

KENYATTA UNIVERSITY

SCHOOL OF LAW, ARTS, HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF PSYCHOLOGY

**RELATIONSHIP BETWEEN SOCIAL EMOTIONAL INTELLIGENCE AND
QUALITY OF INTIMATE RELATIONSHIPS AMONG UNDERGRADUATE
STUDENTS IN UNIVERSITIES IN NAIROBI COUNTY, KENYA**

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**A RESEARCH PROPOSAL SUBMITTED TO THE SCHOOL OF LAW, ARTS,
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Date: 20TH NOVEMBER 2023

DECLARATION

This research is my original work and has not been presented for a degree in any other university or for any other award.

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This research has been submitted for review with my approval as university supervisor.

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ABBREVIATIONS AND ACRONYMS

DAS	Dyadic Adjustment Scale
EMO	Emotional Management of Others
EMS	Emotional Management of Self
EP	Emotional Perception
SEI	Social Emotional Intelligence
EUT	Emotional Utilization
IR	Intimate Relationship
KEBS	Kenya Bureau of Statistics
KUCCPS	Kenya University and College Central Placement Service
NACOSTI	National Council of Science and Technology
SEIS	Schutte Emotional Intelligence Scale
SPSS	Statistical package of Social Sciences
USA	United States of America
QIR	Quality of Intimate Relationship
WHO	World Health Organization

OPERATIONAL DEFINITION OF TERMS

Social emotional intelligence:	Capacity to perceive, utilize and regulate emotions of self and those of others for better adaptations to ones' environment, which can be enhanced through learning.
Emotional Perception:	Capacity to identify emotional in physical states, understand, appraise as well as express emotions, including complex emotions and transitions in self and others.
Emotional Utilization:	Capacity to think about emotions as well as harnessing emotional data to aid in judgments and decisions about self and others.
Emotional Management of Self:	Capacity to stay open to feelings, monitor and regulate feelings of self.
Emotional Management of Others:	Capacity to stay open to feelings, monitor, change and regulate emotions of others.
Intimate Relationship:	An interpersonal association between 2 persons, who share love, care, values and are significant to each other. The goal is to provide satisfaction, cohesion, consensus, and affection expression. For example, dating, cohabiting, engaged and marital intimate relationships.

Quality of intimate relationship:	Level of satisfaction, cohesion, consensus, and affection expression experienced by partners from a RR according to their evaluative point of view. It is expressed in terms of healthy/unhealthy intimate relationship.
Healthy intimate relationship:	A intimate relationship perceived by partners as giving higher satisfaction, consensus, cohesion, and affection expression.
Unhealthy intimate relationship:	A intimate relationship perceived by partners as providing low satisfaction, consensus, cohesion, and affection expression.
Satisfaction:	Higher frequency of positive thoughts about a relationship, shared confidence, and less frequency of discussion about separation. More stability and less conflicts.
Cohesion:	Higher sense of connectedness and the frequency with which partners participate in shared activities. Shared activities and discussions.
Consensus:	Higher sense of agreement between partners in decision making, values and affection.
Affection Expression:	Higher frequency of agreement between partners in matters emotional affection and sex relations.

ABSTRACT

Developmental theorists indicate that intimate relationships among undergraduate students in universities serve to fulfill a development task. However, in the recent past, intimate relationships among undergraduate students in universities have been experiencing turbulence, with possible increased negative impact such as mental health challenges, killings and even suicide. The phenomenon raises the need to establish the quality of intimate relationship among undergraduate students in universities. Social emotional intelligence on the other hand, has been found to be crucial in facilitating better management of emotions which could impact intimate relationships. The purpose of this study is to determine the relationship between social emotional intelligence (SEI) and quality of intimate relationships (QIR) among undergraduate students in universities in Nairobi County, Kenya. The study was guided by social emotional intelligence theory and need to belong theory. The study adopted a correlation design and targeted undergraduate students in universities in Nairobi County. Multi-stage sampling design was adopted, including, proportionate stratified, random, and purposive sampling to get a sample of 399 students and an additional 20% to cater for online non-response rate. Two main tools were used to collect data: Schutte's Emotional Intelligence Scale, and Dyadic Adjustment Scale. Additionally, a Social-demographic questionnaire and a semi-structured tool were used to collect data on demographics and strategies to enhance SEI and QIR respectively. Quantitative data was analyzed using descriptive and inferential statistics with the help of SPSS version 27. The Pearson product moment correlation coefficient (r) was used to establish the relationship between SEI and QIR while simple linear regression was used to find out if and the extent to which the predictor variable can predict response variable. Thematic analysis was used for qualitative data. The findings revealed a statistically significant, strong, and positive correlation between social emotional intelligence and quality of intimate relationship ($r(399) = 0.83, P < .001$). The predictor variable (social emotional intelligence) could also predict 69% of changes in the response variable (quality of intimate relationship). Six major themes that are identified as strategies that can be used to enhance social emotional intelligence to improve quality of intimate relationship. Based on the findings, the study suggested that programs that target undergraduate students in universities should consider incorporating social emotional intelligence for wholesome results. Mental health practitioners should consider social emotional- based counseling when dealing with undergraduate students. University management should consider incorporation of social emotional learning in the curriculum. Honest and open conversations should be encouraged about emotions and how to express the emotions and normalizing conversations and expression of emotions.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Relationships serve to fulfill the belongingness need for all humans. Among the emerging adults (Arnett, 2000), an intimate relationship (IR) is a central developmental task, and this is the stage, where most of the undergraduate students fall. Development theorists such as Carter and MacGodrick in the family life cycle development theory, indicate that establishing intimate relationships is a vital task that those leaving home must successfully resolve for better future adjustments. Psychosocial development theory also term formation of intimate relationships in the intimacy vs isolation stage as a major conflict. How an individual navigates would lead to either to a fulfilling intimate relationship or feeling of loneliness and isolation.

Quality of intimate relationship (QIR) is the level of satisfaction, cohesion, consensus, and affection expression experienced by partners in an IR as per their evaluative point of view. The quality of IR determines whether an intimate relationship is defined as healthy or unhealthy. Farooqi (2014) defines quality as a central force that determines thrive or decay of an IR and could impact on the health and wellbeing of partners. For example, a healthy IR would mean an IR with more stability, cohesion, care, and concern for each other's welfare. In this kind of IR more positive emotions would be elicited and have minimum conflicts as compared to an unhealthy IR. Some evidence such as that of Grover and Nangle (2010) indicate that an unhealthy IR increases the chances of having mental health problems such as depression and anxiety. Mental health challenges could impact on students cognitive functioning, learning abilities, academic performance, substance use and predispose them to other diseases and push them to risky behaviours such as violence. This could possibly threaten the need to belong need, which could lead to a cycle of negative emotions.

In the recent past IR among undergraduate students in universities have been characterized by a lot of turbulence. For example, Iconis (2013) reports that over 20% of undergraduate students in universities experience physical violence and much more experience psychological violence by their intimate partners. Falayi (2016); Nonceba (2017a; 2017c) also report of intimate partner killings among undergraduate students in universities in Nigeria and South Africa. Cases of suicide, depression and anxiety among this age group have also increased and they are the second leading cause of death among 15–29-year-olds (WHO, 2014; 2017).

In Kenya, intimate partner killings among undergraduate students in universities have been recorded (The Daily Nation, 8th December 2018; The Daily Nation, 29th March,2019; The standard, 21st February 2019; 30th April,2019). In addition to media reports, Njagi (2012) reports prevalence of physical violence (20-50%), sexual violence 22.5% and psychological violence 57.6% among undergraduate students in universities. Othieno et. al., 2014 indicate prevalence of moderate depressive symptoms 35.7%, 5.6% severe depression among undergraduate students in universities in Nairobi County. Which puts some questions on the QIR among undergraduate students in universities and whether the IR serve to fully meet the need to belong. Providing some insight on the turbulence that characterize IR among undergraduate students in universities, Wanyoike (2015) lists depression, hopelessness, anger, loneliness, and conflicts as causes of suicide among undergraduate students in Kenya. Similarly, WHO (2014) also point to relationships factors such as envy, jealousy, and fear of abandonment, as contributors to increased suicide rates. Interestingly, most of the listed factors are social emotional in nature.

Social emotional intelligence (SEI) is the capacity to perceive, utilize and manage emotions of self and others. SEI is facilitated through four interrelated competencies, emotional perception, emotional utilization, emotional management of self and emotional management of others as stipulated by SEI theory (Mayer & Salovey, 1990). High SEI gives a person the capacity to

tune in to self and others to recognize and identify emotions of self and others via e.g., voice tones, facial expressions, and other bodily changes. A person can also not be caught off guard, to a point of reacting in an autopilot but exercises deliberate and thoughtful control over their thoughts and actions that result from their emotions. The control of emotions goes beyond self to a point that a person can correctly recognize and identify as others experience emotions. A person is also able to calm others down, alter/shift the mood of others from negative to more positive as opposed to a person with low SEI.

High SEI has been found to improve success, effectiveness, understanding and performance in different areas of life (Goleman, 2006). In IR, SEI has also been found to encourage accommodation rather than retaliation during conflict by enhancing efficiency in managing delicate emotional negotiations, forgiving, and seeking forgiveness (Fitness, 2001). SEI could facilitate more happiness, satisfaction, and cohesion, improve quality in a IR which could eventually enhance meeting the need to belong. In addition, some studies such as that of Brackett et al. (2005) and Sidhu et al. (2019) have established correlation between SEI and QIR, although mainly in marital intimate relationships contexts.

However, despite some of the factors causing turbulence being of social emotional in nature, few studies sought to establish the possible correlation between SEI and QIR. The few that have focused on possible correlation between SEI and QIR had been done outside Kenya and mostly focused on marital intimate relationships. Similarly, SEI is said to be a malleable construct, meaning it can be improved (Mo, 2009). Considering its facilitative nature in different areas of life, it was important to identify some strategies of enhancing SEI to improve QIR among undergraduate students in universities.

1.2 Statement of the Problem

It is a natural for humans to relate. However, developmental theorists indicate that establishing and maintaining successful IR is a vital step among emerging adults. In the recent past there have been cases of different kinds of violence including physical, psychologically, murders and suicides, mental health challenges in the context of IR among undergraduate students in universities. The turbulence could raise some fundamental questions on the QIR among undergraduate students in universities. There existed a gap in literature of studies that focus on the QIR among undergraduate students in universities especially in Nairobi County, Kenya.

Some factors identified that contribute to the turbulence in IR among undergraduate students in universities include fear, envy, jealousy, anger, loneliness, anxiety, depression. Majority of these factors are social emotional in nature. On the other hand, High SEI has been found to enhance stability, less conflicts, more cohesiveness, and more positive affect in IR. For example, high SEI facilitate better processing of emotionally heavy information for appropriate thoughts and actions (Palmer & Jansen, 2004). The capacity to perceive, use, and manage emotions, could facilitate better handling of conflicts, and enhance accommodation instead of retaliations during conflicts. It is possible that high SEI could enhance partners to establish and maintain healthy IR, by improving the way they handle their emotions. However, despite the facilitative nature of SEI, very few studies had focused on establishing the level of SEI or even strategies that could be used to enhance SEI, if need be, among undergraduate students in universities. The study was to provide important data indicating the next course of action in enhancing SEI.

Some correlation has also been found between SEI and QIR. Studies such that of Bracket et al. (2005); Sidhu et al. (2019); Čikeš et al. (2018) indicate some relationship between SEI and QIR. However, most of these studies have focused on QIR in marital intimate relationships' context, despite importance of quality in all forms of IR. Similarly, most of these studies have been carried out in other contexts outside Kenya. In Kenya, while there exist studies that have sought to determine correlation between SEI, they have focused on other variables such as academic achievement, employee/job performance, leadership and so on. Additionally, the correlation studies focus on a different target population such as high school students, employees other than undergraduate students in universities. Therefore, this left a gap and the need to determine whether there could be a relationship between SEI and QIR among undergraduate students in universities especially in Nairobi County, Kenya.

1.3 Purpose of the Study

The purpose of this study was to establish the relationship between social emotional intelligence and quality of intimate relationships among undergraduate students in universities in Nairobi County.

1.4 Objectives of the Study

The objectives of the study were:

1. To find out the level of social emotional intelligence among undergraduate students in intimate relationships in universities in Nairobi County.
2. To establish the quality of intimate relationships among undergraduate students in universities in Nairobi County.
3. To determine whether there is a relationship between social emotional intelligence and quality of intimate relationships among undergraduate students in universities in Nairobi County.

4. To establish strategies that can be used to enhance social emotional intelligence to improve quality of intimate relationships among undergraduate students in universities in Nairobi County.

1.5 Research Questions

The study was guided by the following questions:

1. What is the level of SEI among undergraduate students in intimate relationships in universities in Nairobi County?
2. What is the quality of intimate relationships among undergraduate students in universities in Nairobi County?
3. Is there a relationship between social emotional intelligence and quality of intimate relationships among undergraduate students in universities in Nairobi County?
4. Which strategies can be used to enhance social emotional intelligence to improve quality of intimate relationships among undergraduate students in universities in Nairobi County?

1.6 Research Hypothesis

The study was guided by a null hypothesis that:

H₀₁. There is no statistically significant relationship between social emotional intelligence and quality of intimate relationships among undergraduate students in universities in Nairobi County.

1.7 Justification and Significance

IR among university students serve to fulfill a development task and most especially if they are of healthy. Unhealthy IR impact on mental health negatively, which could have serious negative ripple effects such as poor academic performance, lower completion rate, complex health

issues and predisposition to other diseases. The fact that high SEI enhances success, better performance, and effectiveness, could boost students' successful establishment and maintenance of healthy IR, and positively impact on their academic performance. The study, therefore, sought to establish a possible correlation between SEI and QIR, understanding possible predictions of quality of intimate relationships given the values of social emotional intelligence as a first step towards further explorations. The study also sought to gain insight on potential ways through which SEI among undergraduate students in universities can be enhanced.

The findings could be used to identify and set up and enhance youth-targeted programs that can better students' IR such as Relationship distress prevention program, Safe dates, Relationship competence training and workshops. To mental health practitioners, the study will provide more evidence on the need to integrate SEI aspects in relationship focused interventions. To the university management, the study will provide more evidence towards embracing social emotional learning and designing programs that can enhance students' social and emotional skills in universities. To the research community, the study will provide more evidence on the possible relationship and further predictions between SEI and QIR and recommendations that can form a base for further studies.

1.8 Scope and Limitations

This study collected data on QIR, SEI levels and to establish possible relationship between SEI and QIR. The study only focused on undergraduate students in intimate relationships in universities in Nairobi County. The study adopted a correlation design. Primarily the study targeted students engaged in different forms of IR such as dating, cohabiting, engaged or married. The study adopted Spanier, (1976) scope of QIR characterized by four dimensions

namely, satisfaction, cohesion, affection expression and consensus. Finally, conclusions on the nature and direction of relationship between the two variables were made.

The study could be limited as it will only focus on undergraduate students in intimate relationships in Nairobi County universities, thus the results might not be generalized to other areas not covered by the study or one might have to exercise caution when doing so.

1.9 Assumptions of the Study

The study was carried out with the following assumptions:

- University undergraduate students engage in intimate relationships.
- Students would give consent and cooperate during data collection.
- Students would be honest while responding to the questionnaires.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter included the theoretical framework, review of related literature, the summary of literature reviewed and the conceptual framework.

2.2 Theoretical framework

The study was anchored on social emotional intelligence theory and need to belong theory.

2.2.1 Social emotional intelligence (SEI) theory

Social emotional intelligence theory proposed by Salovey and Mayer (1990) indicate that emotions drive people and people drive performance. Defined by four dimensions, i.e., capacity to perceive, utilize and manage emotions of self and others, an individual can oversee their emotions and the resulting thoughts and behaviour. Emotional perception, helps one to tune-in to emotions, identify and recognize them. Emotional utilization, helps one to harness emotional data, allow a thought-out response rather than react in an autopilot. Emotional management of self helps one to monitor and regulate/modify emotions generated by oneself for better interaction with others. While emotional management of others helps one to monitor and regulate emotions of others, to help them adjust better.

IR are a fertile ground for both positive and negative emotions and when the need to belong is threatened different kinds of emotions are elicited. These emotions could potentially confuse individuals, resulting to cases of violence, anxiety, depression and so on. Higher SEI has been associated with increased optimism, better emotional expression, greater impulse control, better mood, more empathic perspective taking and more closeness and warmth in relationships. (Palmer & Jensen, 2004; Goleman, 2006). It is possible that high ESI could facilitate accommodation instead of retaliation when one is overwhelmed by negative

emotions. It was therefore important to determine the level of SEI based on its facilitative nature and the possible relationship SEI could have with QIR among undergraduate students in universities.

2.2.2 Need to Belong theory.

Proposed by Baumeister and Leary (1995), the theory denotes that the need to belong is a fundamental human need that enable people to live better. It also indicates that individuals are determined to establish close relationships with others who care, value, love and hold them as significant. However, IR can satisfactorily meet this need, only if they are stable, cohesive, with minimum conflicts and more positive than negative emotions. This could mean that IR that have been experiencing turbulence in the recent past might not be able to fulfill the need to belong.

Any threat (real, perceived or imagined) to the need to belong elicit negative emotions, which could lead to retaliation due to break ups, abandonment, refusal to relate and so on. To be able to meet belongingness need, a better way to deal with emotions could be helpful. Therefore, social emotional intelligence based on its facilitative nature could be empowering, by enhancing partners capacity to perceive, utilize and manage emotions of self and others.

2.3 Review of related studies

This section focused on reviewing the related literature on levels of SEI, QIR and the relationship between social emotional intelligence and quality of intimate relationships, then strategies to enhance SEI and finally a summary of the related literature.

2.3.1 Levels of social emotional intelligence among undergraduate students in universities

Social emotional intelligence is an integration of skills that enhance one's capacity to deal with emotions better. High SEI facilitates a person's capacity to recognize and differentiate emotions, e.g., if a person is disappointed, sad, or angry. High SEI also facilitates a person to

be proactive, think about their emotions rather than react automatically. High SEI also helps a person to adjust their emotions as per the situation at hand, and has been found (Goleman, 2006) to enhance thriving social interactions as compared to low SEI.

Ahmed (2016) conducted a quantitative study among students in six Islamabad universities which sought to determine the level of SEI. Using stratified sampling and a sample of 100 students, the study found general low levels of SEI (52% of students) compared to 42% with high SEI levels. Higher levels of SEI were also recorded in public universities (70%) compared to private universities (66%). The study findings indicate that SEI is facilitative in the students' daily life through enhancing performance of students by enhancing understanding of their emotions. The capacity to perceive, utilize and manage emotions enhance their social skills. SEI can play a big part in improving the way students intimately relate with each other by enhancing understanding of self and others' emotions. SEI could also facilitate healthier IR.

However, the study was more descriptive and just focused on establishing the levels of SEI. Additionally, more than half of the students rated low on SEI, which could mean some course of action is needed to improve the levels of SEI. However, the study was done in a different context outside Kenya and may be Kenyan undergraduate students in universities and especially Nairobi County would perform differently in terms of SEI levels.

Another study was carried out by Nnabuife et al. (2018). The main aim was to establish the relationship between SEI and self-esteem in Nigeria, using a sample of 140 medical students and SEIS tool. As part of their objective the study sought to establish the levels of SEI among these undergraduate medical students. The results recorded higher levels of SEI ($M = 124.63 \pm 1.156$). Higher SEI allows cognitive-emotions interaction giving better and thought-out behavioral reactions. This facilitation was found to help the medical students to have better

physician-patient relationship, improved patient trust, better patient outcomes, coping with stressful situations and adjustments.

Although the study focused exclusively on medical student in the Nigerian university, it is possible that higher SEI could equally be facilitative to other students' population e.g., students in intimate relationships and from other universities e.g., universities in Nairobi County. SEI could also facilitate healthy IR and improve IR outcomes in that have been experiencing turbulence. SEI could also possibly enhance the way partners in an IR cope with stressful situations such as break ups, temporary separation, personality differences and enhance proper adjustments to these situations. Therefore, a study such as this is needed to determine the levels of SEI among undergraduate students in universities in Nairobi County.

Karimi et al. (2020) sought to establish the levels of SEI among students in their overall study that was to determine the relationship between SEI and academic performance, using SEIS tool and 271 students. The results recorded that a high number of students (219 students or 80.8%) had only moderate levels of SEI. The study concludes that by SEI enhancing the capacity to relate with other students, managing conflicts and antagonism and creating a network of friends. This could create a conducive environment for group-oriented study skills increasing students' performance. SEI was also found to help students cope with taxing and complex school life.

Although the study focused on high school students in Kilifi and Mombasa County, it is possible that SEI could equally be facilitative to undergraduate students in universities. More studies seeking to establish levels of SEI, were needed to focus on undergraduate students as they are also dealing with life complexities such as career, work, education and establishing and maintaining healthy IR.

Sambu (2019) in a study in Nairobi County, sought to establish the levels of SEI. Using 47 international schoolteachers, the study found general higher levels of SEI ($M = 29.1$ out of 40 or 72.7%). The study indicates that the capacity to understand and share in the feelings of others motivates a person to be more positive, work well in a team and build social networks. The study also notes that the capacity to regulate emotions helps a teacher adapt well to changes and perform well even when under pressure.

Undergraduate students in universities experience pressure as they seek to fulfill their developmental tasks successfully. Similarly, proper establishment and maintenance of a healthy IR calls for positivity and working together to maintain the special social bond. Therefore, SEI could enhance empathy, motivation, and better adaptation of undergraduate students in universities when they seek to meet their belongingness need. Thus, future studies need to consider determining the levels of SEI among undergraduate students in universities in Nairobi County.

Studies reviewed clearly indicated the usefulness of SEI in enhancing success, better performance, and effectiveness in different areas of life. The studies also indicated that SEI could facilitate healthy IR through capacity to perceive, use and regulate emotions of self and others. However, in Kenyan context, among undergraduate students in universities and explicitly in this study area, limited studies existed. This presented a gap for this study.

2.3.2 Quality of intimate relationships among undergraduate students in universities

Quality of an intimate relationship describes whether from the partners evaluative point of view, an IR has high or low positive outcomes such as satisfaction cohesion, consensus, and affection expression. As a multidimensional concept, different dimensions are used to define quality of IR e.g., intimacy, satisfaction, cohesiveness, consensus, affection expression, happiness. Whichever dimensions are used, they all have conceptual proximity (Nurhayati et

al., 2019). Spanier (1976) conceptualizes QIR in terms of the levels of satisfaction, consensus, affection expression and cohesion present in an IR. Healthy IR would mean that partners are more satisfied, more cohesive, express affection more. On the other hand, an unhealthy IR would mean the partners are less satisfied, less cohesive and have less consensus.

In a systematic review of 112 studies, 93 of them focusing on emerging adults Gómez-López et al. (2019) denote that an IR is an association between two people, where companionship, intimacy, love, and emotional security should be experienced. Referring to the importance of determining QIR among adolescents and emerging adults, the review indicate that a healthy IR have been associated with positive outcomes such as happiness, satisfaction with life, positive affect, and achievement of both personal and relational goals.

However, an unhealthy IR, have been associated with negative outcomes such as violence, depression, anxiety, delinquency, and poor psychosocial functioning among this age group. Therefore, the determining factor of whether IR is going to have positive outcome and impact could be determined by the quality of it, whether healthy or unhealthy. As Farooqi (2014) emphasizes, quality is the central force that determines the direction of IR and eventually determines the fulfillment of the belongingness need. The recent turbulence experienced in IR among undergraduate students in universities and possible impact of it including mental health challenges was a reason to want to establish the QIR among undergraduate students in the universities. This is in addition to the fact that the review was on studies that focused on a context different from that of Kenya.

Maigallo (2019) in a main study to determine the influence of family life knowledge on marriages in Meru County, sought to determine the QIR of marital intimate relationships. Using 384 respondents and mixed methods, the married couples reported healthy IR and satisfaction in their marriages as expressed through high intimacy ($Mdn = 1.1507$), commitment ($Mdn =$

1.257) and passion ($Mdn = 1.125$) scales (scoring scale-Satisfied 1-2, Not sure 3, and Dissatisfied 4-5). Discussing marital satisfaction, the study adopted Sternberg's theory of love and social interdependence theory. Healthy IR meant the IR had a conducive environment which enhances constructive conflict resolution rather than chaos and unhealthy competition as emphasized by social interdependence theory.

Although the study heavily focused on marital intimate relationships and in an older and more advanced age group, IR and their quality serve an equally important function among undergraduate students in universities. Most especially because healthy IR would mean a successful resolution of an important development tasks. Therefore, establishing QIR among undergraduate students in universities was useful, hence the study.

Hongo (2019) in the main study to determine the relationship between attachment styles and marital satisfaction among married Christian couples in Nairobi County, sought to establish the QIR. Using the Revised Dyadic Adjustment Scale, the findings indicate that couples reported experiencing good stability and marital satisfaction ($M = 48.62$) in their marriages. Although the study used only a sample of 87 respondents, the couples reported good cohesion ($M = 14.88$), satisfaction ($M = 18.01$) and consensus ($M = 16.83$). The study concludes that healthy IR played a central role in partners feeling securely attached in their marital intimate relationships. For example, partners who felt that their IR is reliable, pleasant, and supportive, were more satisfied and stable and viewed their relationship with more positivity as opposed to those who felt their relationship was less pleasant and supportive.

Although the study focused on married couples (age range 25-45), the centrality of quality in meeting the need to belong is still evident. The importance of enduring context of care and concern, less conflict and negative affect to achieve healthy IR and meet the need to belong. Which is why, based on the crucial nature of IR among emerging adults in their development

and to future relationships, future studies should also focus on the level of QIR among undergraduate students in universities.

Most studies done on QIR focus on marital intimate relationships, while it is good, each type of IR is significant in its own way (Farooqi, 2014). IR among undergraduate students in universities take different forms such as dating, engaged, married and cohabiting. These IR seek to fulfill an important development task in this stage of development. The negative outcomes and impact associated with unhealthy IR can be devastating. This left a gap and the need for more study such as this completed one to focus on the QIR among undergraduate students in universities.

2.3.3 Relationship between social emotional intelligence and quality of intimate relationships

Emotions affect the way people think and feel about themselves and others, better management of emotions elicited in an IR could impact on how partners feel about each other which can bring more harmony rather than chaos in an IR. It could be that capacity to maintain positive and stable emotions could relate with more satisfaction, cohesion, consensus, and affection expression in an IR. Various other studies show some sort of relationship between SEI and other variables.

Brackett et al. (2005) carried out a study, on the relationship between SEI and relationship quality among couples in the USA. Using a sample of 82 university couples, the study found that SEI was significantly related to relationship quality. The findings indicated that low SEI couples, reported unhealthy IR, less positive outcomes such as happiness, and more negative outcomes such as conflicts.

Fitness (2001) argues that high SEI is useful in for example granting and asking forgiveness for harmonious coexistence in an IR. SEI enhances the capacity to deliberately think about

emotions and their impact on self and others. SEI also enhances the capacity to regulate emotions which could shift partners attention from focusing on the negative aspects to more positive attributes of the IR. The possible correlation between SEI and QIR could allow more room for predictions, based on the possible relationship. More studies such as this needed to focus on establishing the relationship between SEI and QIR especially among undergraduate students in universities in Nairobi County, Kenya.

A study by Čikeš et al. (2018) to determine the relationship between emotional intelligence and marital quality in Croatia, found a correlation between SEI and marital quality. The study used emotional intelligence self-report measures and 98 married heterosexual couples age range (19-60years). Although the study focused on a marital IR context, high SEI was found to enhance emotional balance of the partners such that they had harmonious and peaceful coexistence. Basically, high SEI enhanced the capacity to deal with intense emotions present in an IR in a way that partners were satisfied to be in their IR. Schnarch (1991) asserts that how partners handle their emotions in different scenarios does determine how they handle the relations with their partners. This facilitative nature of SEI could be useful to undergraduate students in universities to successfully establish and maintain healthy IR, which is a gap for future studies.

In support of the correlation between SEI and QIR, Sidhu et al. (2019) in a review study indicate that a healthy IR is because of interconnected enabling factors, with SEI as the connector. The review study which focused on different types of IR such as married, cohabiting and dating indicate that SEI leads to consensus. High consensus raises satisfaction through facilitating agreements, shared confidences and positive thought which raises cohesion, connectedness, and free expression of affection. Mayer (2001) denotes that SEI facilitates valuing, honoring, and understanding between partners as well as the relationship environment. It was therefore important to establish the relationship between SEI and QIR among undergraduate students in universities in Nairobi County.

In Nigeria, Onyekuru and Ugwu (2017) in a study found a positive and significant relationship between SEI and marital stability. The study explains the correlation from the fact that SEI enhances sensitivity and empathy. The study finds that SEI is an indispensable ingredient for stability in an IR. Although, the study focused on marital intimate relationships context, it found SEI essential and factor that could act as a real guide for partners course of action. For example, knowing what to do? when? and how? allowing a deliberate thought process through the course of action. This can greatly improve coexistence and harmony among partners which could result to a healthier QIR both in a marital context and even other types of IR found among undergraduate students in universities. Therefore, more studies needed to focus on this gap.

In Kenya, there are studies that focus on correlations of SEI. However, the relationships established are between SEI and others different areas of life such as self-concealment, VCT seeking behaviour, job performance, academic achievement and so on. A study on SEI and its possible relationship with QIR is needed, owing to the facilitative nature of SEI in IR context e.g., marriages that has continued to be established in contexts outside Kenya.

As Mayer (2001) denotes, SEI facilitates valuing, honoring, and understanding between partners as well as the relationship environment. It is possible that SEI can enhance the capacity to cope with disappointments such as break ups, delayed pleasure, negative affect and allow undergraduate students in universities to express themselves in their IR, in socially acceptable ways. Therefore, some studies needed to focus on this gap.

2.3.4 Strategies that can be used to enhance SEI to improve QIR.

Individuals are inherently born with some measure of social emotional intelligence. Additionally, SEI has also been described as a malleable construct meaning it can be improved. There are various ways through which individuals enhance their SEI levels. For example, individuals who have undergone training and learning or have more experience do record an

improvement in SEI levels (Mo, 2009). The bottom line with different strategies used to enhance SEI is that they sharpen the individual capacity to perceive, utilize and regulate emotions of self and others.

The strategies used to enhance SEI may differ from person to person but they all bank on the neuroplasticity of the human mind. Most common one includes meditation, mindfulness, reflection, pausing, cognitive change, distraction, redirecting, low suppression, situation modification/ selection, exercising optimism, empathy etc. (Shults, 2015). Enhancing SEI may take different amount of time depending on practice, motivation, reinforcement, and feedback received by a person. Identifying what strategies would work to enhance SEI for undergraduate students in universities was to help inform this quest.

2.4 Summary of Literature Review

Reviewed literature indicates that SEI is an important factor in life. It enhances important capacities that boosts individual performance, success, and effectiveness. In the context of IR, SEI has been found to improve social skills and foster better relationships. It has also been found to enhance the capacity to solve conflicts and deal with demanding and complex school life. SEI could also be helpful for university undergraduate students, especially in their critical stage of development, where establishing and maintaining successful IR is a development task. The study was to avail more data on SEI levels of undergraduate students in universities considering limited studies are available.

The literature on QIR argues that quality is a central force in an IR. Quality determines the survival/ decay of a IR. Unhealthy IR has also been found to correlate with mental health challenges and dissatisfaction with life. Healthy IR on the other hand, correlates with life satisfaction, physical health, and happiness. To meet the need to belong on IR needs a conducive environment of mutual care and concern and more positive affect. Considering the

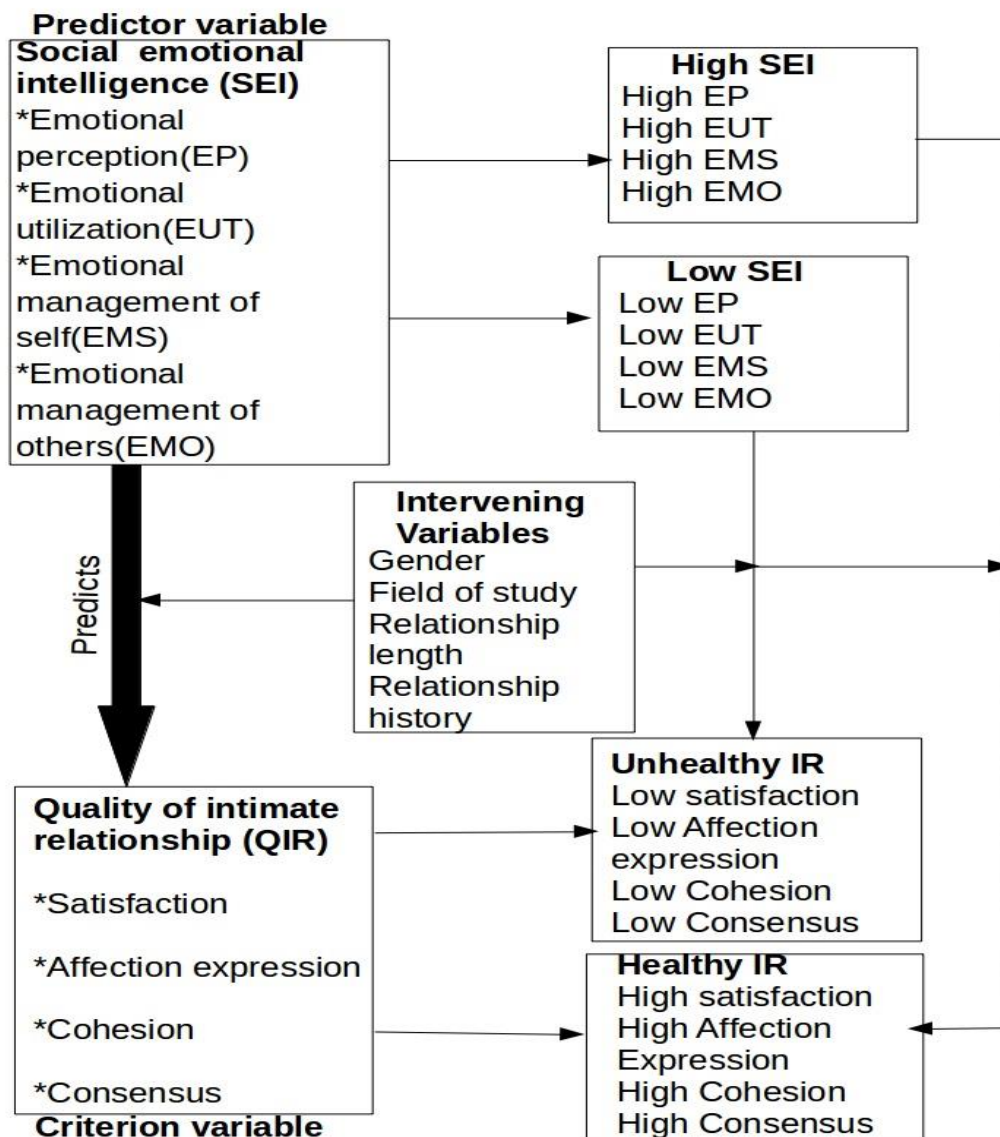
background of IR among the undergraduate students in universities, violence and chaos, killings and suicide, depression and anxiety have been reported in recent times. It was imperative therefore, to have a study that focuses on the QIR among undergraduate students in universities, especially in Kenya, where very few studies exist in this study area.

The literature discussed also does indicate that there is a correlation between SEI and QIR. Although some studies focused on marital IR of much older age group, the findings conclude that SEI enhance emotional balance, sensitivity, listening and empathy. In an intense situation partners can remain calm and not be overwhelmed, which could fuel more conflicts and discord. Healthy IR at this age of development is crucial, this is in consideration of the consequences of unhealthy IR, it would be important therefore that studies sought to establish whether there is correlation between SEI and QIR. Even though correlation does not mean causation, the results would be a starting point for more exploration of the variables.

Reviewed literature on strategies to enhance SEI reveal that, SEI is malleable and can be improved. However, some deliberate effort is needed for one to improve their social emotional intelligence competencies. Different strategies that could help undergraduate students in universities enhance their social emotional intelligence and its different dimensions needed exploration. Therefore, the study was needed.

2.5 Conceptual Framework

Conceptual framework figure illustrates possible correlation between social emotional intelligence (SEI) and quality of intimate relationships (QIR). Predictor variable (SEI) was defined by emotional perception (EP), emotional utilization (EUT), emotional management of self (EMS) and emotional management of others (EMO). Criterion/response variable was defined by satisfaction, cohesion, consensus, and affection expression. The study assumed high SEI would predict a healthy IR. Intervening variables (IV) namely, gender, length of relationship, relationship history and field of study would mediate the relationship between SEI and QIR (Researcher, 2020).



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter elaborated the study methodology to determine the relationship between social emotional intelligence and the quality of intimate relationships among undergraduate students in universities in Nairobi County. The chapter discussed study variables, site of the study, target population, sample size and the sampling techniques were used. Finally, research instruments, validity and reliability, pilot study, data collection, analysis, presentation and management and ethical considerations were discussed.

3.2 Research design

This study adopted a correlation design and sought to establish the degree to which SEI and QIR are related. The study also sought to point out the direction of the relationship if one exists and the magnitude of the relationship.

3.3 Study variables

The predictor variable in this study was SEI. SEI is characterized by four dimensions, emotions perception, emotions utilization, emotions management of self and emotions management of others. The criterion/response variable was QIR. QIR is characterized by four dimensions, satisfaction, consensus, cohesion, and affection expression. The intervening variables included gender, field of study, relationship history and length of relationship.

3.4 Site of the Study

The study was conducted in universities in Nairobi County. Universities are amongst places where emerging adults establish IR with their peers. Undergraduate students in intimate relationships have been experiencing turbulence with cases from various universities in Kenya (The Daily Nation, 8th December 2018; The Daily Nation, 29th March,2019; The standard,

21st February 2019; 30th April,2019). However, some evidence such as a study by Njagi (2012) focus on turbulence in IR in Nairobi County. Additionally, Nairobi County being the capital city, hosts majority of universities in Kenya and has diversity in terms of public and private universities. Nairobi county, therefore, provides the opportunity to access more students from different corners of Kenya and beyond, giving a better representation.

3.5 Target population

The target population in this study the population was the undergraduate students in universities in Nairobi County.

Table 3.1

Universities categories and students' population

<i>Category</i>	<i>Public</i>	<i>Private</i>	<i>Total</i>
Accredited universities	4	25	29
Undergraduate (approx.) population	64,000	85,500	154,500

Source:(KUCCPS, 2019; KNBS, 2018)

3.6 Sampling Techniques and Sample size

The study used the multi-stage sampling, which gives flexibility and allows the researcher to reach the desired respondents. The multi-stage included proportionate stratified, random, and purposive sampling. In the first stage stratified sampling was used to categorize universities in Nairobi County into public and private. Random sampling was used to select universities from the strata and different departments in the universities thus providing a chance to students in every department. Purposive sampling was used to specifically identify students in intimate

relationships. This was done through an initial survey question in the questionnaires i.e., Are you in an intimate relationship? to isolate the students.

Nairobi county has approximately 154, 500 undergraduate university students. The best suited sample size was calculated using the formula 1 by (Yamane 1967; In Glenn 1992) which is suitable for large populations.

$$n = \frac{N}{1+N(e)^2} \quad (1)$$

Where: n represents the sample size, e represents level of precision (in this study 0.05), N represents the population size with confidence level of 95%, $Z=1.96$ and with a P value of .5.

Thus:

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{154,500}{1 + 154,500 (0.05)^2} = 399 \text{ students}$$

The final sample size included 399 and 20% adjustment to cater for the non-response rate (Fincham, 2008). A total of 499 students were selected from each of the two university strata (public and private).

3.7 Research Instruments

The first instrument was social-demographic questionnaire. It collected the demographic information of the participants such as gender, field of study, relationship history and length of the relationship in which they currently engage in.

SEI was measured using Schutte's Self Emotional Intelligence Scale (Schutte et. al.,1998). SSEIS is a 33 item self-report inventory, with a 5-point Likert scale that is based on Salovey and Mayer (1990) original SEI model. SSEIS measure is within the trait SEI, measures typical SEI and its appropriate for the study for its brevity nature compared to others trait SEI

measures. It also has been used in many other studies with publications. It measures Emotion Perception (items 5,9,15,18,19,22,25,29,32,33), Emotion utilization (items 6,7,8,17,20,27), Emotion management of self (items 2,3,10,12,14,21,23,28,31) and Emotional management of others (items 1,4,11,13,16,24,26,30). The instrument has a test-retest reliability of .78 (Schutte et. al.,1998; Shahid & Kazmi, 2016). It takes about 15 minutes to fill. The score range is from 1-5 with item 5, 28 and 33 scored on reverse code. Total SEI ranges from 33 to 165.

The third instrument was the Dyadic Adjustment Scale (Spanier, 1976). DAS is a 32 item self-report scale, using 30 Likert scales and two dichotomous questions. The tool assesses four dimensions of QIR namely, satisfaction (items 16-23,31 and 32), cohesion (items 24-28), affection expression (items 4,6,29 and 30) and consensus (items 1,2,3,5,7-15) in a relationship. The instrument has an internal consistency (Cronbach's alpha coefficient) of .96 for the total scale (Spanier, 1976) and .80 (Cuenca et al., 2013). The DAS 32 items sum up to a score of between 0-151. The high scores indicate a healthy IR while low scores indicate an unhealthy IR. It can be taken with paper and pencil or electronically in five to ten minutes.

3.8 Validity and Reliability

Construct validity was improved by ensuring items in the questionnaires are relevant and cover comprehensively the construct under study. Content validity was improved by making sure items included in the tools, cover dimensions of the constructs comprehensively. Face validity was improved by seeking supervisor's expert opinion and from the feedback proper adjustments were made. The pilot study provided the opportunity to determine validity of the instruments.

Reliability was enhanced through test/retest procedure during the pilot study. The test/retest was done in a period of two weeks apart to reduce recall effect and chances of behaviour change. Existing reliability of total DAS ranges from .58 to .96 (Graham et al., 2006). The

Pearson's (r) computed for the two data sets gave an r value of .81 which was considered adequate as per Rosner (1995) who indicate an r value of .7 is considered appropriate.

3.9 Pilot Study

The pilot study was carried out Jomo Kenyatta University of Agriculture and Technology and Zetech University in the neighbouring Kiambu county. Kiambu county was selected due to its similar characteristics to Nairobi County. The pilot study provided an opportunity to test the data collection procedures and tools and to identify any unforeseen challenges. Respondents of the pilot study were 10% of the actual study sample size (Connelly, 2008), which amounted to 40 students.

3.10 Data Collection Procedures

Questionnaires were administered by the researcher through the students' online media platforms such as WhatsApp and Emails because of Covid-19 challenges. The contacts were solicited via class representatives, lecturers, and students' friends. This included the demographic, SSEIT, DAS and strategies questionnaires. The filled questionnaires were submitted by respondents via a cloud storage for data analysis.

3.11 Data Analysis and Presentation

Data collected both included both quantitative and qualitative data. Descriptive statistics namely, mean, standard deviation, frequencies, and the percentages were mainly used to analyse data for objective 1, 2 and part of number 4. Inferential statistics, namely, Pearson's moment correlation coefficient was used to establish the nature, direction, and magnitude of the possible relationship between two continuous variables (SEI and QIR), which is objective number 3. Simple linear regression was used to establish prediction—how SEI influences QIR to change. Qualitative data collected in objective number 4 was analyzed by closely examining the data to identify common themes in terms of topics, ideas, and patterns of meaning that come

up repeatedly. The process of familiarization, coding, generating themes, reviewing themes, defining, and naming themes and writing up was followed.

Data was presented using tables and figures. Statistical hypothesis was tested at significance level of $p \leq .05$. The analysis was aided by use of SPSS program software version 27.

3.12 Data Management and Ethical Considerations

The permits and authorizations that were sought included, permission and ethical approval from the Ethics clearance committee of Kenyatta University, a research permit and authorization from NACOSTI and a research authorization from graduate school before collecting the data. Informed consent to participate was sought from the students, after being informed the nature of the study, rights to participate and withdraw voluntarily and confidentiality first. The participants had to click “yes” to the isolating question and give consent before being permitted to proceed and fill in the questionnaires.

Information provided by the students was used for the intended purpose of research and their identity remained anonymous. Debriefing was availed in case anyone needed it. Debriefing measures included, written gratitude expressions to the participants, researcher contacts for those who were interested to learn more about the study findings or those who experienced any unwanted psychological effects after filling the questionnaires. The filled in questionnaires are to be destroyed after the research findings are presented successfully for data security purposes.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1 Introduction

This chapter outlines the findings of the study on the relationship between social emotional intelligence and quality of intimate relationships among undergraduate students in intimate relationships in universities in Nairobi County, Kenya. The results are outlined starting with the data collection response rate and the demographic results. The rest of the study findings are presented following the order of the study objectives.

4.2 Response rate

The minimum sample size for the study was 399 participants, drawn from both public and private universities. However, using digital platforms to collect data has previously been found to record a non-response rate of between 20-30% (Fincham, 2008). Therefore, based on the recommendations by (Bujang, 2021) an additional 20% of the sample was included to cater for the expected non-response rate. There was a response rate of 80% giving a total of 399 participants. This translated into 100% of the minimum sample size required for the study.

4.3 Demographic characteristics of the participants

Data on the respondent's socio-demographic characteristics was collected. This included: gender, field of study, duration of the current intimate relationship and number of previous intimate relationships. The findings are presented in the following respective sub sections.

4.3.1 Participants' gender

Gender characteristics of the participants are summarized in the table 4.1.

Table 4.1*Gender Descriptive Statistics*

Gender	<i>N</i>	%
Female	171	43%
Male	228	57%
Total	399	100

Findings indicate that 57% ($n = 228$) were male while 43% ($n = 171$) were female.

4.3.2: Participants' institution category

The participants were asked to indicate which institution category (private/public) they were from. The results are illustrated in table 4.2.

Table 4.2*Institution Category Descriptive Statistics*

Inst. Cat.	<i>N</i>	%
Private	186	46.62
Public	213	53.38
Total	399	100

The results indicate that 53.38% ($n = 213$) of participants indicate that they were in public universities while 46.61% ($n = 186$) were in private universities.

4.3.3: Participants' field of study

The participants were asked to indicate whether they considered their field of study either art-based or science-based. The findings are illustrated in table 4.3.

Table 4.3*Field of Study Descriptive Statistics*

Studyfield	%	<i>n</i>
Arts	47.1	188
Science	52.9	211
Total		399

Findings indicate that 52.88% ($n = 211$) of the participants were undertaking what they considered science-based courses while 47.12% ($n = 188$) were undertaking arts-based courses.

4.3.4: Participants' duration of current intimate relationship

The participants were asked to indicate how long they had been in their current intimate relationship by selecting either of two options (less than 6 months or 6 months and above). The results are illustrated in the table 4.4.

Table 4.4

Duration of Intimate Relationship Descriptive Statistics

DoR	N	%
6 months and above	283	70.93
Less than 6months	166	29.07
Total	399	100

Findings indicate that 70.93% ($n = 283$) of participants were in their current relationship for 6 months and above while 29.07% ($n = 116$) were in their current intimate relationship for less than 6 months.

4.3.5: Participants' number of previous intimate relationships

The respondents were asked to indicate the number of previous intimate relationships they have had before the current, by selecting from 3 options (none (0), one, or more than 1). The results are presented in the table 4.5.

Table 4.5

Previous Relationships Descriptive Statistics

PIR(s)	n	%
None (0)	78	19.55
1 PIR	144	36.09
1+ PIR	177	44.36
Total	399	100

*PIR-Previous Intimate Relationship

Findings indicate that 44.36% ($n = 177$) of the participants had intimately engaged in more than one intimate relationship previously. A section of 36.09% ($n = 144$) of participants had

engaged in one more intimate relationship previously. The remaining 19.55% ($n = 78$) indicated they had never engaged in any other intimate relationship other than the current one.

4.4 Level of social emotional intelligence

This section presents the results on the first study objective which sought to establish the level of social emotional intelligence among undergraduate students in intimate relationships in universities in Nairobi County. To assess the level of social emotional intelligence, a Schutte's Emotional Intelligence Scale (SEIS) with 33 items, scored on a five-point Likert scale (ranging from 1 to 5). The lowest possible score on the SEIS is 33(33×1), while the highest is 165 (33×5) points. An individual's total score is derived by adding up the score for each item. The scores are categorized into three levels. Scores between 33 to 110 indicate low level of social emotional intelligence, 111 to 136 indicate moderate level social emotional intelligence while between 137 to 165 indicate high level social emotional intelligence. The study findings are presented in the sub section that follows.

4.4.1 Social Emotional Intelligence Measures of Central Tendency.

Descriptive analysis done using measures of central tendency helped determine mean and standard deviation as shown in table 4.6.

Table 4.6

Social Emotional Intelligence Measures of Central Tendency

	<i>M</i>	<i>SD</i>	Min	Max
SEI	125.303	18.227	65.000	159.000

The social emotional intelligence means score, and standard deviation as shown in table 4.6 is $M = 125.3$ and $SD = 18.22$. The lowest social emotional intelligence score was 65 while the highest score was 159.

Levels of social emotional intelligence and skewedness of the levels of social emotional intelligence data are illustrated by the figure 4.1.

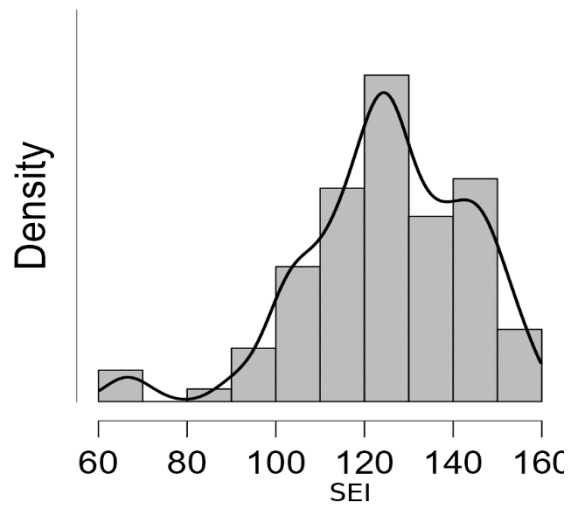


Figure 4.1 Distribution of social emotional intelligence scores

From the figure 4.1, distribution of social emotional intelligence scores assumes a symmetrical shape. The highest peak is between 120 and 130 which encompasses 125.3 which is the mean value of social emotional intelligence. The figure also affirms the skewedness of the scores towards higher social emotional intelligence.

Table 4.7

<i>Levels of Social Emotional Intelligence</i>			
SEI	Levels	<i>N</i>	%
SEI	Low	80	20%
SEI	Moderate	204	51%
SEI	High	115	29%

Table 4.7 indicate that 51% ($n = 204$) of the participants have moderate levels of social emotional intelligence. The findings also indicate that 29% ($n = 115$) of participants have high level of social emotional intelligence while 20% ($n = 80$) had low levels of social emotional intelligence.

4.4.2 Levels of social emotional intelligence by dimensions

The SEI scale had four dimensions as follows: Emotion Perception (EP) measured by scale items (5,9,15,18,19,22,25,29,32,33), Emotion Utilization (EUT) measured by scale items (6,7,8,17,20,27), Emotion Management of Self (EMS) measured by scale items (2,3,10,12,14,21,23,28,31) and Emotional Management of Others (EMO) measured by scale items (1,4,11,13,16,24,26,30). Further analysis was conducted on the data to assess each of these dimensions. The findings are presented in table 4.8.

Table 4.8

Dimensions of Social Emotional Intelligence Scores

Dimensions	<i>N</i>	<i>M</i>	<i>SD</i>
EP	399	36.486	6.585
EU	399	23.150	4.459
EMS	399	36.054	6.283
EMO	399	30.040	5.045

EP-Emotional perception, EUT-Emotional Utilization, EMS-Emotional Management of Self, EMO-Emotional Management of Others

The findings illustrated in table 4.8 indicate that the emotional perception mean score was $M = 36.49$, $SD = 6.59$, the emotional utilization mean score was $M = 23.15$, $SD = 4.46$, emotional management of self, mean score was $M = 36.054$, $SD = 62.8$. while emotional management of others mean score was $M = 30.04$, $SD = 5.04$.

4.5 Quality of intimate relationship

This section presents the results on the second study objective. The second objective of the study sought to establish the quality of intimate relationships among undergraduate students in intimate relationships in universities in Nairobi County. To assess the quality of intimate relationships, a questionnaire with 32 items that assessed different aspects of quality of intimate relationship based on how the participants responded to different scenarios that relate to their dyadic intimate relationships. The participant's total score ranged between 0-151 points. With the score categorized into three levels, the scores between 0 to 69 indicated low quality of

intimate relationship, 70 to 113 indicated a moderate quality of intimate relationship while between 114 to 151 indicated a high quality of intimate relationship. The study findings are presented in the subsections below.

4.5.1 Quality of intimate relationship measures of central tendencies.

Descriptive analysis done using measures of central tendency helped determine mean and standard deviation as shown in table 4.9.

Table 4.9

Quality of Intimate Relationship Measures of central Tendency

	<i>N</i>	<i>M</i>	<i>SD</i>	Min	Max
DAS	399	100.882	26.292	39.000	148.000

Findings in table 4.9 indicate that quality of intimate relationship mean score is $M = 100.89$ and $SD = 26.3$. The minimum DAS score was 39 while the maximum was 148.

Quality of intimate relationships and the data skewedness data are illustrated by the figure 4.2.

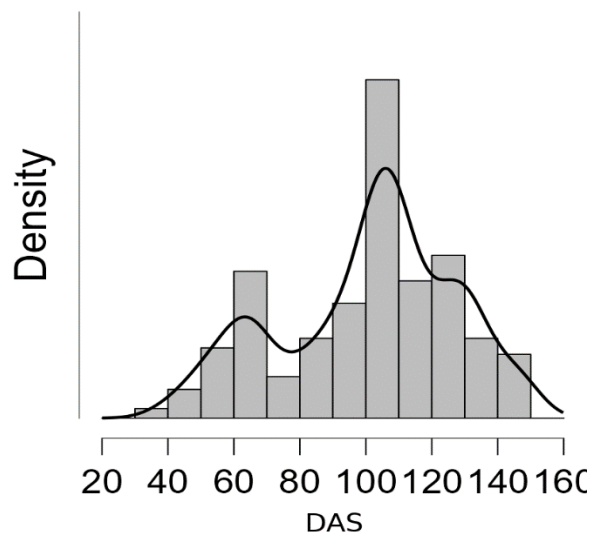


Figure 4.2: Distribution of quality of intimate relationship scores

From the figure 4.2, distribution of quality of intimate relationships scores assumes more of a symmetrical shape. The highest peak is between 100 and 110 which encompasses 100.9 which

is the mean value of quality of intimate relationships. The figure also indicates the skewedness of the scores towards higher quality of intimate relationships.

Table 4.10

Levels of Quality of Intimate Relationships.

	Level	<i>N</i>	<i>M</i>	%
QIR	Low	79	60.000	19.8
QIR	Moderate	201	100.463	50.38
QIR	High	119	128.731	29.82

The results presented in the table 4.10 indicate that 50.38% ($n = 201$) of the participants had moderate level quality of intimate relationships. The findings also indicate that 29.82% ($n = 119$) of participants had high level quality of intimate relationships while 19.8% ($n = 79$) had low level quality of intimate relationships. The lowest quality of intimate relationship score was 39 while the highest score attained by a participant was 148.

4.5.2 Quality of intimate relationship levels by dimensions

The Dyadic Adjustment Scale (DAS) had four dimensions, namely: Cohesion (COH) measured by items 24-28. Affection Expression (AE) measured by items 4,6,29 and 30. Satisfaction (SAT) measured by items 16-23,31 and 32. and Consensus (CON) measured by items 1,2,3,5,7-15.

Further analysis was conducted on the data to assess each of these dimensions. Findings are illustrated in table 4.11.

Table 4.11

Dimensions of Quality of Intimate Relationships Descriptive Statistics

Dimensions	<i>n</i>	<i>M</i>	<i>SD</i>	Min	Max
CON	399	43.426	13.878	9.000	65.000
AE	399	9.729	4.466	1.000	42.000
SAT	399	30.040	10.062	10.000	54.000
COH	399	17.657	5.922	5.000	54.000

The findings illustrated in table 4.11 record the mean score for all quality of intimate relationship dimensions. The consensus dimension had a mean score of 43.43 and standard deviation of 13.88. The affection expression dimension had a mean score of 9.73 and a standard deviation of 4.47. The satisfaction dimension had a mean score of 30.04 and a standard deviation of 10.06 while cohesion dimension had a mean score of 17.66 and a standard deviation of 5.92.

4.6 Relationship between social emotional intelligence and quality of intimate relationship

This section presents data collected on objective number three. Objective number three was to establish whether there is a relationship between social emotional intelligence and quality of intimate relationship among undergraduate students in universities in Nairobi County. To help establish the relationship between the two variables data was plotted against each other (X-axis—SEI the predictor variable, Y-axis—QIR the response variable). To have an idea of the variables' possible relationship direction, data points were plotted to provide a pointer trend.

The findings are shown in figure 4.3.

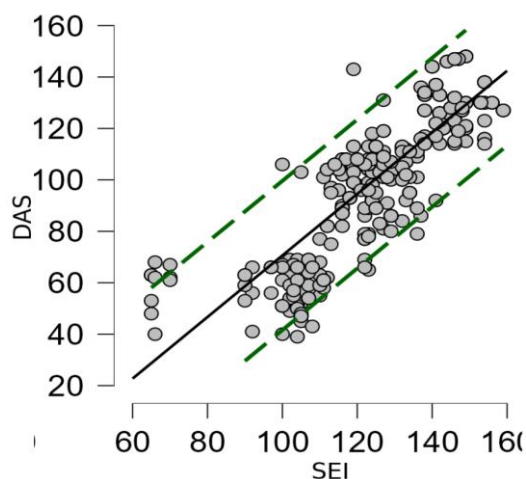


Figure 4.3 Correlation scatter plot

From the figure 4.3 presented, we observe that the data are scattered along a straight line. The linear scattering could be taken to indicate a linear relationship between the predictor (SEI) and response variable (QIR). High social emotional intelligence scores seem to tend to have higher

quality of intimate relationship scores. Similarly, low social emotional intelligence scores seem to tend to have low quality of intimate relationship scores. The scatter plot implies that an increase in social emotional intelligence results to an increase in quality of intimate relationship, therefore the relationship between social emotional intelligence and quality of intimate relationships can be said to be a positive one. The scatter plot also shows evidence of clustering of DAS data points at 100, 120 and 140 SEI value within the 95% prediction intervals indicated by the dotted green line.

Further analysis was done to test a possible relationship between SEI and QIR using the null hypothesis which stated as follows:

H₀: There is no statistically significant relationship between social emotional intelligence and quality of intimate relationship among undergraduate students in universities in Nairobi County

Pearson moment correlation coefficient was used to assess the nature and direction of the possible relationship. The findings are in table 4.12.

Table 4.12

Pearson's Correlations

Variable		DAS		SEI
1. DAS	Pearson's r	—	—	—
	p-value	—	—	—
2. SEI	Pearson's r			
	p-value	.830	***	
		< .001		

* $p < .05$, ** $p < .01$, *** $p < .001$

From Table 4.12, The correlation fit of the data yields a Pearson correlation moment coefficient r value of .83 with a $p < .001$. This r value of .830 points to a strong association (Akoglu, 2018) between social emotional intelligence and quality of intimate relationship. From Fig. 4.3 and table 4.12 there is an indication that SEI and QIR have a positive and strong correlation.

Based on the strength of the association ($r = .83$) and the low significance level ($p < .001$) compared to the study's significance threshold of .05, the null hypothesis stating that there is

no statistically significant relationship between social emotional intelligence and quality of intimate relationship was rejected. In this regard, the alternative hypothesis stating that there is statistically significant relationship between social emotional intelligence and quality of intimate relationship was adopted.

Further analysis of the data was done using regression analysis to establish prediction ability of the predictor variable—social emotional intelligence to predict the response variable—quality of intimate relationships.

4.6.1 Regression analysis of the correlation between social emotional intelligence and quality of intimate relationship

Regression analysis examines the degree to which the predictor variable (in this case, social emotional intelligence) can predict the response variable (in this case, quality of intimate relationship).

Simple linear regression analysis was calculated and table 4.13 illustrates the results.

Table 4.13

Linear Regression Model Summary 1

Model	<i>R</i>	<i>R</i> ²	Adjusted <i>R</i> ²	RMSE
H ₀	0.000	0.000	0.000	26.292
H ₁	0.830	0.688	0.687	14.700

Dependent: DAS, Predictor: SEI

To understand the regression results in a more wholesome manner, we refer to figure 4.3 in relation to table 4.13.

From the regression line in the scatter plot (figure 4.3) how social emotional intelligence predicts quality of intimate relationship. Examining the regression line in figure 4.3 there is some degree of predictability although there are some outlier points. To better understand the regression trend, the black continuous line indicates the regression fit that yields an *R*² value of 69%. The dotted green line shows a 95% prediction interval. The *R*² value indicates that 69% of the quality of intimate relationship can be directly attributed the SEI. The remaining 31%

indicators of the quality of intimate relationship can be attributed to moderating variables such as gender, field of study, institution category, previous relationships, relationships length.

From the table 4.13, the value of R squared for the H_0 was zero. The R^2 value for the H_0 indicate that the null hypothesis stating that there is no statistically significant relationship between social emotional intelligence and quality of intimate relationship among undergraduate students in universities in Nairobi County was rejected. Moreover, the R^2 value of H_1 —which represents the alternative hypothesis was 69% with an adjusted R^2 value of 69%. The agreement of values between R squared and adjusted R^2 indicate that there were no unnecessary free parameters when deriving the regression between SEI and QIR. The R^2 value indicate that participants' social emotional intelligence accounts for 69% of their quality of intimate relationship. This also means that other factors (moderating variables) not included in the model account for 29% of the variance in participants' quality of intimate relationships.

ANOVA model summary

The analysis of variance was used to test if the regression model explains a statistically significance proportion of the variance. The findings are presented int table 4.14.

Table 4.14

Analysis of Variance Model Summary 2

Model		<i>SS</i>	<i>Df</i>	<i>MS</i>	<i>F</i>	<i>P</i>
H_1	Regression	189336.234	1	189336.234	876.135	< .001
	Residual	85793.230	397	216.104		
	Total	275129.464	398			

Note. The intercept model is omitted, as no meaningful information can be shown.

The result in table 4.14 indicated that the H_0 was omitted as the analysis software deemed it insignificant according to the ANOVA findings. H_1 hypothesis is considered significant and is supported by the obtained p value of <.001 which is below the significance threshold adopted for this study at 0.05. Similarly, the F statistic of 876.135at <.001 level of significance obtained, which is higher than the F -critical value of 6.90 with (1, 397) degrees of freedom. Since the

obtained F statistic (876.135) is way greater than the F (∞) critical value (6.90), then the regression model is confirmed statistically significant. With these findings the null hypothesis stating that there is no statistically significant relationship between social emotional intelligence and quality of intimate relationship rejection is confirmed. In this regard, the alternative hypothesis stating that there is statistically significant relationship between social emotional intelligence and quality of intimate relationship adoption is confirmed.

Regression of Coefficients

The parameters of the regression are shown in Table 4.15.

Table 4.15

Regression of Coefficients Model Summary 3

Model		Unstandardized	Std.Error	Standardized	T	P
H ₀	(Intercept)	100.882	1.316		76.643	< .001
H ₁	(Intercept)	-49.059	5.119		-9.584	< .001
	SEI	1.197	0.040	0.830	29.600	< .001

From the table 4.15 not only provides insights on the prediction ability of the predictor variable on the response variable but also specific effects of specific parameters. For example, the standardized coefficient is 0.83 which indicates a significant and positive relationship between independent variable and the dependent variable. The p value of <.001 was obtained which was below the significance p value threshold level of .005. The unstandardized coefficients give an indication that if you increased social emotional intelligence by one unit, quality of intimate relationship would increase by 1.2 units. Based on the t -statistic value, a value of 29.6 was obtained at the significance level of <.001. This was way higher than t (∞) critical value of 3.091 obtained from the t distribution table.

With the recorded results the null hypothesis stating that there is no statistically significant relationship between social emotional intelligence and quality of intimate relationship rejection was confirmed. In this regard, the alternative hypothesis stating that there is statistically

significant relationship between social emotional intelligence and quality of intimate relationship adoption was further confirmed.

4.6.2 Relationship between SEI and dimensions (SEI & QIR)

Finally, to further establish the relationship between the predictor and response variables and the dimensions (both for SEI and QIR), the Pearson's correlation was conducted. The results are presented in the following respective Pearson's correlation matrices tables.

Table 4.16

Pearson's Correlations Matrix for SEI and SEI Dimensions

Variable		SEI	EP	EU	EMS	EMO
1. SEI	Pearson's r	—				
	p-value	—				
2. EP	Pearson's r	0.816	—			
	p-value	< .001	—			
3. EU	Pearson's r	0.708	0.427	—		
	p-value	< .001	< .001	—		
4. EMS	Pearson's r	0.833	0.536	0.577	—	
	p-value	< .001	< .001	< .001	—	
5. EMO	Pearson's r	0.781	0.557	0.410	0.558	—
	p-value	< .001	< .001	< .001	< .001	—

From the table 4.16, on the relationship between SEI and its own dimensions, association between SEI and EP is ($r = 0.816, p < .001$). The very strong r value (.816) implies that the capacity to identify and recognize emotions has the capacity to contribute 66% (derived from squaring r) to one's SEI. On the association between SEI and EUT is ($r = .708, p < .001$). The strong r value (.708) implies that the capacity to think about one's emotions has the capacity to contribute 50% (derived from squaring r) to one's SEI. On the association between SEI and EMS is ($r = .833, p < .001$). The very strong r value (.833) implies that the capacity to manage emotions of self has the capacity to contribute 69% (derived from squaring r) to one's SEI. On the association between SEI and EUT is ($r = .781, p < .001$). The strong r value (.781) implies

that the capacity to manage emotions of self has the capacity to contribute 61% (derived from squaring r) to one's SEI.

On associations among SEI dimensions, a few associations stand out. For example, association between EUT and EP dimensions is ($r = .427, p < .001$). The weak r value (.427) implies that the ability to harness the emotional data could contribute 18% (derived from squaring r) to ones EP. Similarly, association between EUT and EMS ($r = .577, p < .001$). The moderate r value (.577) implies that the ability to manage one's emotions could increase the EUT of the individuals by 33%. Finally, association between EMS and EMO is ($r = .558, p < .001$). The moderate r value (.558) implies that the ability to manage the emotions of others increases the EMS by a further 31%.

Table 4.17

Pearson's Correlations Matrix for SEI and QIR Dimensions

Variable		SEI	CON	AE	SAT	COH
1. SEI	Pearson's r	—				
	p-value	—				
2. CON	Pearson's r	0.793	—			
	p-value	< .001	—			
3. AE	Pearson's r	0.173	0.108	—		
	p-value	< .001	0.031	—		
4. SAT	Pearson's r	0.684	0.736	-0.169	—	
	p-value	< .001	< .001	< .001	—	
5. COH	Pearson's r	0.539	0.504	0.058	0.458	—
	p-value	< .001	< .001	0.247	< .001	—

On association between SEI and QIR—as measured by DAS—dimensions, the associations ranged between very weak to strong. For example, the association between SEI and CON is (.793, $P < .001$), with AE is (0.173, $p < .001$), with SAT is (0.684, $p < .001$) while with COH is (.539, $p < .001$). Generally, AE seemed to have the weakest association with SEI.

4.6.3 Relationship between QIR and QIR dimensions

Table 4.18

Pearson's Correlations Matrix for QIR and its Dimensions

Variable		DAS	CON	AE	SAT	COH
1. DAS	Pearson's r	—				
	p-value	—				
2. CON	Pearson's r	0.933	—			
	p-value	< .001	—			
3. AE	Pearson's r	0.184	0.108	—		
	p-value	< .001	0.031	—		
4. SAT	Pearson's r	0.844	0.736	-0.169	—	
	p-value	< .001	< .001	< .001	—	
5. COH	Pearson's r	0.678	0.504	0.058	0.458	—
	p-value	< .001	< .001	0.247	< .001	—

On the association between DAS and its dimensions, associations between DAS and CON are ($r = 0.933, P < .001$). The very strong r value (.933) implies that the capacity to have consensus in one's dyadic relationship contributes 87% (derived from squaring r) to QIR. On the association between DAS and AE is ($r = .108, p > .031$) The weak r value (.108) implies that the capacity to express affection in one's dyadic relationship contributes to only 3% (derived from squaring r) to QIR. On the association between DAS and SAT is ($r = .844, p < .001$). The very strong r value (.844) implies that the experiencing satisfaction in one's dyadic relationship contributes 71% (derived from squaring r) to QIR. On the association between DAS and COH is ($r = .678, p < .001$). The strong r value (.678) implies that the capacity to achieve cohesion in one's dyadic relationship contributes 46% (derived from squaring r) to QIR.

On association among DAS dimensions, a few associations stand out. The association between CON and Affection expression is ($r = .108, p > .031$). The very weak r value implies that ability to express affection improves partners' consensus (CON) by 1%. The association between AE and Satisfaction is ($r = -0.169, p < .001$). The weak r value implies that capacities to experience satisfaction contributes to one's capacity to express affection by only 3%. The association

between SAT and Cohesion is ($r = 0.458, p < .001$). The weak r value imply that the capacity to maintain cohesion improves one's satisfaction by 21%.

4.7 Strategies that can be used to improve quality of intimate relationship.

This section presents data that was collected on objective four. The qualitative data sought to find out what strategies did participants think could be used to enhance social emotional intelligence to improve quality of their intimate relationships. The participants provided several ways through which their social emotional intelligence could be enhanced. Thematic analysis was adopted to help closely examine themes that came up.

4.7.1 Themes identified on strategies that can be used to enhance social-emotional intelligence.

Qualitative data was collected on the fourth objective. The purpose of the data was to collect university students' thoughts and feelings on possible strategies they think can be used to enhance their SEI levels. After closely examining the data, six major themes were identified based on common topics, ideas, and patterns that came up from the responses repeatedly. The process of familiarization, coding, generating themes, reviewing themes, defining, and naming themes and writing up was followed.

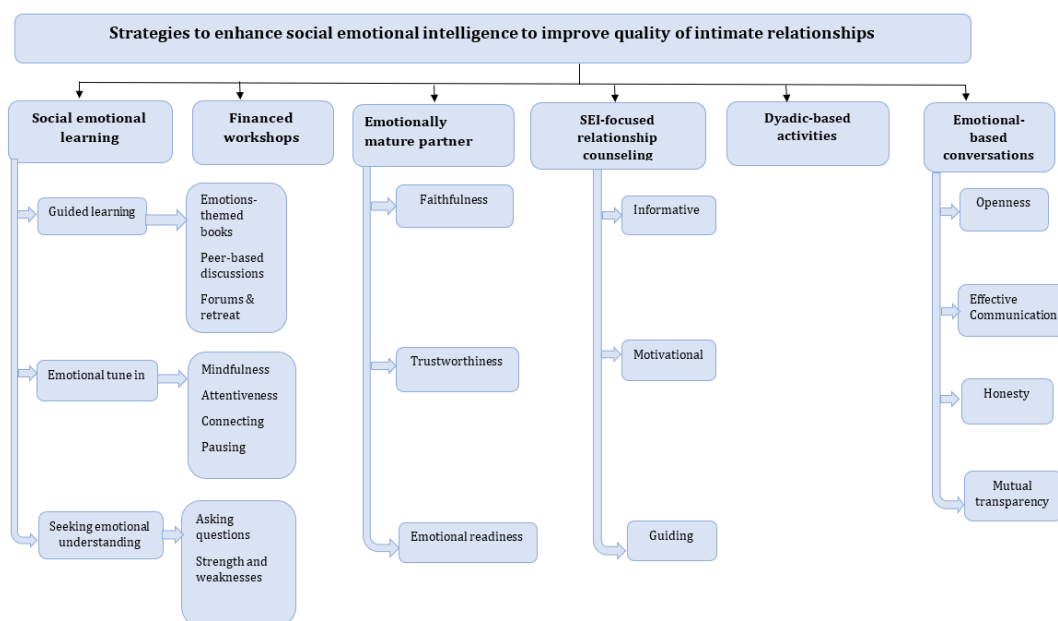


Figure 4.4 Qualitative responses thematic map

From the figure 4.4 six themes were identified. They include social emotional learning, financed workshops, intimately relating with emotionally mature partner, counseling that focusses more on emotions, involving in activities as partners and conversations based on emotions. The sub-themes that emerged under social emotional learning included guided learning, emotional tune-in and seeking to understand emotions. Under intimately relating with emotionally mature partners theme was emotionally ready partner, trustworthy and faithful partners sub-themes. Under social emotional-focused counseling there were informative, motivational and guidance sub-themes. Under having emotions-based conversations were embracing honesty, openness, mutual transparency, and effective communication sub-themes. Financed workshops and involving in dyadic activities did not have sub-themes. Reliability analysis was also conducted to ensure reliability and consistency in themes included in the code book. Two Kappa scores were measured between three coders on two different sections of the data, at .8 and .6, which indicates good inter-rater reliability. The figure 4.5 illustrates the number of responses that were collected from the study, as per different themes, sub-themes, and sub-sub-themes.

Category 1 theme	Category 2 theme	Category 3 theme	Total responses
<i>Financed Workshops</i>			<i>8 responses</i>
<i>SEI-focused Relationship Counseling</i>	<i>Informative Guiding Motivational</i>		<i>48 responses</i>
<i>Emotions-based conversations</i>	<i>Open Honest Mutual transparency Effective communication</i>		<i>42 responses</i>
<i>Social-emotional learning</i>	<i>Guided learning Emotional tuning Seeking emotional understanding</i>	<i>-Lectures -Books -Peer to peer discussions -Forums and retreats</i>	<i>88 responses</i>
<i>Dyadic-based activities</i>			<i>14 responses</i>
<i>Emotionally mature partners</i>	<i>Emotionally ready Faithful Trustworthy</i>		<i>7 responses</i>
<i>Ambiguous</i>			<i>2 responses</i>
<i>Total</i>			<i>209 responses</i>

Figure 4.5 Number of thematic responses per themes

The total number of responses submitted were 209. Majority of participants 42% ($n = 88$ responses) who responded felt that engaging in social emotional learning, whether through guided learning via lectures, reading appropriate books, from their peers or through forums and retreats, seeking emotional understanding or emotional tuning could be a great way to master how to perceive, use, and understand their own emotions and those of others. On the other hand, 23% ($n = 48$ responses) of participants who responded felt that counseling that focused more on emotions would be helpful to enhance social emotional intelligence between partners. The model of counseling would be expected to be informative on emotional matters, motivational in that those receiving counseling would be encouraged to focus on their emotions and it would be guiding as well especially for those without a lot of prior information about emotions and how one can perceive, use, and manage them. Another 20.1% ($n = 42$ responses) of participants who responded felt that having open, honest, mutually transparent and

embracing effective communication during conversations between intimately relating partners would be very helpful in enhancing social emotional intelligence that could improve quality of intimate relationships. Another 6.7% ($n = 14$ responses) of participants who responded felt that introducing activities that intimately relating partners can do together can enhance their emotional intelligence that can in turn improve the quality of intimate relationships. Another 3.82% ($n = 8$ responses) of participants who responded felt that having sponsored/funded workshops where information about emotions in intimate relationships can be useful in enhancing social emotional intelligence to improve quality of intimate relationships. Another 3.35% ($n = 7$ responses) of participants who responded felt that engaging in intimate relationships with partners who are emotionally mature and ready, faithful and that can be trusted can be a great way to improve social emotional intelligence to enhance the quality of intimate relationships. Finally, .96% ($n = 2$ responses) of participants' responses fell under the ambiguous category as they did not seem to fit in any of the above discussed thematic categories.

4.8 Summary of results presentation

A summary of the results is presented below.

In terms of the response rate, an additional 20% of the sample was included to ensure the minimum sample size threshold was met. There was a response rate of 80% giving a total of 399 participants. This translated into 100% of the minimum sample size required for the study.

In terms of demographics, the study sample recorded more male participants (57%) than female participants (43%). From the sample, 53% were from public universities while 47% were from the private universities. As for the field of study, 53% of the sample size were doing science-based courses while 47% were doing arts-based courses. In terms of relationship duration, 71% had been involved in their intimate relationships for more than six months while 29% had

intimately related for less than six months. As for the number of previous intimate relationships they had had before the current one, 44% had had more than one previous intimate relationships, 36% of the sample had had only one other intimate relationship before the current one and 20% of the sample size had no previous intimate relationships before the current one.

As for the level of social emotional intelligence, the mean score was 125.3. Slightly more than half of the sample size (51%) had moderate levels of social emotional intelligence, 29% had high levels of social emotional intelligence while 20% had low levels of social emotional intelligence.

As for the quality of intimate relationships, the mean score was 100.9. Half of the sample size (50%) had moderate quality of intimate relationship, 30% had high quality intimate relationship while 20% had low quality of intimate relationship.

As for the possible relationship between social emotional intelligence and quality of intimate relationships, Pearson's moment correlation coefficient was used for analysis. The null hypothesis adopted for the study that stated that there is no statistically significant relationship between social emotional intelligence and quality of intimate relationship among undergraduate students in universities in Nairobi County was rejected based on a recording of a positive and strong correlation between social emotional intelligence and quality of intimate relationship. A scatter plot obtained showed that the data assumed a straight line. Social emotional intelligence tended to result to a consequent increase in quality of intimate relationship indicating a positive relationship. The strength of the relationship was $r = .83$ which indicates a strong correlation and a p value of .001.

The regression analysis indicated via R squared indicated that the predictor variable (SEI) can account for variation in response variable by 69%, leaving 31% to be explained by possibly other moderating variables. Statistical significance of the regression model was found

significant, including the adoption of the alternative hypothesis via ANOVA analysis. The F statistic obtained (876.135) was higher than the F (1, 397) critical value (6.90) and the significance level obtained ($P < .001$) was lower than the study's significance threshold ($P < .05$).

To further confirm significance of the model, regression of coefficients obtained a t statistic value of 29.6 with p value of $P < .001$ compared to $t(\infty)$ critical value of 3.091 with the study's significant threshold of $P < .05$. With these confirmations the alternative hypothesis that states there is a statistically significant relationship between social emotional intelligence and quality of intimate relationship among undergraduate students in universities in Nairobi County was adopted.

As for social emotional intelligence and quality of intimate relationship dimensions, strong correlation was found between social emotional intelligence and its own dimensions, emotional perception ($r = .816, P < .001$), emotional utilization ($r = .708, P < .001$), emotional management of self ($r = .833, P < .001$) and emotional management of others ($r = .781, P < .001$). Quality of intimate relationship was also strongly correlated with consensus ($r = .933, P < .001$) and satisfaction dimension ($r = .844, P < .001$), was moderately correlated with cohesion dimension ($r = .678, P < .001$) and weakly correlated with affection expression dimension ($r = .184, P < .001$).

Affection expression had a weak correlation with consensus ($r = .108, p = .031$), meaning affection expression can predict 1.2% of consensus in quality of intimate relationship. Affection expression also had a weak correlation with cohesion ($r = .058, p = .247$), meaning affection expression can predict 0.3% of cohesion in quality of intimate relationship. Affection expression also had a weak but negative correlation with satisfaction ($r = -0.169, P < 0.001$), meaning affection expression can predict 2.9% of satisfaction in quality of intimate

relationship. Social emotional intelligence could predict 62% of consensus dimension, only 3% of affection expression dimension, 46% of satisfaction dimension and 29% of cohesion dimension in quality of intimate relationship.

As for the possible strategies that can be used to improve social emotional intelligence to enhance quality of intimate relationships, qualitative data was analyzed via thematic analysis. Thoughts and feelings gathered from the participants indicated that ways through which social emotional intelligence can be enhanced include through; social emotional learning, financed workshops, dating emotionally mature partners, undertaking emotions-focused counseling, involving in dyadic activities, and having emotions conversations.

Majority (42%) of the participants thought that social emotional learning (including guided learning, emotional tune in and seeking emotional understanding) would be a more appropriate strategy. From these strategies, institutions, mental health practitioners, friends, family, and partners would have a role to play in improving social emotional intelligence to enhance quality of intimate relationships.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter, are results discussions, conclusions, and recommendations. The discussions focus on the demographics of the participants, the levels of social emotional intelligence and quality of intimate relationships, relationship between social emotional intelligence and quality of romantic relationships. The discussions also shed light on the strategies that could be used to improve social emotional intelligence to enhance quality of intimate relationship based on the qualitative data collected.

5.1.1 Discussions of the results

The discussions of the results presented, are based on the purpose of the study which was to establish relationship between predictor (social emotional intelligence) and response (quality of intimate relationship) variables. The discussions are presented in four major sections, partly guide by the four objectives adopted by the study. First, demographic characteristics results are discussed. Second, social emotional intelligence levels results are discussed. Third, quality of intimate relationship among undergraduate students in universities results are discussed. Fourth, results of the relationship between social emotional intelligence and quality of intimate relationship are discussed. Finally, results on strategies to enhance social emotional intelligence to improve quality of intimate relationship from the qualitative data are discussed.

5.1.2 Discussions on demographic characteristics

Observations based on demographic characteristics are discussed below. They include gender, institution category, field of study, relationship length and previous relationships.

Based on the sample of the study which was taken to be representative of the target population, male participants were more than female participants. Although in the past male gender has seemed to shy away from opening about emotion-related topics, this study recorded a higher number of male participants than female participants.

Observations made from the findings are that there were more participants from public universities than private universities. The higher number from public universities is evident from the KUCCPS, 2019 posting. The public universities—although fewer, host more students than each private university—which are more in number.

Based on the findings on the field of study, there were slightly more participants from science-based courses than from arts-based courses.

Observations concerning relationship length, majority of the students (71%) had had intimate relationships that had lasted for more than six months. This could be an indicator that most of intimate relationships established during the emerging adulthood stage of development have the potential to thrive and endure for longer period. Infact, (Gómez-López et al., 2019) indicates that at this stage of development, emerging adults tend to devote more time to intimate relationships. The fact that intimate relationships at this stage of development are a precursor of marriage and family relationships, their stability and endurance could spell hope and resilience in the future relationships for the university students. Only 29% of students had relationships that were less than 6 months old.

Observations made indicate that almost half of the students (44%) had had more than one previous intimate relationship. From the work of Erick Erickson, university students are in the stage of intimacy versus isolation. Confirming Erickson's work on psychosocial stages was Annett, who introduced the emerging adult stage with various developmental tasks and establishment and maintenance of intimate social relationship was among them. It is observed

from this study that the students in the universities, indeed, are engaging in intimate relationships as part of their development tasks appropriate for their level of development. The observation is made in addition to the fact that 36% of the students had had only one more previous relationship and the rest 20% the current intimate relationship during the study was their first intimate relationship experience.

5.1.3 Discussions on levels of social emotional intelligence

This section discusses the findings from the scores/levels of social emotional intelligence obtained from the undergraduate students in universities in Nairobi County. The students generally had moderate levels of social emotional intelligence informed by a mean score of 125.3, $SD = 18.227$. The students' social emotional intelligence was also skewed towards higher emotional intelligence.

Contrary to Ahmed (2016) in his study among university students who found more than half (52%) of the students had low levels of social emotional intelligence, slightly more than half (50.4%) of the students in this study had moderate levels of social emotional intelligence. Ahmed (2016) also found that 42% of the students had high levels of social emotional intelligence whereas in this study 29% had high social emotional intelligence and 20% had low social emotional intelligence.

Although the instruments used in the two studies differ, they are both self-report measures. Additionally, the scores classification for Bar-On emotional quotient inventory only has high and low levels, whereas SEIS has three levels, high, moderate, and low. However, even with the differences in instruments considered, the observation in the current study indicates that majority of undergraduate students in universities in Nairobi County have moderate levels of social emotional intelligence. These results do partly agree with the work of Nnabuife et al. (2018) who found—what their study interprets as general higher levels of SEI with a mean

score of 124.63. Nnabuife et al. (2018) study used SEIS tool just like this study used and may be this explains as the similarity of scores. Similarly, Karimi et al. (2020) in their study found majorly (80.8%) moderate levels of social emotional intelligence among students. The tools used in both studies were similar, although Karimi et al. (2020) focused on high school students. Although self-report measures do have some limitations, in that participants might be tempted to give desirable answers, it seems that they can be useful in giving a general picture of the general levels of social emotional intelligence especially in preliminary studies. Emotional perception, utilization, management of self and others were also in moderate levels.

5.1.4 Discussions on quality of intimate relationships

This section discusses the findings from the quality of intimate relationship scores obtained from the undergraduate students in universities in Nairobi County. The students had an overall moderate level of quality of intimate relationships with a mean score of 100.9 with the highest peak ranging between 100 and 110 scores. The students' quality of intimate relationships was also generally skewed towards higher quality of intimate relationships. Half of the students (50%) had moderate quality of intimate relationship levels, 30% had high quality of intimate relationship, while 20% had low quality of intimate relationship. From the analysis we can make an inference that only 30% of students experience high satisfaction, achieve high consensus, feel they are cohesive enough with their partners and are free to express and receive affection in their intimate relationships.

Referring to the work of Farooqi (2014) who asserts that quality in an intimate relationship is the central force that determines thrive or decay and generally the future of an intimate relationship, it would be important to focus on students' intimate relationships to ensure they are properly established and harmoniously maintained. Intimate relationships at this stage of life play an important role in establishment of marriage and family, guidance, and education

on how to establish and maintain healthy intimate relationships at emerging adulthood stage of life should be given more attention.

5.1.5 Discussions on relationship between social emotional intelligence and quality of intimate relationship

In terms of association between social emotional intelligence and quality of intimate relationship, a positive, strong, and statistically significant relationship was observed at .001 significant level. This resulted to the rejection of the null hypothesis that alluded that there would be no statistically significant relationship between social emotional intelligence and quality of intimate relationship. The strength of correlation was at $r = .83$, $P < .001$ and an increase in social emotional intelligence seemed to elicit an increase in the quality of intimate relationship. Hence, the alternative hypothesis was adopted that a relationship and a significant one exists between social emotional intelligence and quality of intimate relationship.

Such results were obtained by Čikeš et al. (2018) in the study among married couples in Croatia. Schnarch (1991) also insists that high emotional intelligence enhances one's capacity to handle their emotions which could play a huge role in normalizing the emotional environment of an intimate relationship resulting to more satisfaction, cohesion, consensus, and free expression of affection. Brackett et al. (2005) also observed similar results—positive correlation between social emotional intelligence and quality of intimate relationship in their study among university students.

5.1.5.1 Regression analysis of the relationship between social emotional intelligence and quality of intimate relationship

Observations from further analysis indicated that the correlation between social emotional intelligence and quality of intimate relationship were not just positive and strong but also that the predictor variable—social emotional intelligence could be able predict the response variable—quality of intimate relationship by 69% accuracy, which was regarded as satisfactory (Akoglu, 2018). In this regard, given a certain value of a student's social emotional intelligence,

their quality of intimate relationship can be predicted with 69% certainty. It was also observed that 31% prediction of quality of intimate relationship could not be accounted for by social emotional intelligence but possibly by other moderating variables.

The regression model of 69% prediction was confirmed significant through an ANOVA analysis model and further confirmation was via a regression of coefficients model. Onyekuru & Ugwu (2017) as well found a positive significant relationship between social emotional intelligence and marital stability. In their discussions, the study states the importance of social emotional intelligence in enhancing empathy and sensitivity between partners.

The capacity to ‘wear another person’s shoes’ in terms of their feelings has the potential of increasing satisfaction, cohesion, consensus, and free expression of affection which encourages healthier ways of relating with one another. Empathy makes others feel heard, seen valued, understood and they do not have to necessarily live under the heavy shadows of hiding or camouflaging their emotions because the relationship environment is safe for free emotional expression. This could be the possible explanation of why one’s social emotional intelligence can—in a considerably good percentage—predict quality of one’s intimate relationship.

5.1.5.2 Relationship between social emotional intelligence, quality of intimate relationship and their dimensions

In addition to correlation between Social emotional intelligence and quality of intimate relationship, observations were also made on the relationship between social emotional intelligence and its dimensions as well as those of quality of intimate relationship. From the results, social emotional intelligence has a strong correlation with emotional perception, emotional utilization, emotional management of self and others. Social emotional intelligence is also well correlated to quality of intimate relationship dimensions of cohesion, satisfaction, and consensus. A weak correlation was found between social emotional intelligence and

affection expression dimension. The correlation between quality of intimate relationships and its own dimensions including consensus, satisfaction, and cohesion.

However, a weak correlation was recorded between DAS and affection expression dimension. Quality of intimate relationship was strongly correlated with social emotional intelligence dimensions. Additional observations from the correlational matrix included, a general weak correlation between affection expression and other dimensions including, consensus, cohesion, and a negative-weak correlation with satisfaction.

5.1.6 Discussions on strategies that can be used to improve social emotional intelligence to enhance quality of intimate relationship.

Social emotional intelligence is a promising concept especially when it comes to harnessing its facilitative nature to different aspects of life. In our case, with a positive and strong correlation and good prediction capacity social emotional intelligence can be useful in improving and in establishment of healthy intimate relationships. Additionally, the malleability characteristic of social emotional intelligence provides an advantage since even though we are born with some social emotional intelligence capacity, it can be improved.

Moreover, the neuroplastic nature of our brains allows us to learn new things and improve our capabilities no matter our age. Mo (2009), identified training, learning and experience some ways through which social emotional intelligence can be improved. Shults (2015), identified and documented some specific methods that can be used to improve social emotional intelligence either via training, learning, or personal/collective experience. Students as well identified some strategies they consider effective, feasible and customized to their school environment that can be used to enhance social emotional intelligence for improved quality of intimate relationships.

5.1.6.1 Discussions of identified themes

Social emotional learning

This was the most preferred strategy. Maybe closer to what they can already identify with—learning—students felt that adopting the learning model could be an effective way to enhance their social emotional intelligence. Various methods were identified through which social emotional learning can take place. Guided learning which can be done via reading books on social emotional intelligence. Lectures which can be done via attending organized lectures on social emotional intelligence. Peer-peer discussions that would allow them to exchange information and challenge each other on matters social emotional intelligence. Forums and retreats where they can have open discussions about their emotions and feelings and the impact on them and their intimate relationships. For example, one student said:

“Learning about psychological impact of emotions.”

“Giving books about emotions to people in relationships to read.”

“Learning to accept emotions.”

“Discussing with trusted friends about our emotions that are making us mad.”

“Calming down and listening to ourselves.”

“Paying attention to emotions.”

“Seeking to understand our partners emotions and asking questions.”

Social emotional intelligence-focused relationship counseling

Students seek counseling on relationships when they want to improve some aspects of their relationship. Relationship counseling provides a safe space where partners can speak and share freely with the guidance of a professional therapist. The students felt that if the counseling

delved into emotional matters and in the counseling sessions, guidance, information, and motivation is provided then their social emotional intelligence can improve as well. This therefore challenges mental health practitioners to expand and enhance their social emotional skills so that they can be able to be of more help to students experiencing challenges. For example, one student said:

“Attending counseling sessions for more information on how to deal with different emotions.”

“Guidance on how to deal with emotions from guidance and counseling experts.”

Conversations on emotions

There were strong views on the need to encourage conversations on emotions. These conversations need to be open, honest and communication should be candid and effective. Over time, societies have enforced myths and stereotypes about emotions. Sometimes these have led to persons believing there is something wrong with expressing their emotions. In some societies, emotional expression has been seen as weakness. Through their responses, the students felt that encouraging open and honest conversations, encouraging and guiding people on how to communicate their emotions effectively and mutually in intimate relationships, this can lead to improvement of social emotional intelligence. For example, one student said:

“Open and transparent conversations about emotions we are dealing with such as anger.”

“Opening up about difficult emotions and feeling safe.”

Dyadic activities

Engagement in activities together was another identified strategy through which social emotional intelligence. Activities such as meditation, mindfulness, practicing optimism,

empathy (Schults, 2015) are some of activities identified and that partners can engage in together and as they enhance their capacity to identify and recognize different emotions, cohesion can be improved as well. For example, one student said:

“Doing things together, sharing and spending time with each other.”

Workshops

Workshops provide an environment where persons are fully and exclusively engaged in the activities that are specifically defined for the workshop. Students emphasized on the need for the workshops to be financed to allow provision of workshop materials, experts invitation, cater for logistics, etc. With financing, students can be able to fully attend, participate, and contribute to the workshop. For example, one student said:

“Attending workshops. They can be financed not to be costly for students.”

Engaging emotionally mature partners

Students felt that part of enhancing their emotional intelligence in their intimate relationships would be engaging emotionally mature partners. Relationships form bonds where partners influence each other and impact each other’s lives. If one walks with a positive and optimistic person, there is a possibility of being influenced to being positive and optimistic. The same could be true according to the students’ responses. They felt that if one is in a relationship with a partner who can identify their emotions they would also get to learn as well. For example, one student said:

“Starting relationships when emotionally ready.”

“Finding emotionally mature and trustworthy partners.”

5.1.7 Support for theoretical framework

In relation to the theoretical framework, the study used social emotional intelligence model and need to belong theory. Proposed by Salovey & Mayer (1990) the social intelligence model has four dimensions namely, emotional perception, emotional utilization, emotional management of self and others. Strong correlation was found between overall SEI and dimensions of social emotional intelligence which could indicate good validity of the Schutte emotional intelligence scale used in the study.

There was also an observation of more students engaging in intimate relationships for more than 6 months compared to those who were engaged for less than 6 months. In another demographic characteristic descriptive data indicate more students have had one or more than one previous relationship before the current one. This can be taken to indicate that humans are social beings and at the emerging adulthood stage of life meeting and resolving intimacy versus isolation is an important milestone that young people seek to meet. People tend to settle in relationships where they are cared for and valued. If they do not feel comfortable, seen, heard, and needed, they tend to move on seeking for care to meet the belongingness need.

5.2 Conclusions

The following conclusions are made from this study:

Moderate levels of social emotional intelligence and moderate quality of intimate relations I are found among most of undergraduate university students in Nairobi County.

Intimate relationships are still an important part of emerging adults in universities. Despite immense challenges facing intimate relationships among young people, there still a considerable number of intimate relationships that are thriving as indicated by moderate and high-quality intimate relationships.

A positive, strong, and statistically significant intimate relationship was observed between social emotional intelligence and quality of intimate relationships. Strong relationship was also observed between SEI and its dimensions as well as dimensions of DAS except for affection expression dimension. There was a general weak relationship between affection expression dimension and other dimensions of DAS including satisfaction, cohesion, and consensus. A weak relationship between affection expression dimension and SEI dimensions including, emotional perception, emotional utilization, emotional management of self and others.

Important strategies that can be used to improve social emotional intelligence were identified. These include both easy to implement and cost-effective measures as well as elaborate and heavy investment measures. Strategies such as peer-led discussions, reading books on emotions, forums and retreats, emotions-informed counseling are some of the strategies that can be embedded in the already existing structures. Others such as social emotional learning, financed workshops could be elaborate, need more time and resources to adapt and adopt for example in the curriculum.

5.3 Recommendations

Informed by the findings of this study, the following recommendations are made for youth-targeted program designers, university management, mental health practitioners and research community.

5.3.1 Youth-targeted program designers

- There should be programs targeting young people in the universities that seek to develop and improve social emotional intelligence.
- There should be relationship programs tailored to enhance healthy intimate relationships such safe dates.

- There should be programs targeting university students that seek to normalize social emotional conversations in intimate relationships.

5.3.2 Mental health practitioners

- They need to create safe spaces where students can practice having open and honest conversations about emotions.
- There is a need to incorporate emotional-based conversations in relationship counseling.
- There is a need to incorporate social emotional intelligence assessments in relationship counseling.

5.3.3 University management

- There is a need to create awareness about the dangers of unhealthy intimate relationships.
- There is a need to consider incorporating social emotional learning and practice into mainstream learning.
- There is a need to consider social emotional workshops regularly to educate and create awareness on importance of SEI.
- There is a need to consider peer to peer social emotional learning avenues to help build social emotional teaching capacity. For example, building capacity for those working in the wellness centers to improve their resources to boost their capacity of helping needy students.

5.3.4 Research community

This study was a preliminary in looking at social emotional intelligence and quality of intimate relationship among undergraduate students. To the research community,

- There is need to replicate this study to confirm or challenge the study findings.
- There is a need for similar studies using different designs such as experimental design incorporating a control group.
- There is need for similar study using different tools for example revised dyadic adjustment scale.
- There is a need for similar studies focusing on wider coverage and not just Nairobi County.
- There is need for similar study incorporating more rigorous qualitative data collection tools such as 360⁰ interviews or inter-rater questionnaires. They could include dean of students, family members, close friends and both partners for more comprehensive data.

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IFAS: University of Florida.

APPENDICES

Appendix 1: Informed consent

My name is Veronica Nyawira Ngatia. I am a Master student from Kenyatta University. I am conducting a study titled “**RELATIONSHIP BETWEEN SOCIAL EMOTIONAL INTELLIGENCE AND QUALITY OF INTIMATE RELATIONSHIPS AMONG UNDERGRADUATE STUDENTS IN UNIVERSITIES IN NAIROBI COUNTY, KENYA**”. The information will be used establish the relationship between social emotional intelligence and quality of intimate relationships among undergraduate students in universities in Nairobi County, Kenya. The findings could be used to identify and set up important programs that can better students’ intimate relationships such as Relationship distress prevention program, Safe dates, Relationship competence training and workshops. To counselors and mental health workers, the study will provide more evidence on the need to integrate social emotional intelligence aspects in relationship focused interventions. To the university management, the study will provide more evidence towards embracing social emotional learning and designing programs that can enhance students’ social and emotional skills in universities. To the research community, the study will provide more evidence on the possible relationship and further predictions between social emotional intelligence and quality of intimate relationships and recommendations that can form a base for further studies.

Procedures to be followed.

Participation in this study will require you to read and answer questions in the questionnaire provided.

Voluntarism

You have the right to refuse participation in this study. You will get the same services and care whether you agree to join the study or not and your decision will not change the care you will

receive. Please remember the participation in this study is voluntarily. You may ask questions related to the study at any time.

You may refuse to respond to any questions, and you may stop an interview at any time. You may also stop being in the study at any time without any consequences to the services you receive here or any other organization now or in the future.

Discomforts and Risks

Some of the questions you will be asked are on intimate subject and may be embarrassing or make you uncomfortable. If this happens, you may refuse to answer these questions if you so choose. You may also stop the interview at any time. The interview may add approximately half an hour to the time you wait before you receive your routine services. During the removal of blood there will be some pain or discomfort, but we will try our best to minimize this by being gentle.

Benefits

If you participate in this study, you will help us to learn and establish the relationship between social emotional intelligence and quality of intimate relationships among undergraduate students in universities in Nairobi County, Kenya.

Reward

If you agree to participate in this study, there are no rewards or any payment to you if you participate.

Confidentiality

If you choose to participate, your name will not be recorded on the questionnaire. The questionnaires will be kept in a locked cabinet by the researcher. Everything will be kept private and only shared with the supervisor if need be.

Contact Information

If you have questions about the study, call the Supervisor Dr. Beatrice Kathungu 0727893955 or Investigators Tel No: 0797243336.

However, if you have questions about your rights as a study participant: You may contact Kenyatta University Ethical Review Committee Secretariat on chairman.kuerc@ku.ac.ke,

Participant's statement

The above information regarding my participation in the study is clear to me. The study has been explained to me and I have been given a chance to ask questions and my questions have been answered to my satisfaction. My participation in this study is entirely voluntary. I understand that my records will be kept private and that I can leave the study at any time. I understand that I will still get the same care and medical treatment whether I decide to leave the study or not and my decision will not change the care that I will receive from the clinic today or that I will get from any other clinic at any other time.

Name of Participant: _____

Signature or Thumbprint.....

Date.....

Name of Representative/Witness Relationship to Subject.....

(Where necessary)

Investigators statement

I, the undersigned, have explained to the volunteer in a language s/he understands, the procedures to be followed in the study and the risks and benefits involved.

Name of Interviewer _____

Signature

Date.....

Appendix 2: Questionnaires

Section A: Demographic information

Tick [] what applies to you.

1. Gender?.....Male Female
2. University..... Public Private
3. Field of study?.....Science Arts
4. How long have been in the current relationship?

Less than 6months More than 6 months

5. How many previous relationships have you had before the current one?

None One More than 1

Section B: Schutte Self-Report Emotional Intelligence Scale (SSEIS)

Each of the following items asks you about your emotions or reactions associated with emotions. After deciding whether a statement is true for you, use the 5-point scale to respond to the statement. Please circle the “1” if you strongly disagree that this is like you, the “2” if you somewhat disagree that this is like you, “3” if you neither agree nor disagree that this is like you, the “4” if you somewhat agree that this is like you, and the “5” if you strongly agree that this is like you. 1 = strongly disagree 2 = somewhat disagree 3 = neither agree nor disagree 4 = somewhat agree 5 = strongly agree

	ITEM	1	2	3	4	5
1	I know when to speak about my personal problems to others.					
2	When I am faced with obstacles, I remember times I faced similar obstacles and overcame them.					
3	I expect that I will do well on most things I try.					

4	Other people find it easy to confide in me.					
5	I find it hard to understand the non-verbal messages of other people.					
6	Some of the major events in my life, have led me to re-evaluate what is important and not important.					
7	When my mood changes, I see new possibilities.					
8	Emotions are one of the things that make my life worth living.					
9	I am aware of my emotions as I experience them.					
10	I expect good things to happen.					
11	I like to share my emotions with others.					
12	When I experience a positive emotion, I know how to make it last					
13	I arrange events others enjoy.					
14	I seek out activities that make me happy.					
15	I am aware of the non-verbal messages I send to others.					
16	I present myself in a way that makes a good impression on others.					
17	When I am in a positive mood, solving problems is easy for me.					
18	By looking at their facial expressions, I recognize the emotions people are experiencing.					
19	I know why my emotions change.					
20	When I am in a positive mood, I am able to come up with new ideas.					
21	I have control over my emotions.					

22	I easily recognize my emotions as I experience them.					
23	I motivate myself by imagining a good outcome to tasks I take on.					
24	I compliment others when they have done something well.					
25	I am aware of the non-verbal messages other people send.					
26	When another person tells me about an important event in his or her life, I almost feel as though I experienced this event myself.					
27	When I feel a change in emotions, I tend to come up with new ideas.					
28	When I am faced with a challenge, I give up because I believe I will fail.					
29	I know what other people are feeling just by looking at them.					
30	I help other people feel better when they are down.					
31	I use good moods to help myself keep trying in the face of obstacles					
32	I can tell how people are feeling by listening to the tone of their voice.					
33	It is difficult for me to understand why people feel the way they do.					
	TOTAL ESI					

Section C: DYADIC ADJUSTMENT SCALE

Most persons have disagreements in their relationships. Please indicate below the approximate extent of agreement or disagreement between you and your partner for each item on the following list.

	ITEMS	Always Agree	Almost Always Agree	Occasionally Disagree	Frequently disagree	Almost Always disagreed	Always disagree
1	Handling financial matters						
2	Matters of recreation						
3	Religious matters						
4	Demonstrations of affection						
5	Friends						
6	Sex relations						
7	Conventionality (correct or proper behavior)						
8	Philosophy of life						
9	Ways of dealing with families						
10	Aims, goals, and things believed important						
11	Amount of time spent together						

12	Making major decisions						
13	Household tasks						
14	Leisure time interests and activities						
15	Career decisions						

	ITEMS	All the time	Most of the time	More often than not	Occasionally	Rarely	Never
16	How often do you discuss, or have you considered divorce, separation, or terminating your relationship?						
17	How often do you or your partner leave the house after a fight?						
18	In general, how often do you think that things between you and your partner are going well?						
19	Do you confide in your partner?						
20	Do you ever regret that you married/ chose your partner? (Or live together)						
21	How often do you and your partner quarrel?						

22	How often do you and your partner “get on each other’s nerves?”						
----	---	--	--	--	--	--	--

	ITEM	Everyday	Almost everyday	Occasionally	Rarely	Never
23	Do you kiss/smooch/peck your partner?					

	ITEMS	All of them	Most of them	Some of them	Very few of them	None of them
24	Do you and your partner engage in outside interests together?					

How often would you say the following events occur between you and your mate?

	ITEMS	Never	Less than once a month	Once/twice a month	Once/twice a week	Once a day	More often
25	Have a stimulating exchange of ideas						
26	Laugh together						
27	Calmly discuss something						
28	Work together on a project						

These are some things about which couples sometimes agree and sometime disagree. Indicate if either item below caused differences of opinions or were problems in your relationship during the past few weeks. (Check yes or no)

	ITEMS	Yes	No
29	Topics on sex matters		
30	Not showing love.		

31. The circles on the following line represent different degrees of happiness in your relationship. The middle point, “happy,” represents the degree of happiness of most relationships. Please fill in the circle which best describes the degree of happiness, all things considered, of your relationship.

Extremely Unhappy	Fairly Unhappy	A Little Unhappy	Happy	Very Happy	Extremely Happy	Perfect
○	○	○	○	○	○	○

32. Which of the following statements best describes how you feel about the future of your relationship?

- I want desperately for my relationship to succeed and would go to almost any length to see that it does.
- I want very much for my relationship to succeed and will do all I can to see that it does.
- I want very much for my relationship to succeed and will do my fair share to see that it does.
- It would be nice if my relationship succeeded, but I cannot do much more than I am doing now to help it succeed.
- It would be nice if it succeeded, but I refuse to do any more than I am doing now to keep the relationship going.
- My relationship can never succeed, and there is no more that I can do to keep the relationship going.

Section D: Strategies to enhance SEI among undergraduate university students to improve quality of intimate relationships.

Social emotional intelligence is a concept that has been around for some time now. It focuses on how we understand, think about and control emotions self and those of others. It is the capacity to be smart with emotions. It means recognizing and identifying, thinking about emotional prompts, and controlling your emotions and those of your partners. Kindly read and reflect through the following questions and answer them with all honesty, your identity will remain anonymous. There is no right or wrong answer.

Q1. What sort of emotions do you frequently deal with in your intimate relationship with your partner?

Q2. a) What is your suggestion on ways that can be used to improve your social emotional intelligence to further improve your intimate relationship with your partner?

b) Who are some of the players that can be used to facilitate social emotional intelligence improvement process?

Appendix 3: Research Plan

Time	Jan	June	April	Nov	Feb	July	Jan
Activity	2020	2020	2021	2021	2022	2022	2023
Proposal writing							
Proposal presentation							
Proposal correction & Submission							
Data collection							
Data Analysis							
Report writing & Submission							
Report Defense							
Submission for publication							

Appendix 4: Research Budget

Item (s)		
Printing		
Twenty copies of research proposal	600	12,000
Seven copies research project report draft	1000	7,000
Eight copies of research project	1000	8,000
Binding		
Twenty copies of research proposal	50	1,000
Eight copies research report	200	1,600
Stationery		
Internet Costs (15days)	----	40,000
One notebook	200	200
Five ball pens	10	50
One realm Foolscaps	400	400
Five Folders	30	1,500
One scientific calculator	1,200	1,200
One ruler	20	20
Four spring files	80	240
Researchers' subsistence (15 days)	500	7500
Transport cash (15 days)	100	1500
Pilot	200	8000
Data collection	400	80,000
Total		170,210
Contingencies (10% of Total)		17,021
		187,231
GRAND TOTAL		

Appendix 5: Online Isolating Question

Are you involved in an intimate relationship i.e., dating, engaged, cohabiting, or married?


If your answer to the above question is


1. “No”, Thank you for your interest in the study but your engagement ends here.
2. “Yes”, Please proceed to the next step (consent form) then follow the other procedures.

Appendix 6: Introduction letter for the respondents

My name is Veronica Nyawira Ngatia. I am a Master of Arts (Counselling Psychology) student at Kenyatta University. I am conducting a research study on **“Relationship between social emotional intelligence and quality of intimate relationships among undergraduate students in Universities in Nairobi County, Kenya”**. The information that you will give will only be used for the purpose of this study.

Appendix 7: NACOSTI Research Permit


REPUBLIC OF KENYA
Ref No: 463784


NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION.
Date of Issue: 14/February/2022


RESEARCH LICENSE



This is to Certify that Ms.. Veronica Nyawira Ngatia of Kenyatta University, has been licensed to conduct research in Nairobi on the topic: RELATIONSHIP BETWEEN SOCIAL EMOTIONAL INTELLIGENCE AND QUALITY OF INTIMATE RELATIONSHIPS AMONG UNDERGRADUATE STUDENTS IN UNIVERSITIES IN NAIROBI COUNTY, KENYA for the period ending : 14/February/2023.

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