolescents in selected public mixed day secondary schools in Kasarani sub-county, Nairobi County Kenya.	Social-skills	Academic stress	Frequencies , mean scores std. dev Regression analysis person correlation

Ethical Considerations

To tackle the ethical concerns in this research, the researcher took specific steps including: Firstly, seeking approval from the parents or guardians of the child participant. Then, the participants were made aware of the study's purpose and objectives. The study ensured privacy, confidentiality, and voluntary participation of the participants were protected allowing the participants to exit from the study in the event they were not comfortable with the process. Any information provided was kept confidential and solely used for the research purposes, and was not accessible to anyone besides the researcher. A consent letter was included with the survey, and the participants did not disclose their identity. Debriefing was done after the participants were through filling the questionnaires.

Chapter Summary

This chapter has outlined the decisions made regarding the methodology that was employed to achieve the research goals. It elaborated on the research design, including the target group and sample selection. Additionally, it has examined the nature of data and collection techniques, encompassing the research tools utilized. The subsequent part has addressed the dependability and credibility of the tools. The segment ended with an overview of the data analysis approach, accompanied by ethical considerations and a recapitulation of the chapter's content.

Chapter Four: Results and Discussion

Introduction

This chapter presents data analysis, interpretation, presentation, and discussion of the results from the findings to determine whether emotional intelligence is a predictor of academic stress among adolescents in selected public mixed day secondary schools in Kasarani Sub-County, Nairobi Kenya. The researcher collected data from four schools namely Garden Estate, Clay City, Mwiki, and Kamiti, public mixed day secondary schools. The researcher collected data from form two and three students with ages ranging between 13 and 19 years. Data for this study was collected using questionnaires administered to form two and three students. The return rate of the instruments was 95 %. This high result of the return rate was due to the fact that the researcher and her assistant visited same schools and personally administered the questionnaires and answered any question raised by the students. There were 368 students that took part in the study. Data was analyzed using descriptive and inferential statistics. The inferential statistics used to test the hypotheses were; regression analysis and Pearson correlation coefficient, while the descriptive statistics comprised of mean scores, standard deviations, percentages, and frequencies. Data analysis was done in accordance with the stated research objectives, namely;

- i. To find out whether self-awareness influences academic stress among adolescents in selected public mixed day secondary schools in Kasarani Sub-county, Nairobi City County, Kenya.
- ii. To investigate the effect of self-management on academic stress among adolescents in selected public mixed day secondary schools in Kasarani sub-county, Nairobi County,

Kenya.

- iii. To establish the influence of social awareness on academic stress among adolescents in selected public mixed day secondary schools in Kasarani sub-county, Nairobi County, Kenya.
- vii. To determine the effect of social skills on academic stress among adolescents in selected public mixed secondary schools in Kasarani sub-county, Nairobi County, Kenya.

Additionally, the study tested the following null hypotheses at the .05 level of significance:

- H0₁: There is no relationship between self-awareness and academic stress among adolescents in selected public mixed day secondary schools in Kasarani Sub-County, Nairobi County Kenya.
- H0₂: There is no relationship between self-management and academic stress among adolescents in selected public mixed day secondary schools in Kasarani sub-county, Nairobi County Kenya.
- H0₃: There is no relationship between social awareness and academic stress among adolescents in selected public mixed day secondary schools in Kasarani sub-county, Nairobi County Kenya.
- H0₄: There is no relationship between social skills and academic stress among adolescents in selected public mixed day secondary schools in Kasarani sub-county, Nairobi County Kenya.

Demographic Characteristics of the Respondents

This section describes the demographic characteristics of the learners selected in the study. The demographic characteristics presented include; gender, age of the respondents in years person living with the child respondent, as shown in Figures, 2, 3 and 4.

Gender Distribution of Respondents

The study sought to establish the gender composition of the student respondents. The sampled students were requested to specify their gender. The findings are presented in Figure 3.

Figure 1

Gender Composition of the Students

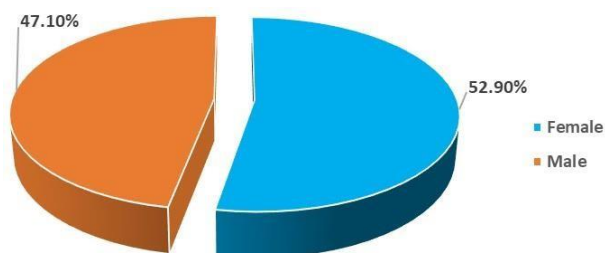


Figure 2 indicates that majority of the students (52.9%) were female while 42.1% were male.

This is in line with the writings of Olson-Strom and Rao (2020) who noted that the enrolment of girls in secondary school has outgrown that of boys in the recent past. This could be attributed to the high campaign in the community about educating the girl child. Stoet and Geary (2020) further observed that in most nations, fewer men than women enroll in post-secondary education, with the potential for long-term disruptions in social cohesion and economic development.

According to Evans et al. (2020), women have more education than men do

in some regions of the world. These results are consistent with this study and could be attributed to over-emphasis of girl-child education. This agrees with a study conducted in Kisii County by Kiage and Mokuia (2023) that indicated that in the recent past, the boy child had been under several problems which were mainly as a result of the behaviours and traditions of the society. There had been extensive and broadening problems and numerous challenges that faced the boy child in secondary schools in Kenya. Kiage and Mokuia (2023) observed that economic challenges, social challenges and social-cultural challenges negatively and significantly influenced access to education by the boy child. Kiage and Mokuia (2023) further added that the parents, the community, the government and other civil organization should not marginalize and discriminate the boy child but consider them for financial support so as to enable them to access education. Guiding and counseling programs in schools should be enhanced among boys to help them overcome psycho-social problems and other social challenges and that the governments should pursue pro-boys policies that enhance boy child access to education.

Age of the Respondents in Years

The study sought to find out the age in years of the student respondents who participated in the study. This was important in order to establish if there were differences in emotional intelligence in relation to age of the respondent. The findings are presented on Figure 2.

Figure 2

Age of the Respondents in Years

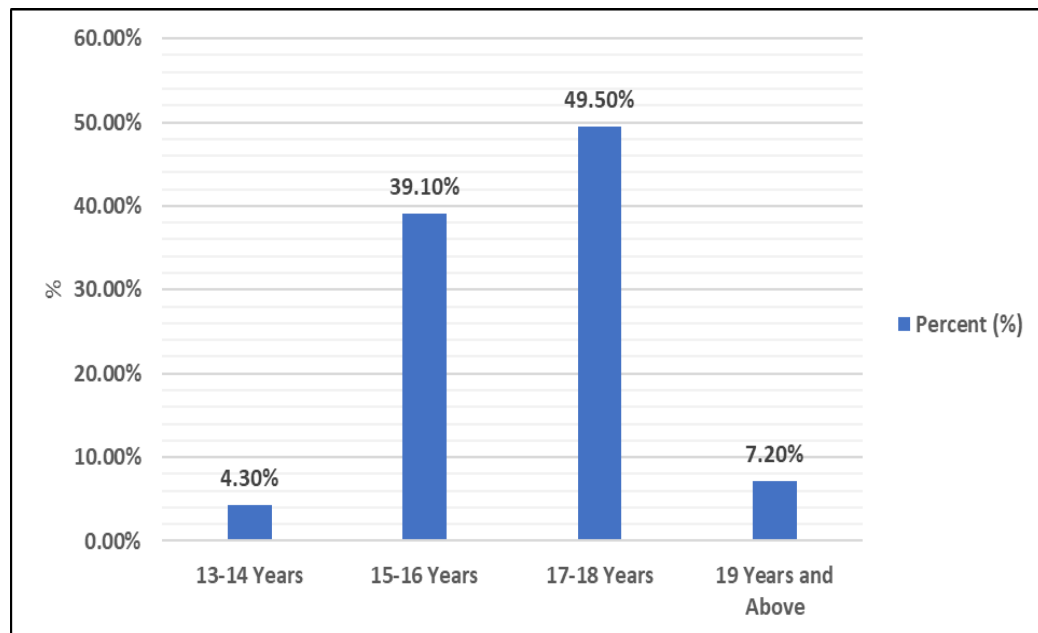


Figure 4 shows the responses of student respondents in order to establish if there were differences in emotional intelligence in relation to age of the respondent. Analysis of the data showed that majority of the students 49.50% were aged 17-18 years, followed by 39.10% who were aged 15-16 years, 7.20% of students aged 19 years and above while 4.30% of students aged 13-14 years. The majority of the students 49.50% were aged 17-18 years revealing that the majority of secondary school students from forms two and three fall into that age bracket (Kimani et al., 2013).

In this research, the results were found to be consistent with the works of Dhillon (2018) who found out that the interaction effect of age and emotional intelligence was significant. It further indicated that emotional intelligence was higher in the age difference group. In this study, findings strongly support and depict that age significantly influence emotional intelligence. This study is an important effort to advance the literature on age difference in Emotional Intelligence.

Person Living with the Child Respondent

The study investigated the relationship between the respondent and the individual living with them. This inquiry held significance as parenting approaches are, to some extent, influenced by the dynamics between a child and the caregiver. Figure 3 presents the findings.

Figure 3

Person Living with the Child Respondent

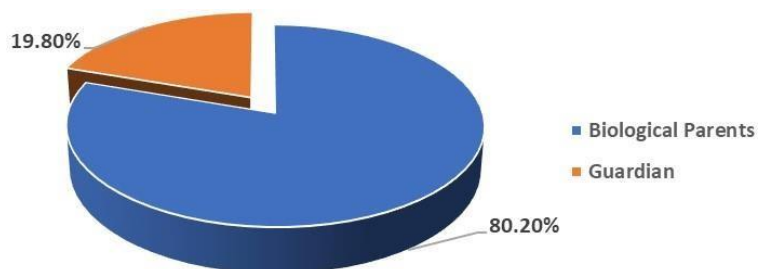


Figure 4 shows the responses of student respondents and who they lived with. Data presented in Figure 4 revealed that majority (80.2%) of the student respondents lived with biological parents while 19.80% of students lived with a guardian.

Lekaviciene and Antiniene (2016) posited that a family plays a significant role in the development of a personality in the childhood and that it is very important to find out, what are the exact social and psychological family factors that are the most essential for the development of Emotional Intelligence (EI). Lekaviciene and Antiniene (2016) conducted a study in Lithuania, which collected data from 1,430 subjects. The average age of the respondents was 19.7 years ($SD=3.29$), 43.2% men and 55.5% women participated in the research. The majority of subjects were secondary school (56.7%) and university (35.2%) students. It was established that EI level was statistically significantly related to some family factors: psychological climate in the family, strength of subject relations with their mother/ father, subjective perception of family financial status.

Influence of Self-Awareness on Academic Stress among Adolescents in Selected Public Mixed Day Secondary Schools in Kasarani Sub-county, Nairobi County

The first research objective sought to find out the influence of self-awareness on academic stress among adolescents in selected public mixed day secondary schools in Kasarani Sub-County, Nairobi County, Kenya. The collected data was cleaned, coded and entered into a computer using the SPSS software. The independent variable was self-awareness and the dependent variable was academic stress among adolescents. The responses obtained were used to compute a mean score ($\bar{x}$) and a standard deviation (s) for each statement a global mean score for all the items rating the attribute.

Self-Awareness among Adolescents in Public Mixed Day Secondary

Schools in Kasarani Sub-County

Self-awareness was rated using 15 items in a five-point Likert scale ranging from strongly disagree (1), disagree (2), not sure (3), agree (4) and strongly agree (5). The items in the scale were keyed in such that the higher the mean score obtained the higher the magnitude of the attribute being measured. According to the scale mean scores obtained were interpreted as follows; 1.00 – 1.80 were indicated very low self-awareness, 1.80 – 2.60 was interpreted as moderate low self-awareness, 2.60 – 3.40 was interpreted as moderate self-awareness, 3.40 – 4.20 was interpreted as high-level self-awareness, while mean score ranging from 4.20 – 5.00 was interpreted as very high level self-awareness. The findings on self-awareness are summarized in Table 5.

Table 5

Self-Awareness among Adolescents in Public Mixed Day Secondary

Schools in Kasarani Sub-County

Statement	n	$\bar{x}$	S
1. I can recognize the situational) that triggers strong emotions in me	359	3.63	1.13
2. I reflect on the important reasons behind my emotions	357	3.51	1.06
3. I Consider how my emotions affect my behaviour	360	3.68	1.14
4. I usually have a good understanding of which emotions I am experiencing and why.	363	3.57	1.19
5. I do not have a sense of humour about myself.	360	2.52	1.31
6. I actively seek feedback, even if it is difficult to hear.	361	3.35	1.20
7. I have confidence in my ability to perform a given task.	363	3.96	1.10
8. I acknowledge my own strengths and weaknesses.	365	3.96	1.09
9. I present myself with self-assurance.	365	3.66	1.19
10. I am able to defend my beliefs and myself.	365	4.09	.98
11. I have faith in my ability to handle any task.	363	4.09	.96
12. My self-perception is influenced by the opinions of others.	362	2.39	1.33
13. I feel comfortable being myself around others.	361	3.83	1.23

14. I do not let innocent mistakes affect me too much.	363	3.66	1.22
<u>15. Overall, I have a positive view of myself.</u>	<u>360</u>	<u>4.02</u>	<u>1.17</u>
Global mean score ($\bar{x}$) = 3.68 Standard Deviation (s)			
=1.12			

The analyzed data presented in Table 3 indicates that the highest form of self- awareness among adolescents in public mixed day secondary schools is perceived in being able to defend his/her beliefs and herself and also in having faith in their ability to handle any task ($\bar{x} = 4.09$, $s = .98$) which was interpreted as high. This was followed by having a positive view of self ($\bar{x} = 4.02$, $s = 1.17$) also interpreted as high self- awareness. Generally, self- awareness with a mean score ranging from 3.40 to 4.09 were interpreted as high self- awareness with self - awareness statements ranging from : “I reflect on the important reasons behind my emotions”; “I usually have a good understanding of which emotions I am experiencing and why”, “ I can recognize the situations that trigger strong emotions in me” ; “I do not let innocent mistakes affect me too much”, “I Consider how my emotions affect my behavior”, “I feel comfortable being myself around others”; “I acknowledge my own strengths and weaknesses”.

Self- awareness with a mean score ranging from 2.60 to 3.40 were interpreted as moderate self- awareness with statements of self-awareness ranging from “I actively seek feedback, even if it is difficult to hear”. Self- awareness with a mean score ranging from 1.80 to 2.60 were interpreted as low self- awareness as the students having this mean score do not have a sense of humour about themselves and their self-perception is influenced by the opinions of others. From our scale any student with a mean score ranging from 1.00 to 1.80 would be perceived as having very low self- awareness and there was none of such students in the school the researcher visited. The global mean score of the 15 items ($\bar{x} = 3.68$, $s = 1.12$). Globally, the self-awareness among the study respondents was high since the global mean score ($\bar{x} = 3.68$) and which was in the range 3.4 to 4.2. This concurs with Demetriou et al. (2020) study which explored the relations between academic

performance, cognition, cognitive self-evaluation and self-representation using a sample of 408 participants, in the ages of 10 to 16 years, and found out that the self-awareness of the secondary school students was high. This was in agreement with the findings of this study. Demetriou et al. (2020) further noted that self-awareness highly predicted school performance in secondary schools.

Academic Stress among Adolescents in Public Mixed Day Secondary Schools in Kasarani Sub-County.

Academic stress was rated using 10 items on a four-point Likert scale ranging from; not at all (1), certain times (2), a majority of time (3), and every time (4). The items in the two scales were keyed in such that the higher the mean score obtained, the higher that magnitude of the attribute being measured. According to the scale, mean score ranging from 1.00 – 1.75 was interpreted as low level stress, mean score ranging from 1.75 – 2.50 was interpreted as moderate level stress, mean score ranging from 2.50 – 3.25 was interpreted as high level stress, while mean score ranging from 3.25 – 4.00 was interpreted as very high- level stress.

Table 6 presents the findings of academic stress.

Table 6

Academic Stress among Adolescents in Public Mixed Day Secondary Schools in Kasarani Sub-County

Statement	n	$\bar{x}$	s
1. How often have you felt academic stress?	364	2.31	.89
2. How often have you experienced academic difficulties?	364	2.36	.86
3. How frequently have you been dozing severely in class?	357	2.15	.93
4. How regularly have you had trouble relaxing?	356	2.15	.98
5. How often have you felt unhappy?	361	2.28	.86
6. How often have you felt tensed?	355	2.16	.97
7. How often have you felt that it was hard to sleep?	363	1.81	.90
8. How often have you felt physically worn out?	361	2.15	.90
9. How often have you felt emotionally tired?	360	2.16	.95

10. How often have you woken up prematurely and not had the ability to return to rest? 380 1.88 .94

Global mean score ($\bar{x}$ = 2.16, Standard Deviation (s) =0.82

The analyzed data presented in Table 4 indicates that the highest form of academic stress among adolescents in public mixed day secondary schools in Kasarani Sub-County had a mean score ($\bar{x}$ = 2.36) having a statement “how often have you experienced academic difficulties?” Which was interpreted according to the scale as moderate stress level. This was followed by “How often have you felt academic stress?” ($\bar{x}$ = 2.31, s = .89) also interpreted as moderate academic stress. Generally academic stress with a mean score ranging from 1.81 to 2.28 was interpreted as moderate academic stress with academic stress statements ranging from: “How often have you felt unhappy?”; “How often have you felt tensed?” ; “How often have you felt emotionally tired?” ; “How regularly have you had trouble relaxing?”; “How frequently have you been dozing severely in class?”; “How often have you felt physically worn out?”; “How often have you woken up prematurely and not had the ability to return to rest?”; “How often have you felt that it was hard to sleep?”. Globally, the academic stress of the study respondents was moderate since the global mean score $\bar{x}$ = 2.16 and which ranged between 1.75 and 2.50. The findings of this study were at variance with Leonard et al. (2015) who noted that adolescents typically face a wide range of normative chronic stressors, including academic which is in contrast with the findings of this study. Leonard et al. (2015) further noted that, this chronic stress among secondary school students, if not controlled, may persist into the college years, and contribute to academic disengagement and mental health problems among emerging adults (Mofatteh, 2021).

In order to establish the influence and relationship between the independent and dependent variables, the researcher computed a regression model and Pearson correlation coefficient between the two variables. Moriya (2008) observes that for computation of regression analysis and Pearson correlation coefficients, the data should assume a normal distribution, have a linear relationship, measurements be in either ratio or interval scale and an absence of outliers; otherwise, if these assumptions are violated, then it would invalidate the regression analysis or the Pearson coefficient. In this regard, in order to safeguard these conditions, the researcher used graphical representations to ascertain these conditions in Figure 5, 6 and 7

Figure 5

Relationship between Academic Stress, Self-Awareness, and Box Plots

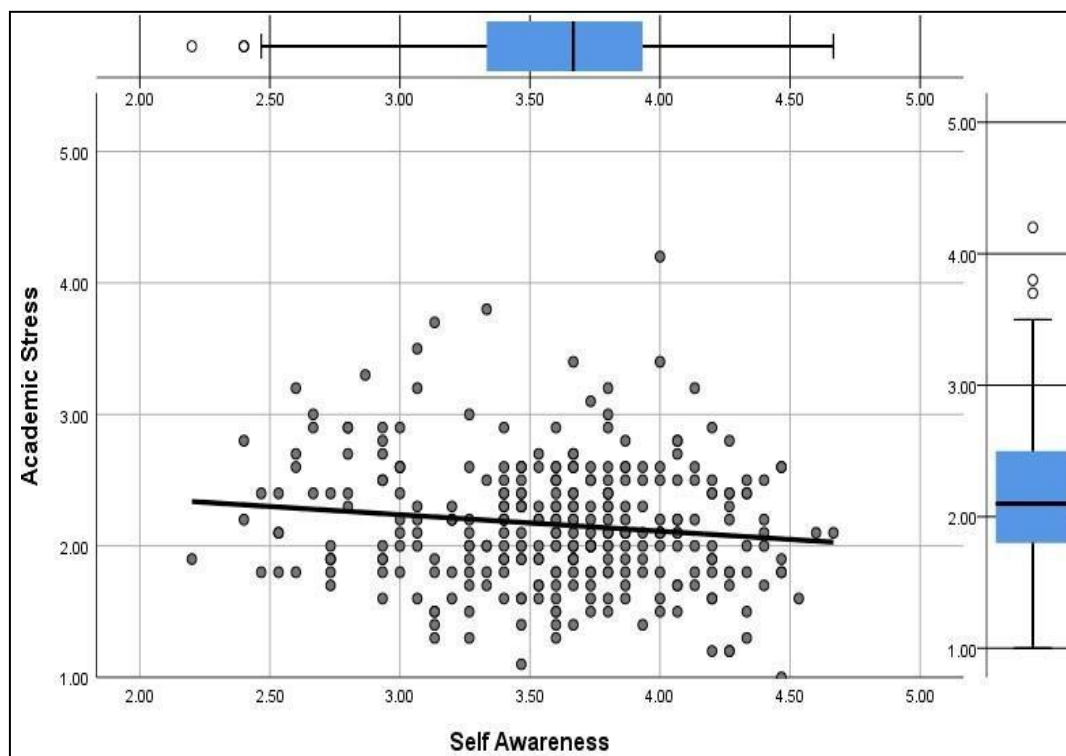


Figure 5 shows the scatter plot of academic stress versus self-awareness.

The figure clearly shows linear relationship between the two variables. Saccanti et al. (2020) stated that a researcher should establish the existence of a linear relationship between the two variables before computing Pearson correlation coefficient. The scatter plot in Figure 6 shows that there is a general negative linear relationship between academic stress and self-awareness and hence the dataset was appropriate in computing Pearson correlation coefficient.

Determination of Distribution of the Self-Awareness and Academic Stress Scores

A value that is in the extremes of a data series is an outlier because it has the potential to influence the entire observation. Since they occur at either end of a dataset, outliers are also known as extremes. Typically, a boxplot is used to depict a dataset in order to identify odd data points. To ascertain that there were no outliers in the dataset, boxplots were plotted. The findings are presented in Figure 6 which clearly indicates that there were no outliers in the two variables (self-awareness and academic stress), thus the data does not violate this condition.

Figure 6

Distribution of self-Awareness Scores

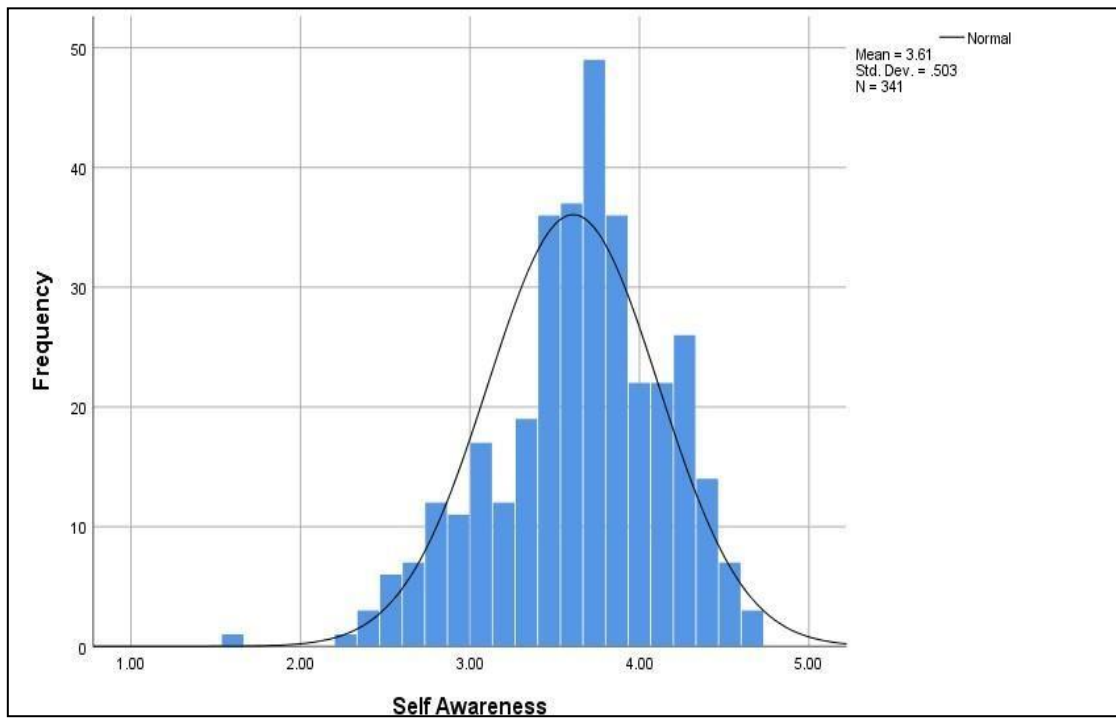
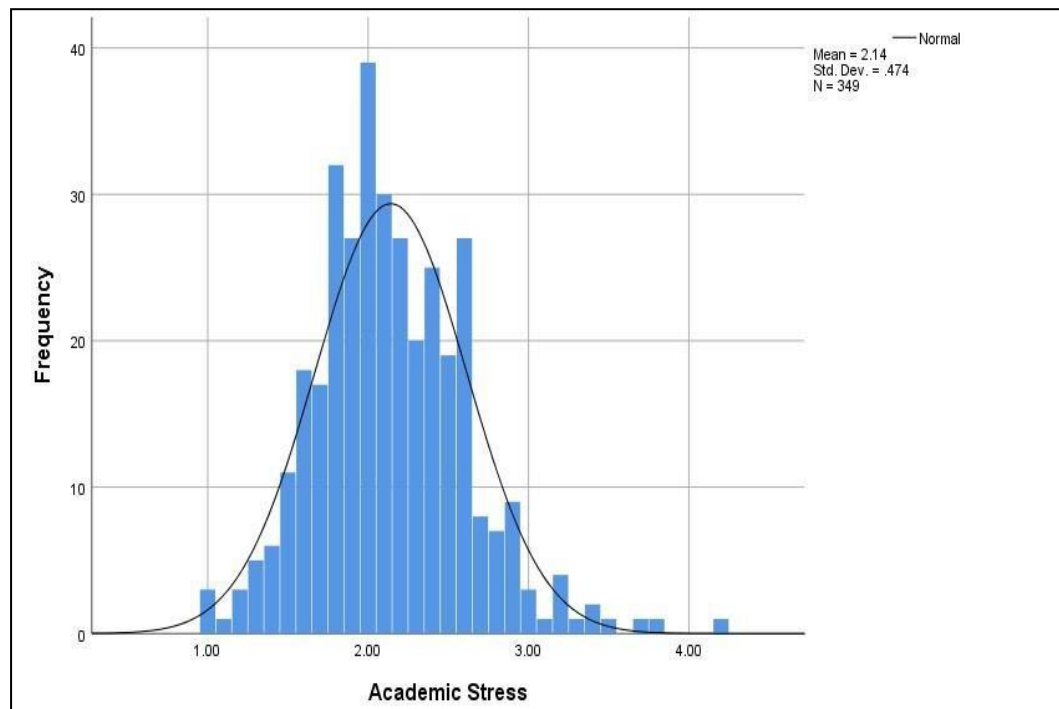


Figure 7

Distribution of Academic Stress Scores



Figures 6 and 7 ascertain that the self-awareness and academic stress data meets the criteria required to compute regression analysis and Pearson correlation coefficient between self-awareness and academic stress. Figures 7 and 8 show that the self-awareness and academic stress are approximately normally distributed. In this regard, the safeguards of computing regression analysis and Pearson correlation were not violated.

Influence of Self Awareness on Academic Stress

The influence of self-awareness on academic stress among adolescents in public mixed day secondary schools in Kasarani Sub-County was computed using a bivariate regression model.

Self-awareness was the independent variable and academic stress was the dependent variable. The findings are presented in Table 7.

Table 7

Regression: - Self Awareness and Academic Stress

R	R Square	Adjusted R Square	Std. Error of the Estimate		
.130 ^a	.017	.014	.47053		
ANOVA ^a Self-Awareness and Academic Stress					
	Sum of Squares	Df	Mean Square	F	Sig.
Regression	1.177	1	1.177	5.318	.022 ^b
Residual	68.855	311	.221		
Total	70.033	312			
Coefficients, Self-Awareness					
	B	Std. Error	Beta	T	Sig.
(Constant)	2.613	.197		13.248	.000
Self-Awareness	-.125	.054	-.130	-2.306	.022

Table 7 indicates that the coefficient of self-awareness on academic stress

among adolescents was -0.125. The t statistics for this coefficient was -2.306 with a value of .022 which is less than .05. This p value confirms the significance of the coefficient of self- awareness at 95% confidence. We can conclude that self-awareness significantly influences effective academic stress in public mixed day secondary schools in Kasarani Sub-County. This study is in agreement with Demetriou et al (2020) who noted that self-awareness was highly related to academic stress, as self- awareness increased, academic stress reduced indicating that self-awareness highly predicted academic stress. Demetriou et al (2020) further added that self-representations and self-evaluations were highly related to cognitive performance in secondary schools; thus, self-awareness significantly predicted academic performance.

Relationship between Self Awareness and Academic Stress

In order to establish whether a statistical relationship existed between self-awareness and academic stress, the researcher computed the Pearson product moment correlation between the two variables. It had been hypothesized thus;

H0₁: There is no relationship between self-awareness and academic stress among adolescents in selected public mixed day secondary schools in Kasarani Sub-County, Nairobi County, Kenya.

Initial scrutiny was executed to guarantee no violation of the assumptions of linearity, normality and homoscedasticity. The findings are presented in Table 8

Table 8

Relationship between Self-Awareness and Academic Stress

Variable		Self-Awareness	Academic Stress
Self-Awareness	Pearson Correlation	1	-.130*
	Sig. (2-tailed)		.022
	N	309	298
Academic Stress	Pearson Correlation	-.130*	1
	Sig. (2-tailed)	.022	
	N	298	332

Data in Table 6 indicates that there was a weak, negative relationship between the two variables ($r = -.130$, $n = 298$, $p < .05$). Shirley et al. (2005) indicates that for a weak correlation, “ r ” ranges from ± 0.10 to ± 0.29 ; in a moderate correlation, “ r ” ranges between ± 0.30 and ± 0.49 ; while in a strong correlation, “ r ” ranges from ± 0.5 and ± 1.0 .

Consequently, in this study, high levels of self-awareness were associated with negative low levels of academic stress. The null hypothesis was thus rejected and it was concluded that a weak negative relationship existed between learners’ self-awareness and their academic stress; positive increase in self-awareness results in a decrease in their academic stress.

Effect of Self-Management on Academic Stress among Adolescents in Public Mixed Secondary Schools in Kasarani Sub-County

The second research objective sought to establish the effect of self-management on academic stress among adolescents in selected public mixed day secondary schools in Kasarani Sub-county, Nairobi County, Kenya. The independent variable was self- management and the dependent variable was academic stress among adolescents. The responses obtained were used to compute a

mean score ($\bar{x}$) and a standard deviation (s) for each statement and a global mean score for all the items rating the attribute. Self- Management was rated using 10 items in a five-point Likert scale ranging from strongly disagree (1), disagree (2), not sure (3), agree (4) and strongly agree (5). The items in the scale were keyed in such that the higher the mean score obtained, the higher that magnitude of the attribute being measured. According to the scale, a mean score ranging from 1.00 – 1.80 was interpreted as very low; self-management mean score ranging from 1.80 – 2.60 was interpreted as moderate; low self-management mean score ranging from 2.60 – 3.40 was interpreted as moderate; self-management mean score ranging from 3.40 – 4.20 was interpreted as high-level, while mean score ranging from 4.20 – 5.00 was interpreted as very high level self-management. The findings on self-management are summarized in Table 9.

Table 9

*Self-Management among Adolescents in Public Mixed Day Secondary
Schools in Kasarani Sub-County*

Statement	n	$\bar{x}$	S
1. I uphold my principles.	364	4.04	.94
2. I correctly set my priorities.	362	3.88	1.05
3. I am aware of my duties	365	4.15	.91
4. I have the power to manage how I spend my time.	361	3.81	1.14
5. I can focus on finishing my homework.	362	3.54	1.25
6. I have the capacity to restrain my rage.	363	3.55	1.30
7. I am capable of maintaining motivation to complete my tasks.	362	3.68	1.09
8. I am open to changes when they are required.	363	3.76	1.11
9. I resist letting my emotions rule my actions.	361	3.48	1.26
10. I maintain attention during class and I take my responsibilities seriously	362	3.75	1.09
Global mean score ($\bar{x}$) = 3.82. Standard Deviation (s) =1.05			

The analyzed data presented in Table 9 indicates that all the attributes of self- management had mean scores ranging from 3.40 – 4.20 and hence were rated as high. These included; upholding ones principles ($\bar{x}$ = 4.04, s = .94), correctly setting ones priorities ($\bar{x}$ = 3.88, s = 1.05), awareness of ones duties ($\bar{x}$ = 4.15, s = .91), power to manage how one spendhis/her time ($\bar{x}$ = 3.81, s = 1.14), focusing on finishing ones homework ($\bar{x}$ = 3.54, s 1.20), having the capacity to restrain ones rage ($\bar{x}$ = 3.55, s = 1.30), capability of maintaining motivation to complete my tasks ($\bar{x}$ = 3.68, s = 1.09), being open to changes when they were required ($\bar{x}$ = 3.76, s = 1.11), and lastly maintenance of attention during class and taking my responsibilities seriously ($\bar{x}$ = 3.75, s = 1.09). The global mean score of the 10 items ($\bar{x}$ =

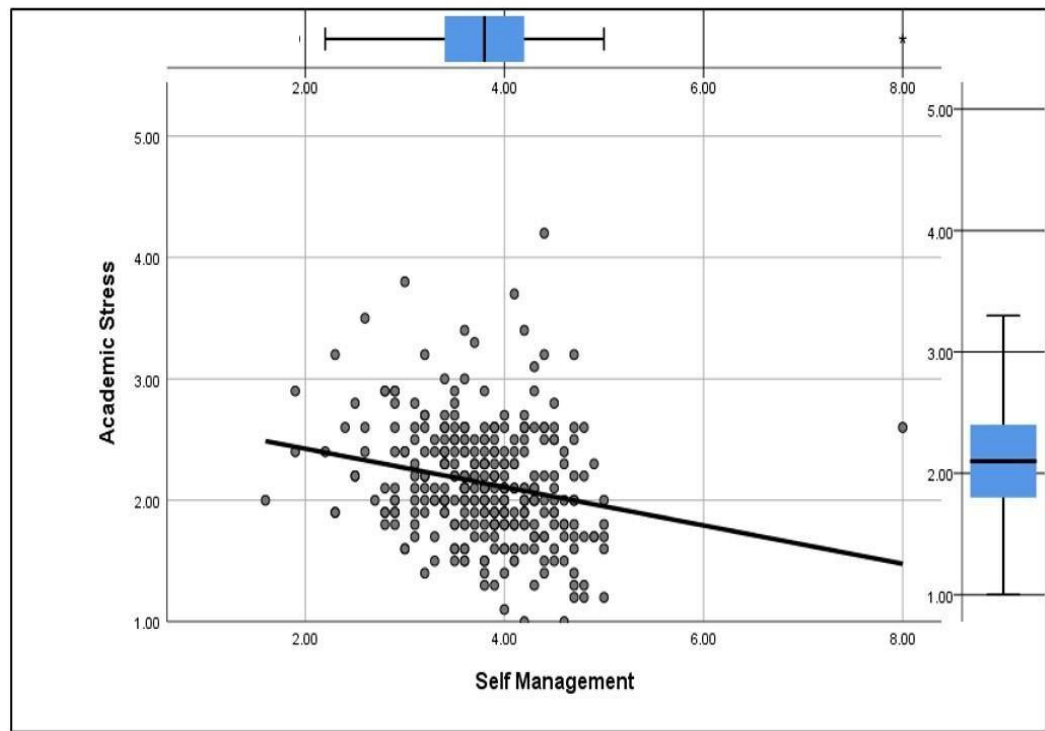
3.82, $s = 1.05$). Globally the self-management of the study respondents was high since the global mean score $\bar{x} = 3.824$ and which ranged between 3.4 and 4.2.

The study established that the students had high self-management, which is in line with research by Al-Abyadh et al. (2022) who found out that self-management is widely recognized as one of the required abilities that drive students toward becoming more self-determined. Students with high self-management were responsible and proactively able to manage the elements of their lives, both in and out of educational contexts (King-Sears & Jenkins, 2020). In a determinate sense, self-management encompasses, among other things, self-discipline, self-control, self-regulation, willpower, ego strength, and effortful control (AlAbyadh et al., 2022). According to Balica et al. (2016) and Deming (2016), adolescents who utilized self-regulation tactics (such as self-regulated learning, time management, goal planning, and metacognition) had less stress and performed better in class (Stan, 2021). Furthermore, Claro and Loeb (2019) referred to self-management as the capacity to control an adolescents thoughts, emotions, and behaviors in a variety of settings. According to Balica et al. (2016) and Deming (2016), self-management was a powerful indicator of academic success, decision-making abilities, and competence in behavior modification.

Determination of Distribution of the Self-Management and Academic Stress Scores

Pearson correlation coefficients and regression analysis were used to establish the association and effects between the dependents and independent variables. Before these computations were conducted, the researcher sought to safeguard the data did not violate the requirements for linearity, outliers and normal distribution. Figures 8, 9 provide a summary.

Figure 8.



Nature of Relationship between Academic Stress and Self-Management, and Box Plots

Figure 8 shows that a linear relationship exists between the distribution of self-management scores and academic stress. In addition, there were no outliers in the two data sets.

Consequently, these conditions were met for computation of regression analysis and Pearson correlation coefficients.

Figure 9

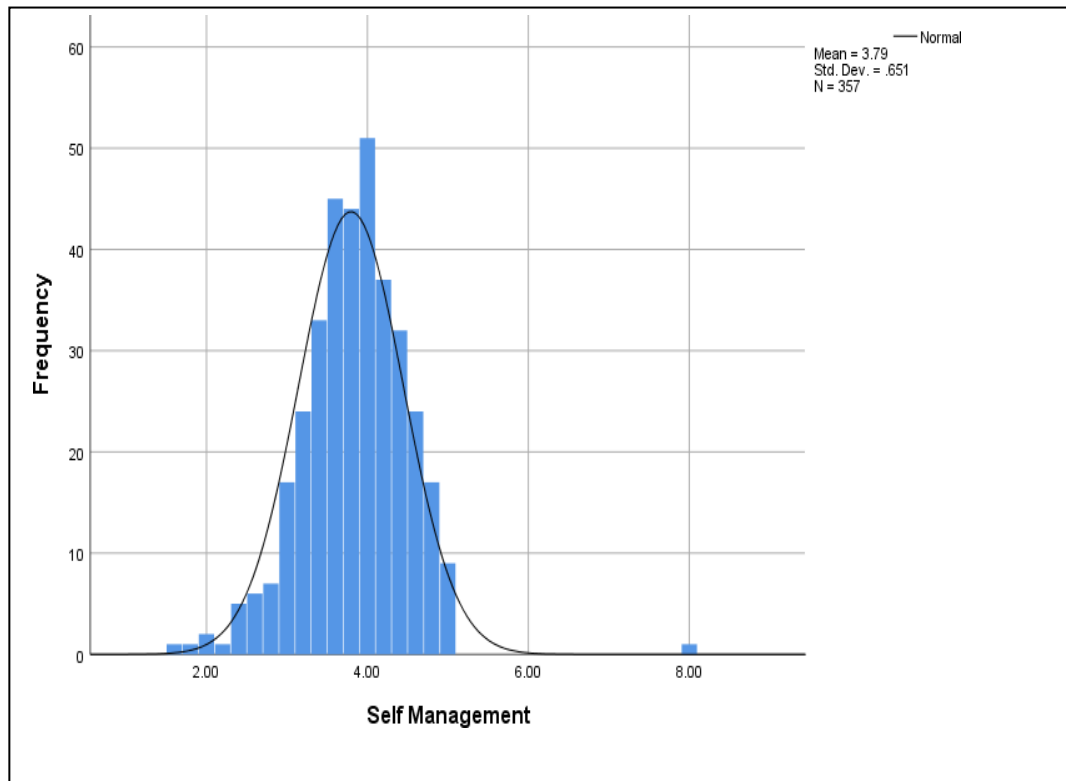
Distribution of Self-Management Scores

Figure 9 presents the distribution of self-management scores. As indicated by the histogram and the curve, the distribution closely approximates a normal curve. Thus, the data of self-management was appropriate with regard to computing regression analysis and Pearson correlation coefficients.

Effect of Self-Management on Academic Stress among Adolescents

The effect of self-management on academic stress among adolescents in public mixedday secondary schools in Kasarani Sub-County was computed using a bivariate regression model. Self-management was the independent variable and academic stress was the dependent variable. The findings are presented in Table 10.

Table 10

Regression: - Self-Management and Academic Stress

R	R Square	Adjusted R Square	Std. Error of the Estimate		
.218 ^a	.048	.045	.46090		
ANOVA ^a Self-Management and Academic Stress					
	Sum of Squares	Df	Mean Square	F	Sig.
Regression	3.423	1	3.423	16.115	.000 ^b
Residual	68.403	306	.212		
Total	71.826	307			
Coefficients, Self-Management					
	B	Std. Error	Beta	T	Sig.
Regression	3.423	1	3.423	16.115	.000 ^b
Residual	68.403	306	.212		

Table 10 indicates that the coefficient of self-management on academic stress among adolescents was 68.403. The t statistic for this coefficient was 16.115 with a p value of .000 which was less than .05. This p value confirms the significance of the coefficient of self-management at 95% confidence. We can conclude that self-management significantly influences effective academic stress in public mixed day secondary Schools in Kasarani Sub-County.

Relationship between Self-Management and Academic Stress

In order to establish whether a statistical relationship existed between self-management and academic stress, the researcher computed the Pearson product moment correlation between the two variables. It had been hypothesized thus:

H₀₂: There is no relationship between self-management and academic stress among adolescents in selected public mixed day secondary schools in Kasarani sub-county, Nairobi County Kenya.

Table 11

Relationship between Self-Management and Academic Stress

		Self Management	Academic Stress
Self-Management	Pearson Correlation	1	-.218**
	Sig. (2-tailed)		.000
	N	340	308
Academic Stress	Pearson Correlation	-.218**	1
	Sig. (2-tailed)	.000	
	N	308	332

** . Correlation is significant at the 0.01 level (2-tailed).

Data in Table 11 shows that there was a weak, negative relationship between the two variables ($r = -.130$, $n = 308$, $p < .05$). Shirley et al. (2005) indicates that for a weak correlation, “ r ” ranges from ± 0.10 to ± 0.29 ; in a moderate correlation, “ r ” ranges between ± 0.30 and ± 0.49 ; while in a strong correlation, “ r ” ranges from ± 0.5 and ± 1.0 . Consequently, in this study, high levels of self-management were associated with negative low levels of academic stress. The null hypothesis was thus rejected and it was concluded that a weak negative relationship existed between learners’ self-management and their academic stress; positive increase in self-management resulted in a decrease in their academic stress.

This study is in agreement with a study conducted by Knibb et al. (2020) who established that increased self- management plan leads to a reduction in academic stress. This finding is also consistent with Handayani et al. (2021) who asserted that self-management techniques are effective in improving students' social cognition; hence, reducing academic stress. The findings of this study are in

agreement with Smith et al. (2022) who observed that self-management interventions within schools can address academic stress and other concerns by helping students develop necessary social, emotional, and behavioral skills. Thus, the more self-management increases the less the academic stress.

Influence of Social-Awareness on Academic Stress among Adolescents in Selected Public Mixed Day Secondary Schools.

The third research objective sought to establish the effect of social-awareness on academic stress among adolescents in selected public mixed day secondary schools in Kasarani subcounty, Nairobi County, Kenya. The independent variable was social-awareness and the dependent variable was academic stress among adolescents. The respondents' social awareness was rated using 10 items in a five-point Likert scale ranging from strongly disagree (1), disagree (2), not sure (3), agree (4) and strongly agree (5). The items in the scale were keyed in such that the higher the mean score obtained, the higher the magnitude of the attribute being measured. The responses obtained were used to compute a mean score ($\bar{x}$) and a standard deviation (s) for each statement and a global mean score for all the items rating the attribute.

According to the scale, mean score ranging from 1.00 – 1.80 was interpreted as very low social-awareness, mean score ranging from 1.80 – 2.60 was interpreted as moderate low social-awareness, mean awareness and their academic stress; positive increase in self-awareness results in a decrease in their academic stress. A score ranging from 2.60 – 3.40 was interpreted as moderate social awareness, mean score ranging from 3.40 – 4.20 was interpreted as high-level social awareness, while mean score ranging from 4.20 – 5.00 was interpreted as very high level social-awareness. Table 12 provides a summary

of the findings of social-awareness among the adolescents.

Table 12

Social Awareness among Adolescents in Public Mixed Day Secondary

Schools in Kasarani Sub-County

Statement	n	$\bar{x}$	s
1. I connect with people of all backgrounds well.	361	3.96	1.13
2. I can view situations from the views of others.	362	3.59	1.13
3. I a a decent person with a lot to give to my peers.	365	3.59	1.15
4. Almost all of my peers and I get along well.	364	3.45	1.19
5. I believe that I am liked by others	365	3.56	1.10
6. My perception of myself is influenced by what others think of me	365	2.70	1.34
7. I feel generally confident in my abilities when compared to those of others	363	3.89	1.08
8. I believe that I am a worthwhile individual who is at least at par with other people.	365	3.48	1.15
9. I try to present myself well.	364	4.13	.93
10. I feel less confident because of how I feel about my body.	365	2.37	1.43
Global mean score ($\bar{x}$)= 3.812, Standard Deviation (s) =1.163			

The analyzed data presented in Table 12 indicates that the highest form of social-awareness among adolescents in public mixed secondary school is “I try to present myself well” ($\bar{x}$ = 4.13, s = .93) which was interpreted as high. Generally, social-awareness with a mean score ranging from 3.48 to 3.96 were interpreted as high social-awareness with social-awareness statements ranging from : “I believe that I am a worthwhile individual who is at least at par with other people”; “Almost all of my peers and I get along well”; “I believe that I am liked by others”; “I can view situations from the views of others,” “I am a decent person with a lot to give my peers”; “I feel generally confident in my abilities when compared to those of others”

and “I connect with people of all backgrounds well.” This was followed by social-awareness with a mean score of $\bar{x} = 2.70$, $s = 1.34$ with the statement “My perception of myself is influenced by what others think of me” which was interpreted as moderate. Finally, the mean score of $\bar{x} = 2.37$, $s = 1.43$ and having a statement “I feel less confident because of how I feel about my body” which was interpreted as low social-awareness. The global mean score of the 10 items ($\bar{x} = 3.812$, $s = 1.163$). Globally the social-awareness of the respondents was high since the aggregate mean score $\bar{x} = 3.812$ and which ranged between 3.4 and 4.2.

The findings are in line with Trigueros et al. (2020) who observed that adolescents, who had high levels of social awareness showed less levels of academic stress. This study is consistent with Hussain et al. (2022) who stated that there was a significant positive relationship between academic stress and social-awareness among secondary school students. Habeeb (2019) observed that the adolescence stage is a period of great stress and storm, proper assessment of emotional intelligence and effective handling of group relationships with a high level of social awareness enables adolescents to reduce stress and adjust to the environment smoothly.

Determination of Distribution of the Social-Awareness and Academic Stress Scores

Pearson correlation coefficients and regression analysis were used to establish the association and effects between the dependent and independent variables. Before these computations were done, the researcher sought to safeguard that the data did not violate the requirements for linearity, outliers and normal distribution. Figure 10 provides a summary.

Figure 10

Ascertaining Outliers, Linearity between Social-Awareness and Academic Stress and Box Plots

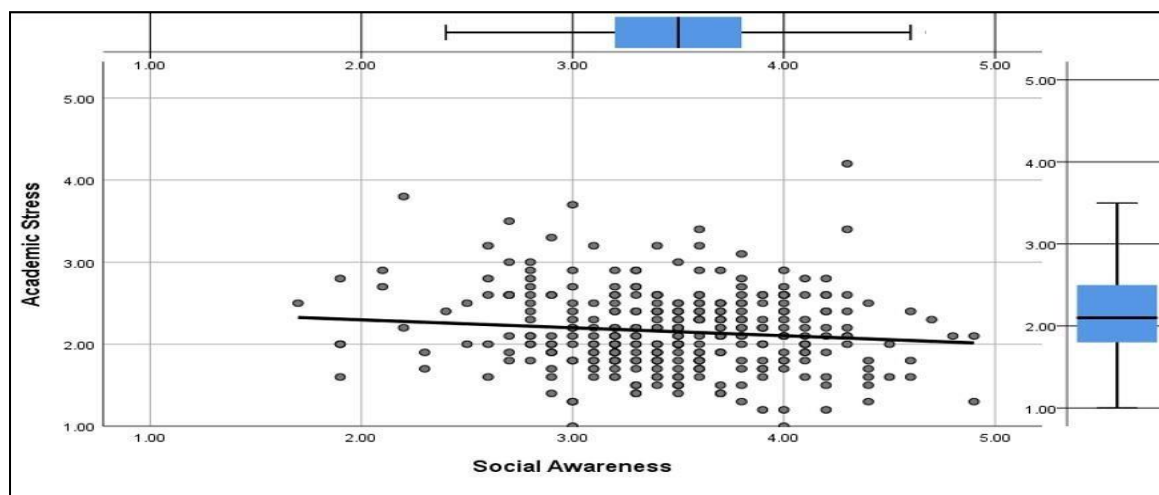


Figure 10 shows that a linear relationship exists between the distribution of social awareness scores and academic stress. In addition, there were no outliers in the two data sets. Consequently, these conditions were met for computation of regression analysis and Pearson correlation coefficients.

Influence of Social-Awareness on Academic Stress among Adolescents

The effect of self-management on academic stress among adolescents in public mixed day secondary schools in Kasarani Sub-County was computed using a bivariate regression model. Self-management was the independent variable and academic stress was the dependent variable.

The findings are presented in Table 13.

Table 13

Regression Analysis: Social Awareness and Academic Stress

R	R Square	Adjusted R Square	Std. Error of the Estimate		
.112 ^a	.013	.010	.46962		
ANOVA ^a Social Awareness and Academic Stress					
	Sum of Squares	Df	Mean Square	F	Sig.
Regression	.927	1	.927	4.202	.041
Residual	72.999	315	.221		
Total	73.925	316			
Coefficients, Social-Awareness					
	B	Std. Error	Beta	T	Sig.
Regression	2.490	.166		15.026	.000
Residual	-.097	.047	-.112	-2.050	.041

Table 13 indicates that the coefficient of social awareness on academic stress among adolescents was -0.97. The t statistic for this coefficient was 15.026 with a p value of .000 which was less than .05. This p value confirms the significance of the coefficient of self-awareness at 95% confidence. We can conclude that social awareness significantly influences academic stress in public mixed day secondary schools in Kasarani Sub-County. Al-Abyadh and Abdel (2022) in the study on how social awareness influences students' academic achievement in Egyptian and Saudi students found out that social awareness skills have a significant influence on academic achievement. This agrees with the study being carried out.

Furthermore, Al-Abyadh and Abdel (2022) observed that the Multi-Group Analysis (MGA) had reported significant differences between the Egyptian and Saudi students in terms of their perception of social awareness, self-efficacy, and academic achievement.

Relationship between Social Awareness and Academic Stress

In order to establish whether a statistical relationship existed between social awareness and academic stress, the researcher computed the Pearson product moment correlation between the two variables. It had been hypothesized thus;

H₀₃: There is no relationship between social awareness and academic stress among adolescents in selected public mixed day secondary schools in Kasarani sub- county, Nairobi County Kenya.

In order to test H₀₃ and establish whether a relationship exists between social awareness and academic stress among adolescents in the study the researcher computed Pearson Correlation coefficient between the two variables. The findings are presented in Table 14.

Table 12

Relationship between Social-Awareness and Academic Stress

Variables		Social-Awareness	Academic Stress
Social-Awareness	Pearson Correlation	1	-.218**
	Sig. (2-tailed)		.0
	N	340	308
Academic Stress	Pearson Correlation	-.218**	1
	Sig. (2-tailed)	.000	
	N	308	332

** . Correlation is significant at the 0.01 level (2-tailed).

Data in Table 14 shows that there was a weak, negative relationship between the two variables ($r = -.218$, $n = 308$, $p < .05$). Shirley et al. (2005) indicates that for a weak relationship, “ r ” ranges from ± 0.10 to ± 0.29 ; in a moderate correlation, “ r ” ranges between ± 0.30 and ± 0.49 ; while in a strong correlation, “ r ” ranges from ± 0.5 and ± 1.0 .

Consequently, in this study, high levels of social awareness were associated with negative low levels of academic stress. The null hypothesis was thus rejected and it was concluded that a weak negative relationship existed between learners' social awareness and academic stress; positive increase in social awareness resulted in a decrease in their academic stress, albeit in small amounts. This study is in agreement with a study conducted by Sethi (2023) where the results indicated that there was a significant relationship between social awareness and academic stress.

Jamil et al. (2020) posited that students needed to improve social-awareness in order to help prevent academic stress and optimize their overall wellness, which is in agreement with the findings of this study. This study concurs with the findings of Shinwari et al. (2023) who found out that higher levels of social awareness are associated with greater levels of motivation in the classroom resulting to reduced academic stress. Shinwari et al. (2023) further added that efforts to improve students' social awareness were associated with higher levels of academic engagement; hence, reducing stress. Khusnidakhon (2021) observed that social awareness helps students in better adjustments, better transition and better performance not only in school, but also throughout their lives. This reduces any form of stress; results that are consistent with the findings of this study.

Influence of Social Skills on Academic Stress among Adolescents in Selected Public Mixed Day Secondary Schools in Kasarani Sub-County, Nairobi County

The fourth research objective sought to establish the influence of social skills on academic stress among adolescents in selected public mixed day secondary schools in Kasarani Sub- County, Social-skills was rated using 25 items in a five-

point Likert scale ranging from strongly disagree (1), disagree (2), not sure (3), agree (4) and strongly agree (5). The items in the scale were keyed in such that the higher the mean score obtained the higher that magnitude of the attribute being measured.

The responses obtained were used to compute a mean score ($\bar{x}$) and a standard deviation (s) for each statement a global mean score for all the items rating the attribute. According to the scale, mean score ranging from 1.00 – 1.80 was interpreted as very low, social-skills mean score ranging from 1.80 – 2.60 was interpreted as moderate low, social- skills mean score ranging from 2.60 – 3.40 was interpreted as moderate, social-skills mean score ranging from 3.40 – 4.20 was interpreted as high-level social-skills, while mean scoreranging from 4.20 – 5.00 was interpreted as very high level social-skills. A summary of the findings is provided in Table 15.

Table 15.

Social Skills among Adolescents in Public Mixed Day Secondary Schools in Kasarani Sub-County

	<i>n</i>	<i>x</i>	<i>s</i>
1. I maintain composure when arguing with peers.	363	3.32	1.19
2. I introduce myself to new acquaintances without being asked.	360	3.19	1.41
3. I correctly call out potentially unjust rules.	364	3.29	1.14
4. I make concessions when there is a disagreement by altering one's original viewpoint.	364	3.24	1.06
5. I handle peer pressure appropriately and wisely.	363	3.85	1.15
6. I Invite other people to participate in activities.	360	3.46	1.21
7. I make appropriate use of free time.	365	3.69	1.13
8. I complete assignments for class within the time given.	363	3.49	1.24
9. I can easily make friends.	361	3.78	1.21
10. I react appropriately to peer teasing.	364	3.34	1.20
11. I maintain composure in heated exchanges with adults.	364	3.35	1.19
12. I like starting discussions with age mates.	365	3.57	1.21
13. I take in criticism positively.	360	3.17	1.21

14. I accept suggestions from peers for group activities.	361	3.63	
15. I compliment classmates.	364	3.51	
16. I pick a fight with other peers.	365	2.06	
17. I bully or threaten others.	360	1.65	1.07
18. I am so prone to distraction.	361	2.10	1.15
19. I like blaming others for my own mistakes	363	2.07	1.19
20. I argue with other people.	363	2.23	1.33
21. I easily become furious.	362	2.74	1.30
22. I get along with people of different backgrounds.	363	3.78	1.29
23. I interrupt other people's conversation.	365	2.20	1.27
24. I ignore what others have to say.	362	2.93	1.46
25. I enjoy privacy.	365	3.97	1.27
Global mean score = 3.04,		Standard Deviation = 1.22	

The analyzed data presented in Table 15 indicates that the highest form of social skills among adolescents in public mixed secondary school is “I handle peer pressure appropriately and wisely” ($\bar{x} = 3.97$, $s = 1.27$) which was interpreted as high.

Generally, social-skills with a mean score ranging from 3.46 to 3.85 were interpreted as high social skills with social-skills statements ranging from : “I Invite other people to participate in activities”; “I complete assignments for class within the time given”; “I compliment classmates”; “I like starting discussions with age mates”; “I accept suggestions from peers for group activities” ; “I make appropriate use of free time”; “I can easily make friends”; “I get along with people of different backgrounds”; “I handle peer pressure appropriately and wisely”; This was followed by social-skills with a mean score ranging from 2.6 to 3.4 which was interpreted as moderate social-skills with social-skills with the statements : “I maintain composure in heated exchanges with adults”; “I react appropriately to peer teasing”; “I maintain composure when arguing with peers”; “I make concessions when there is a

disagreement by altering one's original viewpoint"; "I correctly call out potentially unjust rules"; "I introduce myself to new acquaintances without being asked"; "I take in criticism positively"; "I ignore what others have to say"; "I easily become furious"; This was followed by social-skills with a mean score ranging from 1.8 to 2.6 which was interpreted as low social-skills with social-skills with the statements:

“I argue with other people”; “I interrupt other people's conversation”; “I am so prone to distraction”;

“I like blaming others for my own mistakes”; “I pick a fight with other peers”

Finally, the mean score of $\bar{x} = 1.65$, $s = 1.07$ and having a statement “I bully or threaten others” which was interpreted as very low social-skills. The global mean score of the 25 items ($\bar{x} =$

3.04, $s = 1.22$). Globally, the social-skills of the study respondents was moderate since the global mean score $\bar{x} = 3.04$ and which ranged between 2.6 and 3.4.

Trigueros et al. (2020) defined social skills as capabilities or aptitudes employed by an individual when interacting with other people on an interpersonal level. Trigueros et al. (2020) observed that social skills are also a source of enjoyment and provide emotional support, since peer relationships are sources of intimacy, help, support, affection, a sense of inclusion, and feelings of belonging and acceptance. Moreover, Trigueros et al. (2020) posited that social skills have a positive impact in the academic performance of secondary school students which is consistent with this study. Further, this study sought to find out the influence of social skills on academic stress. To achieve this, the data was first subjected to preliminary analysis to ensure it does not violate the principles of normality, linearity and outliers. Figures 10 and 11 provide the findings.

Figure 11
Ascertaining Normality of Social Skills Scores

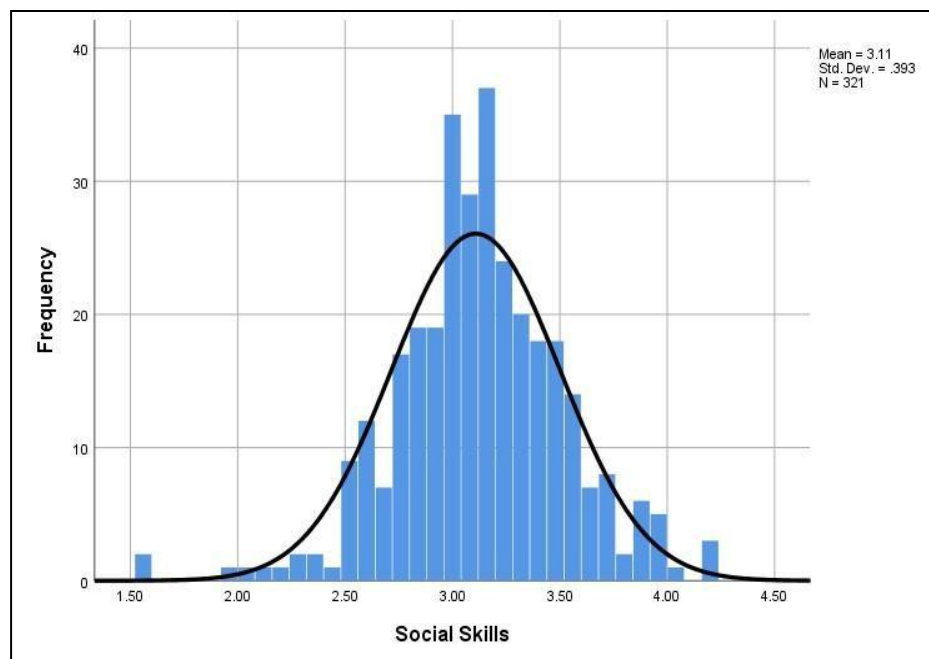


Figure 11 shows that the distribution of social skills scores is approximately normally distributed. As a consequence, the data was found appropriate for computation of regression analysis and Pearson correlation coefficients.

Figure 12

Ascertaining Outliers, Linearity between Social-Skills and Academic Stress and BoxPlots

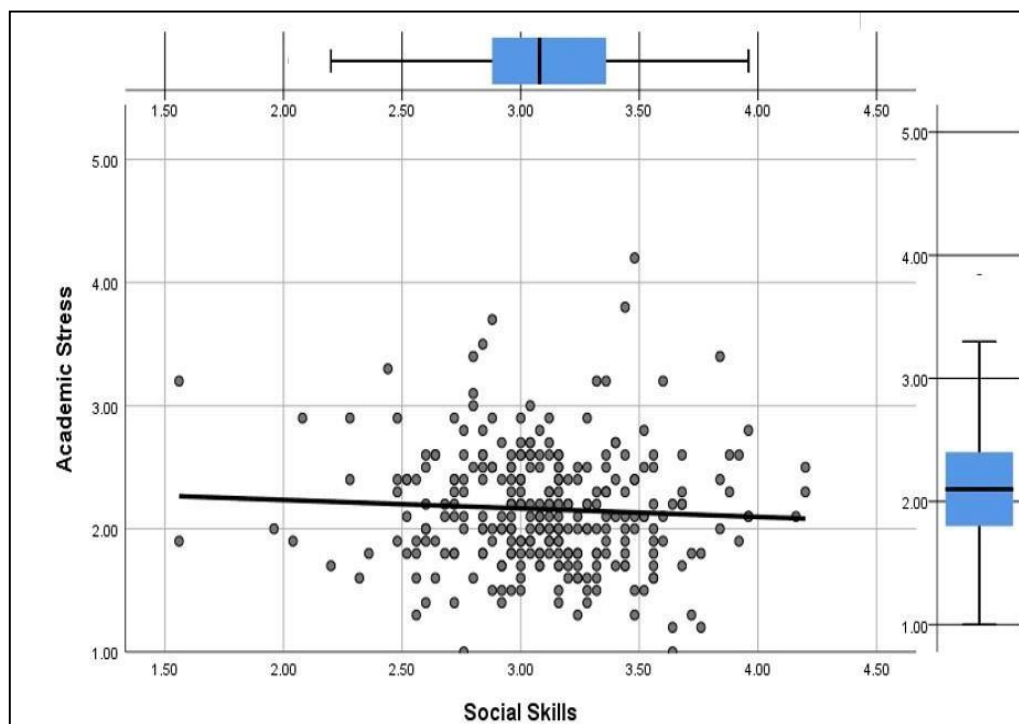


Figure 12 shows that a linear relationship exists between the distribution of social skills scores and academic stress. In addition, there were no outliers in the two data sets. Consequently, these conditions were met for computation of regression analysis and Pearson correlation coefficients.

Figures 11 and 12 ascertain that the social skills and academic stress data meets the criteria required to compute regression analysis and Pearson correlation coefficient between social-skills and academic stress; namely, linear relationship, absence of outliers and normally distributed.

Influence of Social Skills on Academic Stress

The influence of social skills on academic stress among adolescents in public mixed day secondary schools in Kasarani Sub-County was computed using a

bivariate regression model. Social skills was the independent variable and academic stress was the dependent variable. The findings are presented in Table 16.

Table 16

Regression: Social Skills and Academic Stress

R	R Square	Adjusted R Square	Std. Error of the Estimate		
.058 ^a	.003	.000	.47774		
ANOVA ^a Social Skills and Academic Stress					
	Sum of Squares	Df	Mean Square	F	Sig.
Regression	.217	1	.217	.953	.330 ^b
Residual	65.503	287	.228		
Total	65.720	288			
Coefficients, Social Skill					
	B	Std. Error	Beta	t	Sig.
Regression	2.372	.220		10.761	.000
Residual	-.069	.071	-.058	-.976	.330

Table 16 indicates that the coefficient of social skills on academic stress among adolescents was -0.069. The t statistics for this coefficient was -0.976 with a p value of .000 which was less than .05. This p value confirms the significance of the coefficient of self-awareness at 95% confidence. We can conclude that social awareness significantly influences effective academic stress in public mixed day secondary schools in Kasarani Sub-County which is consistent with the work of Trigueros et al. (2020) who observed that social skills have a positive impact in the academic performance of secondary school students.

Relationship between Social Skills and Academic Stress

In order to establish whether there existed a relationship between social-skills and academic stress, the researcher computed Pearson correlation coefficient for skills and academic stress scores. It had been hypothesized that;

H0₄: There is no statistically significant relationship between social skills and academic stress among adolescents in selected public mixed day secondary schools in Kasarani Subcounty, Nairobi County Kenya.

To test this hypothesis, the researcher computed Pearson correlation coefficient between the two variables, social-skills and academic stress.

Table 17

Relationship between Social Skills and Academic Stress among Adolescents

		Academic Stress	Social Skills
Academic Stress	Pearson Correlation	1	-.058
	Sig. (2-tailed)		.330
	N	349	289
Social Skills	Pearson Correlation	-.058	1
	Sig. (2-tailed)	.330	
	N	289	321

The results presented in Table 17 demonstrate a weak negative correlation ($r = -.058, p = .330$) between social-skills and academic stress. However, the relationship was not significant between academic stress and social-skills. The p-value (.330) was greater than 0.05. The null hypothesis (H_{04}) was accepted. This indicates there no correlation between academic stress and social-skills. This study is in agreement with a study conducted by Kiema-Junes et al. (2020) who observed that social skills increase psychological well-being by reducing depression and increasing life satisfaction, but had no relationship with academic stress. Kiema-Junes et al. (2020) further noted that social skills are associated with stress regulation; thus, poor social skills increase vulnerability to developing psychosocial stress but did not show any relationship between social skills and academic stress. Furthermore, Segrin (2019)

added that social skills deficits are associated with physical as well as mental health problems but does not affect academic stress, which is in agreement with the findings of this study.

Combined Regression Model of the Independent and Dependent Variables

It was important to fit a combined regression model between the independent variable (academic stress) and dependent variables (self-awareness, self-management, social awareness and skills) so as to establish the combined contribution of each variable to the dependent variable. The findings are presented in Table 18, 19 and 20.

Table 18

Model Summary Combined Regression Model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.269 ^a	.072	.057	.47253

a. Predictors: (Constant), Social Skills, Self-Management, Social Awareness,

b. Self-awareness

Data presented in Table 18 indicates a small degree of correlation (.269) between the independent and dependent variables. In addition, the table further reveals that only 7.2 % of variations in the dependent variable can be accounted for by variations in the independent variables, which is small.

Table 19

ANOVA^a Combined Regression Model

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4.195	4	1.049	4.697	.001 ^b
	Residual	53.812	241	.223		
	Total	58.007	245			

a. Dependent Variable: Academic Stress

b. Predictors: (Constant), Social Skills, Self-Management, Social Awareness, Self-Awareness

Table 19 indicates that the regression model predicts the dependent variable significantly well. The statistical significance of the regression model (.001) is less than 0.05. Here, $p = 0.001$, which is less than 0.05, and indicates that, overall, the regression model statistically significantly predicts the outcome variable (i.e., it is a good fit for the data).

Table 20

Coefficients^a Combined Regression Model

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.911	.281		10.341	.000
	Self-Awareness	-.012	.086	-.012	-.139	.889
	Self-Management	-.192	.063	-.244	-3.018	.003
	Social-Awareness	-.076	.065	-.085	-1.165	.245
	Social-Skills	.097	.089	.079	1.089	.277

a. Dependent Variable: Academic Stress.

Table 20 provides coefficients of self-awareness (-.012), self-management (-.192), social awareness (-.076) and social-skills (.097) to predict academic stress as well as determine whether self-awareness, self-management, social-awareness and social-skills contributes statistically significantly to the model (by looking at the "Sig." column).

$Y = a + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e$, where: a - is the constant or intercept=2.911 β_1 - is the slope or change in Y , given one unit change in X_1 =-.192 for self-management.

Y - is the dependent variable=Academic Stress X_1 , X_2 , X_3 - is the independent variable e – is the error term;

The constant “a” represents the value of Y that is not dependent on X.

Mathematically, it is referred to as the Y- intercept, the value of Y when the value of X is 0 represents the value of Y influenced by other unspecified factors apart from those under our investigation.

The data produced a multiple regression equation of $Y = a + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3$ where Y, is the dependent variable, academic stress, X_1 , X_2 and X_3 are the predictors; self-awareness, self- management, social-awareness and social-skills respectively.

The prediction equation was defined thus:

$$\text{Academic Stress} = 2.911 - 0.192(\text{Self-management})$$

$$Y = 2.911 - 0.192X_2$$

There is evidence of a regression relationship between academic stress (Y) and the independent variable, self-management (p-value=— 0.003) since it's p-value is less than 0.05; hence, significant contributors to academic stress. For the other three variables (self-awareness, social-awareness and social-skills) the p-values are greater than 0.05 hence not a significant predictor of academic stress. The equation can also be written in full thus: Combined regression equation

$$\text{Academic Stress} = 2.911 - 0.192 (\text{Self-management})$$

Self-management has a regression constant of magnitude of 2.911 that indicates that even if the variable self-management is zero, there will still be academic stress of 2.911 magnitude. This magnitude of 2.991 is contributed by other factors apart from self-management, which other researchers can conduct further study to discover them. When the independent variable, self- management, changes by one unit, the dependent valuable (academic stress) changes by 0.192 units. Jing and Kim (2021) noted that self-

management had a significant impact on academic stress of secondary school of Korean students. Jing and Kim (2021) further noted that among self-management variables, body management had a significant negative impact on academic stress to secondary school life which is in agreement with the study under investigation. Moreover, Jing and Kim (2021) highlighted the need to develop systems that cultivate students' abilities to integrate into secondary school life, including their abilities to face unsatisfactory studies, manage spare time, make physical adjustments, adapt to new living environments, and maintain interpersonal relationships. Jing and Kim (2021) concluded that strengthening self-management abilities will lead to improvements in academic performance of secondary students which is consistent with the current study.

Chapter Five: Summary, Conclusion and Recommendations

Introduction

This chapter covers a summary of the findings from the study, research implications, conclusions, suggestions, and themes for further studies. The study findings from chapter four are used to support the information in this chapter. This study looked into the emotional intelligence as a predictor of academic stress among adolescents in selected public mixed day secondary schools in Kasarani Sub-County, Nairobi Kenya. The study's objectives were to: To find out whether self-awareness influences academic stress among adolescents in selected publicmixed day secondary schools in Kasarani sub-county, Nairobi County, Kenya, to investigate theeffect of self-management on academic stress among adolescents in selected public mixed day secondary schools in Kasarani sub-county, Nairobi County, Kenya, to establish the influence of social awareness on academic stress among adolescents in selected public mixed day secondary schools in Kasarani sub-county, Nairobi County, Kenya and to determine the effect of social skills on academic stress among adolescents in selected public mixed day secondary schools in Kasarani sub-county, Nairobi County, Kenya.

Additionally, the study tested the following hypotheses at the .05 level of significance: **H0₁**: There is no relationship between self-awareness and academic stress among adolescents inselected public mixed day secondary schools in Kasarani Sub-County, Nairobi County Kenya. **H0₂**: There is no relationship between self-management and academic stress among adolescentsin selected public mixed day secondary schools in Kasarani sub-county, Nairobi County Kenya.**H0₃**: There is no relationship between social awareness and academic stress among adolescents in selected public mixed day

secondary schools in Kasarani sub-county, Nairobi County Kenya.

H0₄: There is no relationship between social skills and academic stress among adolescents in selected public mixed day secondary schools in Kasarani sub-county, Nairobi County Kenya.

Influence of Self-Awareness on Academic Stress among Adolescents

Objective one of this research was to find out whether there was influence of self-awareness on academic stress among adolescents in selected public mixed day secondary schools in Kasarani sub-county, Nairobi County, Kenya. The results showed that the highest form of self-awareness among adolescents in public mixed day secondary school was perceived in students being able to defend themselves and their beliefs and also having faith in their ability to handle any task ($\bar{x} = 4.09$, $s = .98$), which was interpreted as high.

This was followed by having a positive view of self ($\bar{x} = 4.02$, $s = 1.17$) also interpreted as high self-awareness. Generally self-awareness with a mean score ranging from 3.40 to 4.09 were interpreted as high self-awareness with self-awareness statements ranging from: "I reflect on the important reasons behind my emotions"; "I usually have a good understanding of which emotions I am experiencing and why"; "I can recognize the situation that triggers strong emotions in me"; "I do not let innocent mistakes affect me too much"; "I do not let innocent mistakes affect me too much"; "I consider how my emotions affect my behaviour"; "I feel comfortable being myself around others"; "I acknowledge my own strengths and weaknesses".

Self-awareness with a mean score ranging from 2.60 to 3.40 was interpreted as moderate self-awareness with statements of self-awareness ranging from "I actively seek

feedback, even if it is difficult to hear”. Self- awareness with a mean score ranging from 1.80 to 2.60 was interpreted as low self- awareness as the students having this mean score do not have sense of humour about themselves and their self-perception is influenced by the opinions of others. From our scale, any student with a mean score ranging from 1.00 to 1.80 would be perceived as having very low self- awareness and there was none of such students in the schoolthe researcher visited.

The global mean score of the 15 items was ($\bar{x} = 3.68, s = 1.12$). Globally, the self- awareness of the study respondents was high since the global mean score was $\bar{x} = 3.68$ and which) ranged between 3.4 and 4.2. The results further showed that the highest form of academic stress among adolescents in publicmixed day secondary schools in Kasarani Sub-County had a mean score $\bar{x} = 2.36$ which was interpreted according to the scale as moderate stress level. From the results obtained, the global mean score of $\bar{x} = 2.16$ revealed that the overall stress level of the respondents was moderate. level stress.

To evaluate the linear relationship between self-awareness and academic stress, a Pearsoncorrelation was generated. The null hypothesis (H_{01}) was rejected. The results demonstrated a weak negative correlation ($r = -.130, p = .022$) between the two variables, academic stress and self-awareness. According to Table 9, there was a negative $-.130$ calculated correlation between academic stress and self-awareness. The p-value ($.022$) was less than $.05$. This indicates there was a weak correlation between academic stress and self-awareness.

Effect of Self-Management on Academic Stress among Adolescents

The second research objective sought to establish the effect of self-management on academic stress among adolescents in selected public mixed day secondary schools in

Kasarani sub- county, Nairobi County, Kenya. The independent variable was self-management and the dependent variable was academic stress among adolescents. The responses obtained were used to compute a mean score ($\bar{x}$) and a standard deviation (s) for each statement and a global meanscore for all the items rating the attribute.

The findings showed that the highest form of self-management among adolescents in public mixed secondary school is perceived as “I am aware of my duties” ($\bar{x} = 4.15$, $s = .91$) which was interpreted as high. This was followed by “I uphold my principles” ($\bar{x} = 4.04$, $s = .94$), also interpreted as high self-management. Generally self-management with a mean score ranging from 3.48 to 3.88 was interpreted as with self-management statements ranging from: “I resist letting my emotions rule my actions.”; “I can focus on finishing my homework”; “I have the capacity to restrain my rage”; “I am capable of maintaining motivation to complete my tasks”; “I maintain attention during class and I take my responsibilities seriously”; “I am open to changes when they are required”; “I have the power to manage how I spend my time.”; “I correctly set my priorities”.

The global mean score of the 10 items ($\bar{x} = 3.824$, $s = 1.045$). Globally the self-management of the study respondents was high since the global mean score $\bar{x} = 3.824$ and it ranged between 3.4 and 4.2. The study showed that the students had high self-management, which is in line with a previous research by Al-Abyadh et al. (2022) who stated that self-management is widely recognized as one of the required abilities that drive students toward becoming more self-determined. Students with high self-management were responsibly and proactively able to manage the elements of their lives, both in and out of educational contexts (King-Sears & Jenkins, 2020). In a determinate sense, self-management encompasses; among other things, self-discipline,

self-control, self-regulation, willpower, ego strength, and effortful control (AlAbyadh et al., 2022). According to previous research, students who utilized self-regulation tactics (such as self-regulated learning, time management, goal planning, and metacognition) had less stress and performed better in class (Stan, 2021).

Furthermore, Claro and Loeb (2019) referred to self-management as the capacity to control an individual's thoughts, emotions, and behaviors in a variety of settings. According to Balica et al. (2016) and Deming (2016), self-management was a powerful indicator of academic success, decision-making abilities, and competence in behavior modification. To evaluate the linear relationship between self-management and academic stress, a Pearson correlation was generated. The null hypothesis (H_{02}) was rejected. The results demonstrated a weak negative correlation ($r = -.218$, $p = .000$) between the two variables, academic stress and self-management. According to Table 16, there was a negative $-.218$ calculated correlation between academic stress and self-management. The p -value ($.000$) was less than $.05$. This indicates there was a weak correlation between academic stress and self-management.

In order to establish whether a statistical relationship existed between social awareness and academic stress, the researcher computed the Pearson product moment correlation between the two variables. It had been hypothesized thus;

H₀₃: There is no relationship between social awareness and academic stress among adolescents in selected public mixed day secondary schools in Kasarani sub-county, Nairobi County Kenya. In order to test H_{03} and establish whether a relationship exists between social awareness and academic stress among adolescents in the study the researcher computed Pearson Correlation coefficient between the two variables. The researcher calculated the Pearson Product Moment Correlation between the two variables

in order to see whether there was a statistical relationship between social awareness and academic stress among adolescents. To evaluate the linear relationship between social awareness and academic stress among adolescents, a Pearson correlation was computed. Data showed that there was a weak, negative relationship between the two variables ($r = -.218$, $n = 324$, $p < .05$).

In order to establish whether there existed a relationship between social-skills and academic stress, the researcher computed Pearson correlation coefficient for skills and academic stress scores. It had been hypothesized that;

H04: There is no statistically significant relationship between social skills and academic stress among adolescents in selected public mixed day secondary schools in Kasarani subcounty, Nairobi County Kenya.

To test this hypothesis, the researcher computed Pearson correlation coefficient between the two variables; social-skills and academic stress.

The results presented in Table 25 demonstrated a weak negative correlation ($r = .058$, $p = .330$) between the social-skills and academic stress. However, the relationship was not significant between academic stress and social-skills. The p-value (.330) was greater than 0.05. The null hypothesis (H04) was accepted. This indicates there was no correlation between academic stress and social-skills.

This study is in agreement with a study conducted by Kiema-Junes et al. (2020) who observed that social skills increase psychological well-being by reducing depression and increasing life satisfaction, but had no relationship with academic stress. Kiema-Junes et al. (2020) further noted that social skills are associated with stress regulation; thus, poor social skills increase vulnerability to developing psychosocial stress but did not show any relationship between social skills and academic stress. Furthermore, Segrin (2019) added

that social skills deficits are associated with physical as well as mental health problems but do not affect academic stress, which is in agreement with the findings of this study.

Conclusion

Based on the findings of this study, it is evident that emotional intelligence contributes to academic stress. Data indicated that there was a weak, negative relationship between the two variables self-awareness and academic stress ($r = -.130$, $n = 313$, $p < .05$). Consequently, in this study, high levels of self-awareness were associated with negative low levels of academic stress. The null hypothesis was thus rejected and it was concluded that a weak negative relationship existed between learners' self-awareness and their academic stress; positive increase in self-awareness resulted in a decrease in their academic stress. The results demonstrated a weak negative correlation ($r = -.218$, $p = .000$) between the two variables, academic stress and self-management. There was a negative $-.218$ calculated correlation between academic stress and self-management. The p value ($.000$) was less than $.05$. This indicates there was a weak correlation between academic stress and self-management.

Data showed that there was a weak, negative relationship between the two variables social-awareness and academic stress ($r = -.218$, $n = 324$, $p < .05$). Consequently, in this study high levels of social awareness were associated with negative low levels of academic stress. The null hypothesis was thus rejected and it was concluded that a weak negative relationship existed between learners' social awareness and academic stress; positive increase in social awareness resulted in a decrease in their academic stress, albeit in small amounts. The results further demonstrated a weak negative correlation ($r = -.058$, $p = .330$) between the, social skills and academic stress.

However, the relationship was not significant between academic stress and social skills.

The p-value (.330) was greater than 0.05. The null hypothesis (H_{04}) was accepted. This indicates there is no correlation between academic stress and social-skills. This study is in agreement with a study conducted by Kiema-Junes et al. (2020) who observed that social skills increase psychological well-being by reducing depression and increasing life satisfaction but had no relationship with academic stress. Based on the findings of this study, it is evident that of all the four variables under investigation: Self-Awareness, Self-Management, Social-Awareness and Social-Skills, it was Self-Management which contributed significantly as indicated in the overall equation: Academic Stress = $2.911 - 0.192$ (Self-management).

Recommendations from the findings

From the findings, Self-Management contributed significantly to academic stress and therefore it is recommended that schools should focus on measures to enhance self-management in order to reduce academic stress.

Recommendations for Further Study

- i. Further studies need to be carried out to investigate the reasons why there was no relationship between the two variables social skills and academic stress.
- ii. Further study can be carried out on “Emotional Intelligence and Academic Stress: An In- depth Analysis among secondary school students in mixed private schools in Kasarani sub-county.
- iii. Further study should be done on the same topic but covering other regions/parts of Kenya.
- iv. Conduct longitudinal studies to observe how emotional intelligence evolves over time and its impact on academic stress among adolescents. This would provide insights into the causal relationship between emotional intelligence and academic stress.
- v. Compare emotional intelligence levels and academic stress among adolescents in mixed secondary schools with those in single-sex schools or other educational settings. This could help identify potential differences and factors that may contribute to academic stress.

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Appendices

Appendix 1: Informed Consent Form

Mary W. Gitonga

P. O. Box 1184 00300

Nairobi

Dear Sir/Madam ,

My name is Mary Wanjiru Gitonga, a student at Pan Africa Christian University, Kenya pursuing a master's degree in Marriage and Family Therapy. I am conducting a study on "Emotional Intelligence a Predictor of Academic Stress among Adolescents in selected mixed day secondary schools in Kasarani Sub-County, Nairobi County, Kenya". The findings of this study aim at adding value to the discipline of Counseling Psychology and Marriage and Family Therapy as integrating emotional and cognitive resources leads to the adolescents' mental health. As part of my degree requirement, one of my assignments entails gathering data in the field. In this research investigation, there are no risks involved. Kindly help me by providing accurate responses in the appropriate places on the questionnaire to the best of your knowledge. The issues you respond to will remain private as promised in this letter. If there is ever a question that you feel you might not be able to answer, you are free to skip it.

Regards.

Name: Mary W. Gitonga Signature



Benefit and Risks of the Study

This study carries the potential danger of causing you to relive negative emotional

experiences from your past. However, you will receive a thorough discussion of your feelings and thoughts after answering the questions effectively to the best of your knowledge and experience. On the positive side, this study may equip you with the necessary psychological tools to deal with daily stressors effectively; hence, getting you debriefed.

Compensation or Incentive during the Data Collection

There will be no payment or compensation provided to those who decide to take part in this study. This means that individuals who volunteer to participate will not receive any type of reward like money or presents, for their involvement but the researcher will verbally appreciate them. The participants are usually volunteers and their contribution is essential in gaining a better understanding of the topic being investigated. Even though there is no payment or reward for participating in this study, the experience can still be valuable and meaningful as individuals choose to participate of their own accord.

Agreement

To take part in this study, kindly append your signature to indicate your acceptance.

Please include your name and the date along with your signature in the spaces provided below.

Name:.....

Signature.....Date:.....

Item	SD 1	D 2	NS 3	A 4	SA 5
A- Self-awareness				175	
1. I can recognize the situations that trigger strong emotions in me.					
2. I reflect on the important reasons behind my emotions.					
3. I consider how my emotions affect my behaviour.					
4. I usually have a good understanding of which emotions I am experiencing and why.					
5. I do not have a sense of humour about myself.					
6. I actively seek feedback, even if it is difficult to hear.					
7. I have confidence in my ability to perform a given task.					
8. I acknowledge my own strengths and weaknesses.					
9. I present myself with self-assurance.					
10. I am able to defend my beliefs and myself.					
11. I have faith in my ability to handle any task.					
12. My self-perception is influenced by the opinions of others.					
13. I feel comfortable being myself around others.					
14. I do not let innocent mistakes affect me too much.					
15. Overall, I have a positive view of myself.					
B. Self-Management					
16. I uphold my principles.					
17. I correctly set my priorities.					
18. I am aware of my duties					
19. I have the power to manage how I spend my time.					
20. I can focus on finishing my homework.					
21. I have the capacity to restrain my rage.					
22. I am capable of maintaining motivation to complete my tasks.					
23. I am open to changes when they are required.					
24. I resist letting my emotions rule my actions.					
25. I maintain attention during class and I take my responsibilities seriously.					
C. Social- Awareness					
26. I connect with people of all backgrounds well.					
27. I can view situations from the views of others.					
28. I am a decent person with a lot to give my peers.					
29. Almost all of my peers and I get along well.					
30. I believe that I am liked by others					
31. My perception of myself is influenced by what others think of me					
32. I feel generally confident in my abilities when compared to those of others					
33. I believe that I am a worthwhile individual who is at least at par with other people.					

34. I try to present myself well.					
35. I feel less confident because of how I feel about my body.					
D. Social Skills					
36. I maintain composure when arguing with peers.					
37. I introduce myself to new acquaintances without being asked.					
38. I correctly call out potential unjust rules.					
39. I make concessions when there is a disagreement by altering one's original viewpoint.					
40. I handle peer pressure appropriately and wisely.					
41. I invite other people to participate in activities.					
42. I make appropriate use of free time.					
43. I complete assignments for class within the time given.					
44. I can easily make friends.					
45. I react appropriately to peer teasing.					
46. I maintain composure in heated exchanges with adults.					
47. I like starting discussions with age mates.					
48. I take in criticism positively.					
49. I accept suggestions from peers for group activities.					
50. I compliment classmates.					
51. I pick a fight with other peers.					
52. I bully or threaten others.					
53. I am so prone to distraction.					
54. I like blaming others for my own mistakes.					
55. I argue with other people.					
56. I become furious easily.					
57. I get along with people of different backgrounds.					
58. I interrupt other people's conversation.					
59. I ignore what others have to say.					
60. I enjoy privacy.					

Appendix 2: Questionnaire for Adolescents Section A: Background data

- a) Please indicate your gender by selecting the appropriate box: Female () Male ()
- b) Could you tell me which age range you belong? 13-14 () 15-16 () 17-18 () above 19 ()
- c) Whom do you live with? Parents () Guardian ()

Section B: The following sentences relate to your personal beliefs, and you should read each one and mark the corresponding cell that best describes how accurately the statement

describes you. The options for responses are as follows: SD =Strongly Disagree, D = Disagree, NS = Not Sure,A = Agree, SA = Strongly Agree.

Appendix 3: Perceived Stress Scale (PSS)

These inquiries will concern how you have been doing over the previous four weeks.

Every time =4; Most of the time=3; Sometimes=2; Not at all=1

Items	Every time	Most of the time	Someti mes	Not at all
1. How often have you felt academic stress?				
2. How often have you experienced academic difficulties?				
3. How frequently have you been dozing severely in class?				
4. How regularly have you had trouble relaxing?				
5. How often have you felt unhappy?				
6. How often have you felt tensed?				
7 .How often have you felt that it was hard to sleep?				
8. How often have you felt physically worn out?				
9. How often have you felt emotionally tired?				
10.How often have you woken up prematurely and not had the ability to return to rest?				

Appendix 4: Krejcie and Morgan Sample Size Table

Required Sample Size								
Population Size	Confidence = 95%				Confidence = 99%			
	Margin of error				Margin of Error			
	5.0%	3.5%	2.5%	1.0%	5.0%	3.5%	2.5%	1.0%
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	146	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1,067	427	636	827	1,119
1,500	306	515	759	1,297	460	712	959	1,376
2,000	322	563	869	1,655	498	808	1,141	1,785
2,500	333	597	952	1,984	524	879	1,288	2,173
3,500	346	641	1,068	2,565	558	977	1,510	2,890
5,000	357	678	1,176	3,288	586	1,066	1,734	3,842
7,500	365	710	1,275	4,211	610	1,147	1,960	5,165
10,000	370	727	1,332	4,899	622	1,193	2,098	6,239
25,000	378	760	1,448	6,939	646	1,285	2,399	9,972
50,000	381	772	1,491	8,056	655	1,318	2,520	12,455
75,000	382	776	1,506	8,514	658	1,330	2,563	13,583
100,000	383	778	1,513	8,762	659	1,336	2,585	14,227
250,000	384	782	1,527	9,248	662	1,347	2,626	15,555
500,000	384	783	1,532	9,423	663	1,350	2,640	16,055
1,000,000	384	783	1,534	9,512	663	1,352	2,647	16,317
2,500,000	384	783	1,536	9,567	663	1,353	2,651	16,478
10,000,000	384	784	1,536	9,594	663	1,354	2,653	16,560
100,000,000	384	784	1,537	9,603	663	1,354	2,654	16,584
300,000,000	384	784	1,537	9,603	663	1,354	2,654	16,586

Appendix 5: Police Clearance Certificate

C. 24A

NATIONAL POLICE SERVICE



DIRECTORATE OF CRIMINAL INVESTIGATIONS

DIRECTORATE OF CRIMINAL INVESTIGATIONS HEADQUARTERS
P.O. Box 30036-00100 GPO
NAIROBI, KENYA

Ref. No. **PCC-YLTOM2PY** Date. **17 February 2022**

POLICE CLEARANCE CERTIFICATE

I hereby certify that the fingerprints recorded from

MARY WANJIRU GITONGA

*holder of ID No. **8319307** have been searched in Criminal Records Office's database with/without previous record. The validity of the information on this certificate is as of the date of issue.*

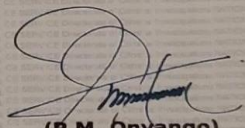
REMARKS IN CASE OF PREVIOUS RECORD

OFFENCE(S): NIL

RESULTS OF TRIAL: NIL

DATE: NIL

This Certificate has been issued without any alteration or any erasure


(P.M. Onyango)

**For: Director, Directorate of Criminal Investigations
(P.T.O)**

NOTE: This is a computer generated certificate, to verify the authenticity of this document, send DCI to 21546
Then Dial *512# and select "Police Clearance"

Appendix 6. Research License

 REPUBLIC OF KENYA	 NATIONAL COMMISSION SCIENCE, TECHNOLOGY & INNOVATION
Ref No 78681	Date of Issue:
RESEARCH LICENSE	10 /October/2023
	
This is to Certify that Ms. Mary Wanjiru Gitonga of Pan Africa Christian University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nairobi on the topic: EMOTIONAL INTELLIGENCE AS A PREDICTOR OF ACADEMIC STRESS AMONG ADOLESCENTS IN SELECTED PUBLIC MIXED HIGH SCHOOLS IN KASARANI SUB-COUNTY, NAIROBI COUNTY, KENYA. for the period ending : 10/October/2024.	
License No: NACOSTI/P/23/3032	
7	
78681	
Applicant Identification	Director NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	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.	
See overleaf for conditions	

Appendix 7. Research Authorization. Department of Early Learning and Basic Education

MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Telegrams: "Schooling" Nairobi
 Email: deokasarani@gmail.com
 Fax No: N/A
 When replying please quote


 REPUBLIC OF KENYA

SUB-COUNTY EDUCATION OFFICE,
 KASARANI SUB-COUNTY,
 P.O. Box 1274-00618,
 RUARAKA.

REF: SCDE/KAS/GF/18/170
 DATE: 17th October 2023

To The Principal,
 Mwiki Secondary, Garden Estate Secondary
 Kasarani Academy, Clay City Sec
 Global Vision Sec, Global Vision Sec
 Ruaraka High School, Kahawa Garrison Sec
 Kamiti Secondary
KASARANI SUB-COUNTY

RE: RESEARCH AUTHORIZATION: GITONGA MARY WANJIRU

The above subject refers:

Miss Mary Gitonga is a student at Pan Africa Christian University and undertaking a research project on *'Emotional Intelligence as a Predictor of Academic Stress among Adolescents in Selected Public Mixed High Schools in Kasarani Sub-county, Nairobi County.*

She will therefore conduct her research within the addressed Secondary Schools. This office has no objection and authority is hereby granted.

Please accord her any necessary cooperation and the assistance she requires.

Thank you.



SUB-COUNTY DIRECTOR
 OF EDUCATION
 KASARANI SUB-COUNTY
 P. O. Box 1274 - 00618, RUARAKA

Argwings Edwin Ong'injo
 Sub-County Director of Education
Kasarani

Appendix 8. Research Authorization PAC


 Republic of Kenya
MINISTRY OF EDUCATION
STATE DEPARTMENT FOR BASIC EDUCATION

Telegrams: "SCHOOLING", Nairobi
 Telephone: Nairobi 020 2453699
 Email: rcenairobi@gmail.com
cdenairobi@gmail.com

REGIONAL DIRECTOR OF EDUCATION
 NAIROBI REGION
 NYAYO HOUSE
 P.O. Box 74629 - 00200
 NAIROBI

When replying please quote

Ref: RDE/NRB/RESEARCH/1/65 Vol.2 (06) Date: 12th October, 2023

Ms. Mary Wanjiru Gitonga.
 Pan Africa Christian University.

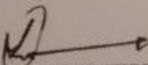
RE: RESEARCH AUTHORIZATION

We are in receipt of a letter from National Commission for Science, Technology & Innovation, regarding research authorization in Nairobi County on the topic: *"EMOTIONAL INTELLIGENCE AS A PREDICTOR OF ACADEMIC STRESS AMONG ADOLESCENTS IN SELECTED PUBLIC MIXED HIGH SCHOOLS IN KASARANI SUB COUNTY"*. For a period ending 10/10/2024.

This office has no objection and authority is hereby granted on the condition that the exercise will be carried out professionally.

You are required to liaise with Sub-County Director of Education -(Kasarani) before accessing the schools.

A report on the exercise will be required on completion.


DR. PETER KIRIKA
FOR: REGIONAL DIRECTOR OF EDUCATION
NAIROBI.